Cover:
Forum Römānum
Photograph by Thomas J. Sienkewicz

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DISCE LATĪNAM!

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Preface

_Scrībere discere est._ To write is to learn. As life-long Latin educators, we knew well that the teaching of a subject strengthens and deepens one’s knowledge of the subject in profound ways. Yet, as we wrote this book we found ourselves forced into greater knowledge of Latin and its ways than we had ever envisioned. This also has entailed coming to grips with literally scores of choices about very problematic issues and committing to paper the results of these choices.

One such choice involves _macrons_. We firmly believe that macrons help students learn the language, not just by differentiating certain cases or tenses but by training their ears. Students who hear _vēnit_ confuse it with _venit_ much less frequently. Yet putting macrons in a text is a daunting task since lexicons disagree with each other, often with good cause. To settle disputes, our lexicon of last resort has always been the _Oxford Latin Dictionary_.

Note to Field Testers

This is a work in progress. The authors are very grateful to you as students and teachers for using this book and we welcome all your comments and criticisms. As you work through this book, please keep a log of suggestions and corrections. At the end of each semester you will also be asked to complete a survey regarding your experiences with this textbook.

A few things you should know:

- The images in this book are “place holders” and represent the kinds of pictures which we think will enhance the learning of Latin. The final product may use quite different images in many places.
- In the final version of this book all of the vocabulary needed to read a passage will be “in view” as you read. For now, however, you may have to turn a page to find the needed vocabulary.
- You will still find typos in this text. Please let us know about them, no matter how small.
- You will find additional course materials, including a Scope and Sequence, at http://department.monm.edu/classics/disce/.
- You will find on-line exercises at Quia at: http://www.quia.com/pages/latin126.html. This is a page constructed for Kenneth Kitchell’s intensive Latin course, for which _Disce Latīnam_! was the text. This course was taught Fall, 2007 and will be modified as the course is taught again in Fall 2008. It contains practice exercises for chapters 1-23. Suggestions for types of exercises, corrections, modifications and the like are always welcome. kkitchel@classics.umass.edu
Students’ Welcome to DISCE LATĪNAM!

The introductory Latin course your instructor has chosen for you offers an exciting new way to learn Latin. It combines the reading method used by courses like the Oxford Latin Course and Ecce Romani with the traditional grammar method used by books like Wheelock’s Latin. It also uses pedagogical techniques found in many modern language textbooks.

Please note that the packet contains not only the first twenty (of forty) chapters, but also, a complete vocabulary (Verba Omnia) and supplementary exercises (EXERCEĀMUS!). You will also find on-line exercises at http://www.quia.com/pages/latin126.html. Your instructor will explain to you how these supplementary materials will be used in your class.

Formal publication of the hardcover book in four colors is scheduled by Prentice Hall for early in 2010. The final product will include not only the textbook and workbook you are using but also on-line learning tools and audio resources.

In the meanwhile we, as authors, are hoping that we will obtain from you valuable feedback about the book and its contents. Towards the end of each semester you will be asked to complete a survey about the book. You should also feel free to keep a diary as you go along and comment upon individual parts. At the end of the course you are invited to share this diary with your instructor and with us. Please keep in mind that you are playing an important role in the development of a major Latin course for the 21st century.

We also encourage you to read carefully the “How to Use DISCE LATĪNAM!” which follows this letter. It will give you some important hints on how best to use the resources of this book.

Please keep in mind that the images currently used are intended as samples of what might be found in the final product. Please give us feedback about these images and how helpful they are towards your goal of learning to read Latin.

Kenneth Kitchell, University of Massachusetts Amherst
Tom Sienkewicz, Monmouth College
How to Use *DISCE LATĪNAM!*

Student User Guide

Each chapter contains narratives (*lectiōnēs*) about the two families, grammatical discussion (*GRAMMATICA*), exercises (*EXERCEĀMUS!*), and cultural background. Your instructor will provide more specific details as to how to use this material, but here are some general principles:

**General Principles:**
- The overall goal is to help you advance your ability to read and understand Latin, chapter by chapter.
- You will do this by reading a narrative which introduces Latin grammar step-by-step.
- The grammar is explained in simple language. Knowledge of English grammar is not assumed. Where appropriate, English grammar is explained before Latin grammar is introduced.
- Exercises in the chapter (and in the workbook) are provided to help you practice what you are learning.
- The cultural material in the sections called *RŌMĀNĪ IPSĪ, MUNDUS RŌMĀNUS, LATĪNA HODIerna, and ORBIS TERRĀRUM RŌMĀNA* complement the story line and grammar introduced in the chapter, provide some background on Roman culture, and illustrate the influence of the Latin language in the modern world.
- Typically you will spend 2-3 class days on each chapter.
- Your instructor will let you know the extent to which you are responsible for understanding the material presented in the chapter.

**The Story Line**

In this book you will read about two multi-generational families living in Rome ca. 9 B.C., during the reign of the emperor Augustus. One of the families, the Servilii, are upper-class and wealthy and you will share their school experiences, love life, political ambitions, etc. Servilius, the father of this family, hopes to be taken into the circle of Augustus and thus further his family’s fortunes. The other family, the Valerii, is lower-class and poor. The father of this family had died when they lived in northern Italy. His wife then moved to Rome and, with her married daughter, now runs a snack shop near the Forum. Her son-in-law is a blacksmith and accomplished metalworker. His wife is expecting a baby and you will learn about their financial worries as their family grows. The brother of this family is serving in Tiberius’ army on the German frontier. An important addition to this family is Socrates, their pet monkey.

**Vocabulary**

There are two types of vocabulary in every chapter. *Verba Útenda* (“Words to be Used”) are words you need to understand the narrative or an exercise. These words are listed alphabetically in a box close to the *lectiō*. Look for any words you have not seen before in this list.

The words marked in **bold** in the *Verba Útenda* are very common words you need to memorize and are called *Verba Discenda* (“Words to be Learned”). You will also find these *Verba Discenda* in a separate box towards the end of the chapter and are followed by a learning
exercise. *Verba Discenda* are always listed with complete grammatical information, as the words would typically appear in a Latin dictionary. It is very important for you to study these words because they will not appear in the *Verba Utenda* after that chapter.

You will also find all the words used in this book in an appendix called *Verba Omnia* ("All the Words"). Here again, the *Verba Discenda* are marked in **bold**. The Roman numeral in parentheses tells you what chapter this word became a word to be learned.

So you do not need any other Latin dictionary to work through this book. All the vocabulary you need is right here!

**A Note on Oral Latin**

Although Latin is not a spoken language today, research and experience both show that some familiarity with spoken Latin will improve your ability to understand the written language. For this reason, you will find oral exercises throughout this book. They are marked by the phrase **COLLOQUĀMUR!** ("Let’s Speak Together").
Guide to Chapter Sections

Each chapter (caput) contains the following sections with Latin headings:

**ARGUMENTUM FĂBULAE** ("Plot Summary of the Story")
This brief overview of the chapter narrative and an overview of the chapter as a whole appears in the box on the first page of every chapter.

**LECTIŌ PRĪMA / LECTIŌ SECUNDA** ("First Reading" / "Second Reading")
Each chapter includes two readings in a connected narrative about our two families.

**ANTEQUAM LEGIS** ("Before You Read")
This section outlines what happens in each reading and briefly explains the new grammar used in this reading. This section always ends with an exercise designed to help you recognize this new grammar in the reading and to understand what is happening in the story.

**POSTQUAM LĒGISTĪ** ("After You Have Read")
This section, immediately following the Lectiō, consists of a series of comprehension questions about the reading. Some of these are answered in English, some in Latin.

**Verba Útenda** ("Words to Be Used")
This alphabetical word list following each Lectiō provides help with vocabulary and usage of words as you read.

**Verba Discenda** ("Words to be Learned")
These words, marked in bold in the Verba Útenda, are listed alphabetically at the end of every chapter with full grammatical information and occasional English derivatives. The Verba Discenda is always accompanied by an exercise designed to highlight important details about the vocabulary.

**GRAMMATICA** ("Grammar")
This section following each Lectiō provides more detailed information about the chapter grammar introduced in the ANTEQUAM LEGIS. Each GRAMMATICA includes at least one exercise on the material introduced.

**RÔMÂNĪ IPSĪ** ("The Romans Themselves")
This section includes excerpts written by the ancient Romans themselves on topics related to events in the Lectiōnēs in the current chapter. These selections are generally adapted to your current reading level.

**GEMMA** ("Gem")
Interesting or useful points related to the Lectiōnēs or other parts of the chapters are included in text boxes.

**MUNDUS RÔMĀNUS** ("The Roman World")
This section provides some background on Roman culture and society on topics related to events in the *Lectiōnēs*.

**LATĪNA HODIERNA (“Latin Today”)**
This section shows how Latin has influenced modern English and other European languages.

**ORBIS TERRĀRUM RŌMĀNUS (“The Roman World”)**
While *MUNDUS RŌMĀNUS* deals with Roman culture, this section deals with geography and focuses on places in the Roman world related to events in the *Lectiōnēs*. Our story takes place largely in Rome, but we must never forget the scope of the Roman Empire.

**QUID PUTĀS? (“What Do You Think?”)**
This section follows *ORBIS TERRĀRUM RŌMĀNA* and provides a number of discussion and opinion questions on the material introduced in that chapter’s *RŌMĀNĪ IPSĪ, MUNDUS RŌMĀNUS, LATĪNA HODIERNA,* and *ORBIS TERRĀRUM RŌMĀNA.*

**EXERCEĀMUS! (“Let’s Practice”)**
There are several exercises per chapter, scattered among the *ANTEQUAM LEGIS, GRAMMATICA,* and *QUID PUTĀS?* sections.

**COLLOQUĀMUR (“Let’s Talk Together”)**
Each chapter contains at least one *COLLOQUĀMUR* exercise designed to encourage conversations in Latin.

**SCRĪBĀMUS (“Let’s Write”)**
Each chapter contains at least one *SCRĪBĀMUS* exercise designed to encourage writing in Latin.

**ANGULUS GRAMMATICUS (“Grammar Corner”)**
Each chapter includes an *ANGULUS GRAMMATICUS.* Here points of grammar which are interesting but which are not essential to the ability to read Latin are discussed.

**LEGENDA (“That Which Must Be Read”)**
Each chapter ends with this list of books and articles for further reading on the material introduced in the chapter.
DISCE LATĪNAM!

*Imperium Rōmānum*

Clipart Item: #5331460
DISCE LATĪNAM!

Italia Antiqua
Clipart Item #753265
DISCE LATINAM!

Rōma Antīqua
Clipart Item: #110210
DISCE LATİNAM!

FORUM RŌMÂNUM
Clipart Item #396502
As you begin your study of Latin consider this proverb which was a favorite of the emperor Augustus:

**FESTĪNĀ LENTĒ**
Make haste slowly!

This seeming contradiction (we call this an “oxymoron”) offers some good advice. You certainly want to move ahead quickly in your study of Latin, but not so fast that you do not learn well as you go along.

Notice how the proverb is written all in capital letters with long marks (macrons) over some vowels. We will explain later in this chapter why this was done.
As you learn Latin in this book you will read a story in Latin about two fictional families who live in Rome in the year 9 B.C. One of these families is upper-class. The other is lower-class. In this Drāmatis Persōnae (“Characters in the Drama”) are some brief introductions of the most important characters you will encounter. Others will be introduced as they appear.

[Following section to have pictures of each character]

**Familia Valeria** (the lower-class family)

| Key: | † = deceased  
| aet. | = aetātis “age”  
| C. | = Gaius  
| M. | = Marcus  
| C. f. | = Gaiī filius “son of Gaius”  

**Valeria**, a 40-year-old widow of the farmer Licinius from Verona. Unable to run the farm alone and with her son in the army, she moved to Rome from Verona after the death of Licinius a few years ago. In Rome she now runs a fast-food stand near the Forum. Valeria put all the money she had into the shop and as a result she and her family live in a less respectable part of town called the Subura (see maps).

**C. Licinius C. f.**, the son of Valeria and her late husband. While technically the legal head of the family, Licinius is in the army on the German border and has left his mother in charge of the family.
CAPUT I
Intrōductiō

Licinia, Valeria’s 18-year-old, married daughter, who works with Valeria at the fast-food stand. Licinia is pregnant.

Aelius, Licinia’s husband. He works as a blacksmith in his own small shop near their apartment in the Subura.

Flāvia, a German slave girl who works in the shop and helps around the house.

Sōcratēs, Licinius’ pet monkey. Licinius left the monkey with his mother when he enlisted. Socrates now “works” in Valeria’s shop as entertainment for her customers.

Familia Serviliī (the upper-class family)

\[
\text{Ava (†) } = \text{ Avus (aet. 82)}
\]

Caecilia Metella Secunda (aet. 38) \text{ === } M. Servilius Severus (aet. 45) \text{ === } Cornelius (divorced)

M. Servilius Severus M.f. (aet. 21) \text{ Servilia (aet. 16)}

L. Servilius Noniānus (aet. 10)

Key: † = deceased
aet. = aetātis “age”
ava = grandmother
avus = grandfather
M. = Marcus
L. = Lucius
M.f. = Marci filius “son of Marcus”

M. Servilius Severus, actually existed. He was consul in 3 A.D. At the time of this story he is 43-years old and is running for the office of praetor. Servilius had two children by his first wife Cornelia, from whom he is now divorced: a 21-year old son also named M. Servilius Severus and a 16-year old daughter named Servilia.
**DISCE LATĪNAM!**

**M. Servīlius Severus M. f.** the 21-year-old son of Servilius. Marcus is preparing to study rhetoric in Greece before beginning his political career.

**Servilia**, Marcus’ 16-year-old sister. She is anticipating marriage in the near future.

**Caecilia Metella Secunda**, present wife of Servilius

**L. Servilius Noniānus**, the ten-year old son of Servilius and Caecilia Metella. Known better as “Lucius,” he attends a school run by the grammarian Chiron and has a paedagogus (slave assigned to his education) named Hermes.

**POSTQUAM LĒGISTĪ**

1. How does the composition of the Licinia and Servilia families compare to that of modern American families and especially to your own family?
2. What kinds of lives do the characters in their twenties lead? How does this compare to the lives of you and your friends from high school?

**GRAMMATICA A**

**Writing Latin**

A Roman living in the year 9 B.C. would have written the emperor Augustus’ favorite proverb, *Festīnā lentē*, all in capital letters with little or no space between the words. It would have looked something like this:

**FESTINALENTE**

By the time that the moveable type printing press was invented by Johannes Gutenberg (c.1450), small letters and real spacing between words had been introduced. So the earliest books printed in Latin used a script much like the one used in this book. This means that the capital letters we use in this book are the same ones the Romans used, but the small letters are different. Reading Latin as it is written in this book is easy for us, but it would not have been easy for an ancient Roman any more than

**READINGENGLISHINTHISFORMATISEASYFORUS.**

Here is a page from a 6th-century manuscript of a letter by Pliny now in the Pierpont Morgan Library in New York. Notice how all the letters are capitalized and run together with no punctuation or spaces between the words.
CAPUT I
Intrōductiō

EPISTULARUM
·C· PLINIUS · CALUISIO SUO SALUTEM

NESCIO AN ULLUM IUCUNDIUS TEMPUS
EXEGERIM QUAM QUO NUPER APUD SPU
RINNAM FUI ADEO QUIDEM UT NEMINEM
5 MAGIS IN SENECTUTE SI MODO SENESCE
RE DATUM EST AEMULARI UELIM NIHIL
EST ENIM ILLO VITAE GENERE DISTINCTIUS

and here is how these lines would be written today:

Epistulārum

C. Plinius Calvisiō suō salūtem.
Nesciō, an ullum iucundius tempus exēgerim, quam quō nuper apud
Spurinnam fuī, adeō quidem, ut nēminem magis in senectute, si modo
senēnescere datum est, aemulāri velim; nihil est enim illō vitae genere
distinctius.

Which version is easier for you to read? Which one would be easier for an ancient Roman?
The Roman Alphabet

The Roman and English alphabets share 24 letters, shown in the table below. The letters j and w were not used in Roman times.

| A | B | C | D | E | F | G | H | I | K | L | M | N | O | P | Q | R | S | T | U | V | X | Y | Z |
| a | b | c | d | e | f | g | h | i | k | l | m | n | o | p | q | r | s | t | u | v | x | y | z |

Romans in the time of Augustus used only the capital letters and the letter V was also used for U. The small letters came later.

Pronouncing Latin

It is important to remember that we have no recordings of ancient Romans speaking Latin, so our modern pronunciations of Latin words are approximations. We know that there were many variations of pronunciation across the Roman Empire. The same is true for English of course. Just ask people from London, Boston, and Brooklyn to say “horse” or “murder.”

Moreover, Latin was a living language spoken across the Mediterranean and Europe, for at least 3,000 years. Different pronunciations arose in various geographical areas and historical periods.

There are at two major pronunciation systems in use today. The “classical” Latin pronunciation represents our best reconstruction of what the Latin of authors like Cicero and Caesar sounded like. The system called “ecclesiastical,” “church,” or “medieval” was more influenced by the sound of Italian. We will use “classical” pronunciation in this book but you will often hear “church” Latin sung in concert halls.

Remember always that you only get better by trying and that your ear needs to hear the language to help your brain understand it. So the only “rule” is to keep trying and model yourself on the pronunciation of your teacher and the on-line drills.

General Rules for Pronouncing Latin

Two important keys to pronouncing Latin:

- There are no silent letters. Even final e’s are pronounced. Latin is essentially WYSIWYG (“What you see is what you get!”).

- Unlike English, Latin is quite consistent in the sound a letter represents. This is especially true of vowels. Once you get used to a few rules and patterns, you can easily predict the pronunciation of a Latin word.
Consonants

While the majority of Latin consonants are pronounced much as they are in English, the sounds of the letters are not always identical in the two languages. Note the following differences:

C  C is always hard, sounding like a K. *Cicerō* is pronounced “Kickero”
G  G is always hard, as in “great,” “girl,” or “goat.” It is never soft, sounding like a “j” as in the English “gem.”
J/I There is no J in classical Latin. The letter I took its place. The consonant “I” is pronounced like the “Y” in “yes.”
R The “r” was slightly rolled in Latin as it is in many modern languages.
S Almost always a pure “s” sound, as in “guess.” Try not to make it a “z” as in the English “rays.”
V The letter v is pronounced in Latin like the English letter w. Thus, the Latin *vector* is pronounced “wector” and *vortex* is pronounced “wortex.”
W There is no “w” in Latin.
X In between vowels, an “x” is pronounced as it is in English. Sometimes it begins a word (usually a Greek loan word). In this case, pronounce it like “KS.”

*Nota Bene:* Pronounce every consonant. You pronounce *committō* (I commit) as *commit-tō*, with the first two syllables beginning and ending with a consonant.

Consonant Blends

GN  This is not pronounced as if in two words (e.g. “big nosed”). It is a nasal blend. Try to make it sound a bit like the “gn” in the Italian “lasagna.”
QU As in English, rather like the “kw” sound in “quiet.”
CH This is not like the ch in the English word “church.” Most Latin words with “ch” come from Greek letter “chi”. Latin “ch” is pronounced like the hard “ch” in “choir” or “chiropractor.”
PH Although many Latin students and teachers pronounce this like an “f,” technically this combination of letters is pronounced like “p” followed by a breath. Most Latin words with “ph” come from the Greek letter “phi.”
TH Although many Latin students and teachers pronounce this like an English “th” as in “the,” technically this combination of letters is pronounced like “t” followed by a breath. Most Latin words with “th” come from the Greek letter “theta.”

**EXERCEĀMUS!**

I.A  Pronouncing the Latin “G”

Directions: Many Latin words come into English largely unchanged in spelling. These are called Latin Loan Words. We need to pay attention, however, to the Latin pronunciation of these words. For example, we use the Latin hard “g” in the word
“gladiator.” Sometimes, however, we change the Latin hard “g” to a soft one. Try pronouncing the g in each of the following words like the g in “girl”. That is how the Romans pronounced it!

- genius (“spirit”)
- agenda (“the things which must be done”)
- rigidus (“stiff”)
- magicus (“magical”)

I.B Pronouncing the Latin “C”
Directions: The same applies to the letter “c” which we follow the Romans in pronouncing hard in words like “campus” and “clamor.” Frequently, however, we make the “c” soft in words we borrowed from the Romans. So try pronouncing a hard c in each of the following Latin words.

- circus (“racecourse”)
- Cerēs (“goddess of grain”)
- cēnsor (“judge”)
- biceps (“two-headed”)
- facile (“easy”)
- speciēs (“type”)

Vowels

The same five vowels exist in Latin and English:

a e i o u.

In Latin vowels have two pronunciations depending upon whether they are long or short. In DISCE LATĪNAM! a long mark (a “macron”) is placed over long vowels to help you recognize them: ā ē ī ō ū. Romans did not use or need these macrons but you should pay attention to these marks—they can be as important to meaning as the difference in English between the sounds of “meet” and “met” or “read” and “read” (past tense).

Here is a chart showing how vowels are pronounced in Latin:

<table>
<thead>
<tr>
<th>short vowels</th>
<th>long vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vowel</td>
</tr>
<tr>
<td>a</td>
<td>“ahead”</td>
</tr>
<tr>
<td>e</td>
<td>“bet”</td>
</tr>
<tr>
<td>i</td>
<td>“bin”</td>
</tr>
<tr>
<td>o</td>
<td>“off”</td>
</tr>
<tr>
<td>u</td>
<td>“but”</td>
</tr>
</tbody>
</table>

Y Extremely rare in Latin, this letter was introduced to spell words borrowed from Greek like peristylēum (a court surrounded by columns). The sound of “y” was equivalent to that of Greek upsilon, a sharp “u” sound made by combining the sounds “ee” and “u” together. Unlike English, it is always a vowel in Latin.
EXERCEĀMUS!
I.C Pronouncing Latin Vowels
Directions: Now apply the pronunciation of Latin vowels to these words which you used in Exercises A and B.
Hint: Do not forget to pronounce the “G” and “C” the classical Latin way!

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>genius</td>
<td>jee-nus</td>
</tr>
<tr>
<td>agenda</td>
<td>a-de-ga</td>
</tr>
<tr>
<td>rigidus</td>
<td>ri-dus</td>
</tr>
<tr>
<td>magicus</td>
<td>ma-gi-kus</td>
</tr>
<tr>
<td>facile</td>
<td>fa-cil-e</td>
</tr>
<tr>
<td>circus</td>
<td>cer-cus</td>
</tr>
<tr>
<td>Ceres</td>
<td>cer-es</td>
</tr>
<tr>
<td>cēnsor</td>
<td>cē-ne-sor</td>
</tr>
<tr>
<td>biceps</td>
<td>bee-cips</td>
</tr>
<tr>
<td>speciēs</td>
<td>spe-ci-e-s</td>
</tr>
</tbody>
</table>

Diphthongs

In addition to these simple or single vowels, Latin also combines two vowels to create a single sound. These double vowels are called diphthongs. Diphthongs are always long.

Here is a chart of Latin diphthongs:

<table>
<thead>
<tr>
<th>Diphthong</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ae</td>
<td>aisle</td>
</tr>
<tr>
<td>au</td>
<td>out</td>
</tr>
<tr>
<td>ei</td>
<td>eight</td>
</tr>
<tr>
<td>oe</td>
<td>toil</td>
</tr>
<tr>
<td>ui</td>
<td>Phooey!</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!
I.D Pronunciation -- Vowels and Diphthongs
Directions: Use the key to pronounce the Latin words written in bold.
Hint: Always stress the first syllable in a two syllable word.

<table>
<thead>
<tr>
<th>Vowel</th>
<th>English example</th>
<th>LATIN WORD</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>as in “ahead”</td>
<td>at capax</td>
<td>but spacious</td>
</tr>
<tr>
<td>e</td>
<td>as in “bet”</td>
<td>et ede</td>
<td>and eat</td>
</tr>
<tr>
<td>i</td>
<td>as in “bin”</td>
<td>in is</td>
<td>in he</td>
</tr>
<tr>
<td>o</td>
<td>as in “off”</td>
<td>odor dolor</td>
<td>scent sorrow</td>
</tr>
<tr>
<td>u</td>
<td>as in “but”</td>
<td>ut ulcus</td>
<td>in order to, that ulcer</td>
</tr>
<tr>
<td>ā</td>
<td>as in “father”</td>
<td>āla amās</td>
<td>wing you love</td>
</tr>
<tr>
<td>ē</td>
<td>as in “may”</td>
<td>Lēthē nē</td>
<td>river of forgetfulness</td>
</tr>
</tbody>
</table>

9
### DISCE LATĪNAM!

<table>
<thead>
<tr>
<th>ï</th>
<th>as in “see”</th>
<th>quī</th>
<th>sīc</th>
<th>who</th>
<th>thus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ō</td>
<td>as in “rotate”</td>
<td>dōs</td>
<td>ōrō</td>
<td>talent</td>
<td>I pray</td>
</tr>
<tr>
<td>ū</td>
<td>as in “mood”</td>
<td>ūsūs</td>
<td>frūx</td>
<td>use</td>
<td>crops</td>
</tr>
<tr>
<td>ae</td>
<td>aisle</td>
<td>aes</td>
<td>faex</td>
<td>bronze</td>
<td>sediment</td>
</tr>
<tr>
<td>au</td>
<td>out</td>
<td>aut</td>
<td>pauper</td>
<td>or</td>
<td>poor</td>
</tr>
<tr>
<td>ei</td>
<td>neigh</td>
<td>ei</td>
<td>eia</td>
<td>alas!</td>
<td>wow!</td>
</tr>
<tr>
<td>eu</td>
<td>seu</td>
<td>neuter</td>
<td>or if</td>
<td>neither</td>
<td></td>
</tr>
<tr>
<td>oe</td>
<td>toil</td>
<td>Oedipūs</td>
<td>Oedipus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ui</td>
<td>phooey!</td>
<td>cui</td>
<td>to whom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Syllables

Now that you know how to pronounce Latin consonants, vowels and diphthongs, let’s talk a little more about pronouncing whole words. Here are a few simple rules to remember:

1.) There is a syllable for every vowel or diphthong.

   - *rabiēs* (ra·bī·es) 3 syllables
   - *vacuum* (va·cū·um) 3 syllables

2.) A consonant between two vowels is pronounced with the second vowel.

   - *rabiēs* (ra·bī·es not rab·i·es)

3.) When two or more consonants are between two vowels, only the last consonant is pronounced with the second vowel.

   - *spectātor* (speck·ta·tor)
   - *consortium* (con·sorti·um)

### Stress

Word stress is important in English. Consider these sentences:

- I **refuse** to pick up the **refuse**.
  - He cannot **conduct** the orchestra because of his previous **conduct**.
  - Why do you **project** such negative vibes about my **project**?

In Latin stress is regular and predictable. Here are the rules:

- The stress lands only on one of three syllables. The grammarians give them formal names.
- The technical terms are Latin based. Let's look at *Rōmānī*, the Latin word for “Romans.”
### CAPUT I
#### Intrōductiō

<table>
<thead>
<tr>
<th>Rō</th>
<th>mā</th>
<th>nī</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Name:</td>
<td>antepenult</td>
<td>Penult</td>
</tr>
<tr>
<td>Latin meaning</td>
<td>“before the next to last”</td>
<td>“next to last”</td>
</tr>
<tr>
<td>DL Nickname</td>
<td>S3 (Syllable 3)</td>
<td>S2 (Syllable 2)</td>
</tr>
</tbody>
</table>

### Rules for Stress

These are simplified and omit the obvious (e.g. a one syllable word takes the stress on the first syllable!), but they will get you started. Exceptions will be introduced when they are important.

1. The stressed syllable can never go further back than S3 and tries to stay there.
   - Thus: Ō·ce·a·nī is impossible. The stress is Ō·CE·a·nī

2. Always stress the first syllable of a two-syllable word.

3. For words of three or more syllables,
   a. if S2 is short, the stress tends to fall back to S3
   b. if S2 is long, it attracts the stress.

#### Note:
A syllable can be long two ways:
1. it contains a long vowel as in fē·mi·NĀ·rum
2. it comes before a double consonant like the “e” followed by “nd” in a·GEN·da

(There are exceptions to this, but you needn't worry about them right now.)

### Latin Stress—Examples

<table>
<thead>
<tr>
<th></th>
<th>S3/antepenult</th>
<th>S2/penult</th>
<th>S1/ultima</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable word</td>
<td></td>
<td></td>
<td>AT _IN</td>
</tr>
<tr>
<td>two-syllable word</td>
<td>ACtor</td>
<td>CAMpus</td>
<td>Fiat</td>
</tr>
<tr>
<td>three-syllables or more, S2/penult long</td>
<td>aGEN·da</td>
<td>reGĀ·Lia</td>
<td>imiTĀ·tor</td>
</tr>
<tr>
<td>three-syllables or more, S2/penult short</td>
<td>FACile</td>
<td>HAbitat</td>
<td>IAnitor</td>
</tr>
</tbody>
</table>
GRAMMATICA B

Parts of Speech

Latin has the eight parts of speech similar to ours:

**Verb** (verbum, word): expresses an action or state of being. Here are some Latin verbs and their English equivalents. The English words in parentheses are derived from the Latin words and are called *derivatives*.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>dūcit</td>
<td>leads (induce)</td>
</tr>
<tr>
<td>ambulat</td>
<td>walks (perambulate)</td>
</tr>
<tr>
<td>dīcit</td>
<td>says (dictate)</td>
</tr>
<tr>
<td>respondet</td>
<td>replies (respond)</td>
</tr>
</tbody>
</table>

**Noun** (nōmen, name): the name of a person, place or thing.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fēmina</td>
<td>woman (femininity)</td>
</tr>
<tr>
<td>vir</td>
<td>man (virility)</td>
</tr>
<tr>
<td>taberna</td>
<td>shop (tavern)</td>
</tr>
<tr>
<td>Forum</td>
<td>forum</td>
</tr>
</tbody>
</table>

All of the nouns listed can serve as the subject of the Latin verbs we listed above, like this:

Fēmina ambulat.  The woman walks.
A woman walks.

**Adjective** (adiectum, added to): describes a person, place or thing.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bona fēmina</td>
<td>a good woman</td>
</tr>
<tr>
<td>magnus vir</td>
<td>a large man</td>
</tr>
<tr>
<td>taberna parāta</td>
<td>a prepared shop</td>
</tr>
<tr>
<td>Forum meum</td>
<td>my Forum</td>
</tr>
</tbody>
</table>

Notice that the endings on the adjectives change. You will learn more on this below.

**Pronoun** (prōnōmen, instead of a noun): takes the place of a noun.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ego</td>
<td>I</td>
</tr>
<tr>
<td>mē</td>
<td>me</td>
</tr>
<tr>
<td>tū</td>
<td>you</td>
</tr>
<tr>
<td>nōs</td>
<td>we</td>
</tr>
</tbody>
</table>

**Adverb** (adverbum, to the verb): modifies a verb, an adjective, or another adverb.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>valdē</td>
<td>very</td>
</tr>
<tr>
<td>nōn</td>
<td>not</td>
</tr>
<tr>
<td>nunc</td>
<td>now</td>
</tr>
<tr>
<td>mox</td>
<td>soon</td>
</tr>
</tbody>
</table>

**Preposition** (prepositum, placed before): expresses direction or relation

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>in, on</td>
</tr>
<tr>
<td>ē, ex</td>
<td>out of</td>
</tr>
<tr>
<td>ad</td>
<td>to, toward</td>
</tr>
<tr>
<td>sub</td>
<td>under</td>
</tr>
</tbody>
</table>

**Conjunction** (coniunctum, joined together): connects two words, phrases, or sentences together

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>et</td>
<td>and</td>
</tr>
<tr>
<td>sed</td>
<td>but</td>
</tr>
</tbody>
</table>

**Interjection** (interiectum, thrown between): a expression of surprise or emphasis

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ō!</td>
<td>Oh! Hey!</td>
</tr>
<tr>
<td>Heu!</td>
<td>Alas!</td>
</tr>
</tbody>
</table>

**Notā Bene:** Unlike English, Latin has no words for “the” or “a” so you can translate any Latin noun the ways we translate fēmina here: fēmina woman, the woman, a woman.
Although most of the action in the narrative of DISCE LATÍNAM! takes place in the city of Rome, the city was the capital of a wide empire spanning east to west from Syria to Spain and north to south from the Danube to the Sahara. In order to illustrate this connection between Rome and her empire we offer you here the Arch of Titus in the Roman Forum and its ties with Rome’s Jewish Wars in the first century A.D.

Judaea became a Roman province in 6 A.D. but the territory had been under Roman control for decades before that date. The Jews revolted against Roman rule from 66 to 72 A.D. Jerusalem fell in 70 A.D. and the Jewish temple was destroyed. The Jews were defeated at Masada in 72 A.D. by the general Titus, son of the emperor Vespasian. Titus erected a triumphal arch in the Roman Forum to commemorate his victory in 80 A.D. Decoration on the arch includes the Roman army carrying plunder from Jerusalem.

**Triumphus Titī**
This detail from the Arch of Titus depicts Roman soldiers carrying plunder from the sack of Jerusalem in triumphal procession in Rome.
photos.com #5266857

**Arcus Titī**
The Arch of Titus in the Roman Forum was erected to celebrate the Roman victory in the Jewish War (66-72 A.D.). Photos.com.Item: #5073369

**Tabula Geōgraphica Iūdaeaec**
Judaea in the 1st century A.D.
Clipart Item: #24903861
Romans often carved writing onto buildings and other stone objects. Such writing is called an **inscription**. You can see such an inscription on the façade of the Arch of Titus, described above. Notice how the inscription is written all in capital letters with no division between the words.

Here is a transcription of the inscription.

**SENATVS**  
**POPVLVSQVEROMANVS**  
**DIVOTITO DIVIVESPASIANIF**  
**VESPAIANO AVGVSTO**

Now here is the inscription written with word divisions and with the one abbreviation in the inscription expanded and underlined:

**Inscriptiō in Arcū Tītī**  
Dedicatory Inscription on the Arch of Titus. (Victor Martinez)  
[http://department.monm.edu/classics/images/romavm/DSCN0971.JPG](http://department.monm.edu/classics/images/romavm/DSCN0971.JPG)

*Judaea Capta*  
under a palm tree while a Roman stands victorious at left, with the inscription *Judaea Capta* (“Judaea Captured.”) The abbreviation S.C. stands for (“Decree of the Senate.”)  
Clipart Item: #25056891
And here is how this inscription reads in English:

The Senate
And the Roman People
To the Divine Titus Vespasian Augustus
Son of the Divine Vespasian

The emperor Vespasian reigned 69-79 A.D. His son Titus reigned 79-81 A.D. The Romans often called their emperors divine after they died. Abbreviations are very common in Latin inscriptions, but the only abbreviation in this one is F[ILIO] “to the son”). Also notice the V’s in POPVLVS, ROMANVS and AVGSTVS which are usually transcribed as U’s.

**Arcus Americānus**
Washington Square Arch in New York City, erected in 1889 to celebrate the 100th anniversary of George Washington’s inauguration as President. The arch is modeled on Roman triumphal arches like the Arch of Titus. Another, more recent, U.S. example is The Millennium Gate, dedicated in Atlanta, Georgia, in 2008.

**LATĪNA HODIERNA**

**English Loan Words**

Many of these Latin words in the exercises should look familiar to you because they are actually English words borrowed from Latin. As you have learned from the exercises you just did, the pronunciation and stress of these words is not necessarily the same in Latin and English. This is also true for the meanings of these words. Here are a few examples of English loan words which have different meanings from the parent Latin word.
**DISCE LATĪNAM!**

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>Latin Meaning</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>arēna</td>
<td>sand</td>
<td>enclosed area for competition</td>
</tr>
<tr>
<td>habitat</td>
<td>he lives</td>
<td>place where an animal or plant lives</td>
</tr>
<tr>
<td>minister</td>
<td>servant</td>
<td>a member of the clergy / a government official</td>
</tr>
<tr>
<td>rabiēs</td>
<td>madness</td>
<td>a disease of the nervous system</td>
</tr>
<tr>
<td>serum</td>
<td>whey, watery part of milk</td>
<td>clear part of blood used for medicinal purposes</td>
</tr>
<tr>
<td>trivia</td>
<td>places where three roads meet</td>
<td>commonplace or unimportant facts</td>
</tr>
</tbody>
</table>

**QUID PUTĀS?**
1. Compare the English proverb “Haste Makes Waste” to the Latin FESTĪNĀ LENTĒ. Which proverb do you prefer and why?
2. Why do you think the English word “arena” comes from the Latin word for sand?

Use this Verba Útenda for the exercises which follow.

**Verba Útenda**

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>Latin Meaning</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulat</td>
<td>walks</td>
<td>est is</td>
</tr>
<tr>
<td>clāmat</td>
<td>shouts</td>
<td>quid what?</td>
</tr>
<tr>
<td>currit</td>
<td>runs</td>
<td>fēmina woman</td>
</tr>
<tr>
<td>dat</td>
<td>gives</td>
<td>stat stands</td>
</tr>
<tr>
<td>dīcit</td>
<td>speaks</td>
<td>filia daughter</td>
</tr>
<tr>
<td>dūcit</td>
<td>leads</td>
<td>tibi your, to you</td>
</tr>
<tr>
<td>nōmen</td>
<td>-inis n. name</td>
<td>vendit sells</td>
</tr>
<tr>
<td>mihi</td>
<td>my, to me</td>
<td>vir man</td>
</tr>
</tbody>
</table>

**GEMMA**

*Verba Útenda and Verba Discenda*

Remember that words marked in **bold** in the *Verba Útenda* (“Words to be Used”) become *Verba Discenda* (“Words to be Learned”) in that chapter.” So *nōmen, nominis n. name* is becoming a verbum discendum in this chapter. Right now the form nōmen makes sense to you but nominis does not, but we always list verba discenda the way they are found in a Latin dictionary. We will explain the second form soon. The n. stands for neuter gender, which will also be explained later..

**EXERCEĀMUS!**

**I.E COLLOQUĀMUR!**

Directions: Practice the following dialogue with other people in your class.

Dialogue: *Quid est nōmen tibi?* What is your name?

*Mīhi nōmen est __________.* My name is __________.
CAPUT I  
Intrōductīō

I.F  COLLOQUĀMUR!
Directions: (To be done after I.E in textbook.)
Pointing at student A and ask student B *Quis est?* ("Who is this?). Student B responds *John est.* Then student B points at another student and asks student C *Quis est?* Etc.

I.G  SCRĪBĀMUS
Directions: Make a simple Latin sentence by taking a noun from Col. A and linking it with a verb in Col. B. Be sure to make at least one sentence with each verb. In order to do this you will have to use the nouns in Col. A more than once. The first one is done for you.

Col. A
- *fēmina* (woman)
- *vir* (man)
- *filia* (daughter)
- *filius* (son)

Col. B
- *currit* (runs)
- *ambulat* (walks)
- *dīcit* (speaks)
- *respondet* (responds)
- *est* (is)
- *dat* (gives)
- *clāmat* (shouts)
- *stat* (stands)
- *vendit* (sells)
- *dūcit* (leads)

Sentence
*Fēmina currit.*

I.H  Translation
Directions: Now translate each of the Latin sentences you made in Exercise I.F into English. For example, *Fēmina currit.* "The woman runs."

I.I  Verba Discenda
Directions: Use your knowledge of English to determine the part of speech of each of the VERBA DISCENDA. We have done one for you.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>est</em> is <em>mihi</em> to me, my</td>
<td></td>
</tr>
<tr>
<td><em>nōmen, nominis n. name</em> [nomenclature, nominate]</td>
<td></td>
</tr>
<tr>
<td><em>quid what?</em> [quid pro quo]</td>
<td></td>
</tr>
<tr>
<td>to me (pronoun)</td>
<td></td>
</tr>
</tbody>
</table>
The letter \( V \) originally stood for both for the consonant \( W \) and for the vowel \( U \). It is now common practice to write Latin with the consonant \( V \) and the vowel \( U \), but the Latin word \textit{vacuus} ("empty") was originally written as \textit{VACVVS} or \textit{vacvvs}. Only after the fall of the Roman Empire was the letter \( U \) used to distinguish the vowel from the consonant. Occasionally the Latin letter \( V \) became a \( W \) in English. Here are some examples:

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>Latin Meaning</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textit{vallum}</td>
<td>rampart, palisade</td>
<td>wall</td>
</tr>
<tr>
<td>\textit{vastus}</td>
<td>waste, deserted</td>
<td>waste</td>
</tr>
<tr>
<td>\textit{vīnum}</td>
<td>wine</td>
<td>wine</td>
</tr>
</tbody>
</table>

Similarly the letter \( I \) originally stood for both the consonant \( J \) and the vowel \( I \). Occasionally in Latin texts \( J \) is used as a consonant along with \( I \) as a vowel. Look at how this affects the change from Latin words to English words.

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textit{iniūria}</td>
<td>Injury</td>
</tr>
<tr>
<td>\textit{iānitor}</td>
<td>Janitor</td>
</tr>
<tr>
<td>\textit{iūnior}</td>
<td>Junior</td>
</tr>
</tbody>
</table>

\textbf{LEGENDA}

To learn more about the pronunciation of Latin try the following:

Covington, Michael A. “Latin Pronunciation Demystified” (University of Georgia)  


Here is a book on Latin Manuscripts:

[http://www.questia.com/read/79923962](http://www.questia.com/read/79923962)
The Family of Valeria

The three women in the picture [pending] form the core of one of the families who will appear in the narrative of DISCE LATĪNAM! Valeria, to the left, is the mother and runs the shop. Her daughter, Licinia, helps her in the shop. Licinius, husband of Valeria and father of Licinia, died a few years before in Verona. Valeria could not run their farm alone and therefore sold it and moved to Rome to make her way as best she could, running a snack shop near the Forum. You will learn more about shops like these in the MUNDUS RŌMĀNUS section of the next chapter. The woman in the back is Flavia, a German slave girl who helps run the shop. Her slave-name, "Blondie," is based on a physical attribute—a common practice among the Romans. You will notice that her dress...
is different from that of free women. You will learn more about the family and its other members as the story progresses.

As you read *Lectiō Prīma* pay attention to the verbs. There are only three of them: *est* (“is”), *sunt* (“are”) and *vendit* (“sells”).

**EXERCEĀMUS!**

**II.A Subjects and Verbs**

Directions: As you read you will notice that verbs are marked in **bold** and their subjects are marked in **bold italics**. List all the subjects line by line in Col. A and all the verbs in Col. B. Then translate the subjects and verbs together. We have done the first one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Subjects</th>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>fēminae</td>
<td>sunt</td>
<td>the women are</td>
</tr>
</tbody>
</table>

Now use the subjects to to determine why some verbs end in –t and others end in –nt.

**Trēs Fēminae**


**Verba Ūtenda**

<table>
<thead>
<tr>
<th>Verbo</th>
<th>Definición</th>
<th>Traducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad sinistram</td>
<td>to the left</td>
<td>prope near</td>
</tr>
<tr>
<td>ancilla</td>
<td>maid servant</td>
<td><em>sunt</em> (they) are</td>
</tr>
<tr>
<td>cibum</td>
<td>food</td>
<td><em>taberna, -ae f. (snack) shop</em></td>
</tr>
<tr>
<td>domina</td>
<td>mistress</td>
<td><em>terra a third</em></td>
</tr>
<tr>
<td>et and</td>
<td></td>
<td><em>trēs three</em></td>
</tr>
<tr>
<td>fēmina, -ae f.</td>
<td>woman</td>
<td><em>vendit</em> (she) sells</td>
</tr>
<tr>
<td>filia</td>
<td>daughter</td>
<td>Germānica German</td>
</tr>
<tr>
<td>in, in, on, into</td>
<td></td>
<td>Italā Italian</td>
</tr>
<tr>
<td>māter</td>
<td>mother</td>
<td></td>
</tr>
<tr>
<td>pictūrā</td>
<td>picture</td>
<td></td>
</tr>
<tr>
<td>pōtum</td>
<td>(a) drink</td>
<td></td>
</tr>
</tbody>
</table>

**POSTQUAM LĒGISTĪ**

1. What is the relationship between Valeria and Licinia?
2. What is the relationship between Valeria and Flavia?
3. What is the nationality of Valeria? What is Flavia’s nationality?
4. What does Valeria sell in her shop?
**CAPUT II**

*In Tabernā*

**GRAMMATICA A**

**Present Tense (3rd Person)**

Latin is an inflected language. That means that individual words change their form as they are used in different parts of the sentence. English was once much more inflected than it is today, but we still have vestiges of changes in words to indicate different grammatical usage.

- **Who** is at the door? Subject
- **Whom** do you want? Direct object
- **Whose** purse is this? Possession

Somebody **wants** you! Singular verb form
Many people **want** to be rich. Plural verb form

We will deal with verbs first. What did you learn from *Exerceāmus II.A*? In the reading sample that follows, look for the change in verb endings.

<table>
<thead>
<tr>
<th>Latin Verb Ending</th>
<th>Number</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-t</td>
<td>singular</td>
<td>he, she, it</td>
</tr>
<tr>
<td>-nt</td>
<td>plural</td>
<td>they</td>
</tr>
</tbody>
</table>

The endings on these verbs indicate whether the subject is singular or plural.
- –nt indicates a plural subject, “they”
- –t indicates a singular subject, “he,” “she” or “it.”
- This concept is called the **number** of a verb.

**Principal Parts**

Every Latin verb form consists of endings added to a **stem**. These stems are made from one of the **four principal parts** of every Latin verb.

English has principal parts as well. You have certainly spent a lot of time memorizing things like “sing, sang, sung” or “go, went, gone.” English also uses them to form our tenses (e.g. “I am going” and “I have gone.”) You can read more about English and Latin principal parts in the *ANGULUS GRAMMATICUS* in Chapter V.

Most Latin verbs have four principal parts. All four principal parts will always be listed for **verba discenda**, but, for now, we will list only the first two principal parts and will introduce the other two principal parts as you need them. Here are the first two principal parts of verbs from this chapter.
• The 1st Principal Part is the 1st person of the Present tense (i.e. “I run,” “I see”)
• The 2nd Principal Part is the infinitive, (i.e. “to run,” “to see”). We will deal with infinitives soon.

<table>
<thead>
<tr>
<th>1st Principal Part</th>
<th>Translation</th>
<th>2nd Principal Part</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulō</td>
<td>I walk</td>
<td>ambulāre</td>
<td>to walk</td>
</tr>
<tr>
<td>videō</td>
<td>I see</td>
<td>vidēre</td>
<td>to see</td>
</tr>
<tr>
<td>vendō</td>
<td>I sell</td>
<td>vendere</td>
<td>to sell</td>
</tr>
</tbody>
</table>

Present Tense

Here is how the third person singular and plural are formed for these verbs

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulat</td>
<td>he / she / it walks</td>
<td>Ambulant</td>
</tr>
<tr>
<td>videt</td>
<td>he / she / it sees</td>
<td>Vident</td>
</tr>
<tr>
<td>vendit</td>
<td>he / she / it sells</td>
<td>Vendunt</td>
</tr>
</tbody>
</table>

Nota Bene:
• The Latin verb vendit can be translated three different ways: “he/she/it sells,” “he/she/it is selling,” “he/she/it does sell.” We will talk more about these options later.
• Latin verbs have a variety of vowels before the endings (ambulat, videt, vendit, vendunt). We'll explain that shortly. For now you can simply use the –t or –nt ending that you learned above to decide how to translate a given form, using "he, she, it" or "they".

EXERCEĀMUS!

II.B Principal Parts
Directions: Here are the first two principal parts of the verba discenda for this chapter.

ambulō, ambulāre walk
bibō, bibere drink
dō, dare give
veniō, venīre come

Use this information to fill in the following chart. We have filled in some information for you.

<table>
<thead>
<tr>
<th>1st Principal Part</th>
<th>Translation</th>
<th>2nd Principal part</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulō</td>
<td>I walk</td>
<td>bibere</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I give</td>
<td></td>
<td>to come</td>
</tr>
</tbody>
</table>
Latin Derivatives in English

How many English words did you recognize in Lectīō Prīma? Here are some you might have found: “feminine” from fēmina; “tavern” from taberna; and “maternal” from māter. Finding English derivatives of Latin words is a good practice as you learn to read Latin. But you need to be cautious. Just looking like one particular Latin word does not necessarily mean that an English word is derived from it. You need to compare the meanings of the Latin and English words to make sure. When necessary you should consult a dictionary. Look for more derivatives as you read Lectīō Secunda in which you meet some of Valeria’s customers.

Continue to pay attention to verb endings and watch for the plural –nt (“they”) vs. the singular –t (“he”/“she”/“it”). We will talk more about this after you read.

Also watch for the way characters greet each other in this reading with the words salvē and valē and you will learn how to say “hello” and “goodbye” in Latin.

**EXERCEĀMUS!**

II.C Recognizing Derivatives

Directions: Before you read Lectīō Secunda, see if you can determine whether the two English words are derivatives of the Latin word. (Watch out! Sometimes both are!) All of these Latin words are marked in bold in the reading. If you are unfamiliar with an English word, look it up in the dictionary. We have done the first one for you.

Hint: If you need help use an English dictionary.

<table>
<thead>
<tr>
<th>Line</th>
<th>Latin word</th>
<th>Meaning</th>
<th>Possible English Derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>merīdīēs</td>
<td>noon</td>
<td>merry</td>
</tr>
<tr>
<td>1</td>
<td>sol</td>
<td>sun</td>
<td>solarium</td>
</tr>
<tr>
<td>1</td>
<td>altus</td>
<td>high</td>
<td>alter</td>
</tr>
<tr>
<td>1</td>
<td>caelō</td>
<td>sky</td>
<td>celebrant</td>
</tr>
<tr>
<td>1</td>
<td>urbe</td>
<td>city</td>
<td>urban</td>
</tr>
<tr>
<td>1</td>
<td>multī</td>
<td>many</td>
<td>multiplex</td>
</tr>
<tr>
<td>2</td>
<td>viās</td>
<td>roads</td>
<td>viaduct</td>
</tr>
<tr>
<td>2</td>
<td>populī</td>
<td>people</td>
<td>populace</td>
</tr>
<tr>
<td>2</td>
<td>ambulant</td>
<td>walk</td>
<td>ambuscade</td>
</tr>
<tr>
<td>3</td>
<td>ūnus</td>
<td>one</td>
<td>unfavorable</td>
</tr>
<tr>
<td>3</td>
<td>vir</td>
<td>man</td>
<td>virgin</td>
</tr>
</tbody>
</table>
In Urbe Rōmā Multī Rōmānī in Viīs Sunt

Merīdiēs

Merīdiēs est et sōl altus in caelō est. In urbe Rōmā multī Rōmānī in vīs sunt. Diēs aestuōsus est et multī popūlī, dum ambulant, bibunt.

Ūnus vir ad tabernam venit et “Salvē, Valeria,” inquit. “Dā mihi calidum, sī placet.”

Alius venit et aquam poscit.


vir inquit, “Valē!”

“Valēte” Valeria respondet.
1. What time of day is it?
1. What is the weather like?
2. What are some of the things Valeria’s customers order from her?
3. How many customers does Valeria serve?

The Concept of “Person”

Personal Endings

English verbs certainly change to conform to their subject. Consider these examples:

- **Tom has** five dollars, but **I have** ten. Between us, **we have** fifteen.
- **Sally sees** the glass as half full, but **I see** it as half empty.

The English verb changes

by **number** (i.e. singular or plural) → “He has” “They have”

by **person** (i.e. by the subject) → “I have” “You have”

What is person?

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person = the one(s) speaking</td>
<td>I</td>
</tr>
<tr>
<td>2nd person = the one(s) spoken to</td>
<td>you</td>
</tr>
<tr>
<td>3rd person = the one(s) spoken about</td>
<td>he/she it</td>
</tr>
</tbody>
</table>
Latin endings on the verb’s stem indicate person and number. These endings are called **personal endings** because they show the “person” of the subject:

<table>
<thead>
<tr>
<th>English Pronoun</th>
<th>Person (1st, 2nd, 3rd)</th>
<th>Number (singular, plural)</th>
<th>Latin Personal Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>he, she, it</td>
<td>3rd</td>
<td>singular</td>
<td>-t</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>plural</td>
<td>-nt</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCEĀMUS!**

II.D **Verb Analysis**

Directions: Fill in the grid following the pattern of the first example. Don’t worry about what these verbs mean. Just focus on the personal endings.

<table>
<thead>
<tr>
<th>English Pronoun</th>
<th>Person (1st, 2nd, 3rd)</th>
<th>Number (singular, plural)</th>
<th>English Pronoun (I, you, he/she/it, we, they)</th>
</tr>
</thead>
<tbody>
<tr>
<td>videt</td>
<td>3rd</td>
<td>singular</td>
<td>he/she/it</td>
</tr>
<tr>
<td>vident</td>
<td>3rd</td>
<td>plural</td>
<td>They</td>
</tr>
<tr>
<td>significant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>est</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adveniunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advenit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Simple Greetings in Latin**

Notice how Valeria greets her customer with the word *Salvē*. As a customer leaves, he says *Valē*. Valeria says good-bye to her customers with the word *Valēte*. In Latin, the greetings “Hello” and “Good-bye” are actually commands meaning “be well.” Latin distinguishes between a command to one person (singular) and more than one person (plural).

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td><em>Salvē</em></td>
<td><em>Salvēte</em></td>
</tr>
<tr>
<td>Good-bye</td>
<td><em>Valē</em></td>
<td><em>Valēte</em></td>
</tr>
</tbody>
</table>

**Notā Bene:** –ē is used to address one person and –ēte is used to address more than one person.
Sending Written Greetings and Abbreviating in Latin

When Romans sent letters, they did not use Salvē/Salvēte to address the recipient. Instead they used the expression salūtem dicit/dicunt usually translated as “he/she/it sends greetings” or “they send greetings.” The word translated "greetings" literally means "health." Notice how authors refer to themselves in the third person.

Here is how the statesman Cicero addressed a letter to his friend Atticus:

CICERO ATTICO SALVTEM DICIT

Cicero sends greetings to Atticus.

But Cicero much preferred to abbreviate this greeting. Here are some examples. (They all mean the same thing.) See how many abbreviations you can figure out:

CICERO ATTICO SAL.
CICERO ATTICO S. D.
CICERO SAL. DIC. ATTICO

Here is how Julius Caesar addressed a letter to Cicero and how Cicero replied. The abbreviation imp. stands for imperātor or “general.”

CAESAR IMP. S. D. CICERONI IMP.
CICERO IMP. S. D. CAESARI IMP.

Another important abbreviation in letter writing is S.V.V., which stands for Si valeās, valeō. (“If you are well, I am well.”)

Abbreviating is also common in Roman names. Do you remember from Chapter I how filius, the Latin word for “son” is abbreviated as “F” on the Arch of Titus and in the family charts of the characters in our narrative? Well, the Romans practiced abbreviations in naming in a wide variety of written contexts.

There is only a small set of possible male first names (praenōmina), for example, and these were almost always abbreviated when written. Here are some of the more common ones:
**DISCE LATĪNAM!**

**Praenōmina**

Twelve Common Men’s First Names

<table>
<thead>
<tr>
<th></th>
<th>Aulus</th>
<th>P.</th>
<th>Pūblius</th>
</tr>
</thead>
<tbody>
<tr>
<td>App.</td>
<td>Appius</td>
<td>Q.</td>
<td>Quīntus</td>
</tr>
<tr>
<td>C.</td>
<td>Gāius</td>
<td>S.</td>
<td>Sextus</td>
</tr>
<tr>
<td>Cn.</td>
<td>Gnaeus</td>
<td>Ser.</td>
<td>Servius</td>
</tr>
<tr>
<td>L.</td>
<td>Lūcius</td>
<td>T.</td>
<td>Titus</td>
</tr>
<tr>
<td>M.</td>
<td>Marcus</td>
<td>Ti(b).</td>
<td>Tiberius</td>
</tr>
</tbody>
</table>

In addition to one of these *praenōmina* or first names, a Roman male also could have
- a *nōmen*, i.e., a *gēns* (tribe or clan) name.
- a *cognōmen*, a third name which could mark a family branch of a *gēns*
  - indicate that a son was born after the death of his father (*Postumus*)
  - or show that the man had been adopted (via a name ending in –īanus).

Very illustrious Romans could have more than one *cognōmen*. Here are some examples:

<table>
<thead>
<tr>
<th>Praenōmen</th>
<th>Nōmen</th>
<th>Cognōmen</th>
<th>Cognōmen</th>
<th>Cognōmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.</td>
<td>Tullius</td>
<td>Cicero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Iulius</td>
<td>Caesar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Iulius</td>
<td>Caeser</td>
<td>Octaviānus</td>
<td>Augustus</td>
</tr>
<tr>
<td>M.</td>
<td>Servīlius</td>
<td>Sevērus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.</td>
<td>Aelius</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Servīlius’ son, also known as M. Servīlius Severus, could add M.f. (*Marcī fīlius*) to distinguish himself from his father. Note how a lower-class Roman like Aelius often had no *cognōmen*, while the emperors like Augustus could accumulate *cognōmina*.

- Augustus was born C. Octavius.
- After his adoption by Julius Caesar he became C. Iulius Caesar Octavianus
- After he became emperor he took the *cognōmen* Augustus (“revered”) and was often called by that name.

Roman women had far fewer options. All the daughters in a family simply bore the name of their father’s gens or clan. So Servilius’ daughter is Servilia and Licinia bears the name of her father Licinius. If there were more than one daughter in the family, they were often distinguished by formal nicknames like *Major* (“the Elder”) and *Minor* (“the Younger”). If there were more daughters, they might be known as *Tertia* (the “Third”), *Quārta* (“the Fourth”), etc. These names were not abbreviated. For example, if Julius Caesar had had two daughters, the first would have been known as Julia Major and her younger sister would have been Julia Minor. A Roman woman kept this birth name even after she was married.
LATĪNA HODIERNA

Salutatorians and Valedictorians

Did your high school graduation have a salutatorian and a valedictorian? The salutatorian is the one who says Salvē or “Hello” at the beginning of the ceremony and the valedictorian is the one who says Valē or “Good-bye.” Here are some related English words. Remember that the essential idea is “Be well!” If you don’t know the meaning of one of these English words, look it up!

<table>
<thead>
<tr>
<th>Salvē!</th>
<th>Valē</th>
</tr>
</thead>
<tbody>
<tr>
<td>salutatorian</td>
<td>valedictorian</td>
</tr>
<tr>
<td>salutatory</td>
<td>valedictory</td>
</tr>
<tr>
<td>salutation</td>
<td>valediction</td>
</tr>
<tr>
<td>salutary</td>
<td>valetudinarian</td>
</tr>
<tr>
<td>salute</td>
<td>valetudinary</td>
</tr>
</tbody>
</table>

ORBIS TERRĀRUM RŌMĀNUS

Argilētum

Valeria’s taberna is imagined to be in an excellent location on a street called the Argiletum just off the Roman Forum, the chief political and commercial center of the city and the empire. You can see the street named on the map between the Curia and the Basilica Aemilia (also known as Basilica Pauli). Valeria’s shop would have been a bit beyond these buildings on a part of the street which essentially disappeared in the Imperial period into the Forum of Nerva.

Argilētum Hodiē

You have to use your imagination to see the Argilētum today. The Argiletum began between the Curia (left) and the Basilica Pauli (right). Photograph by Victor Martinez.

Argilētum Hodiē

The Argiletum leading into the Forum today.
Photograph by Victor Martinez.
You can see what remains of the Temple of Minerva in the Forum of Nerva in the photo at left. Photograph by Victor Martinez
CAPUT II
In Tabernā

QUID PUTĀS?
1. How does the Roman use of abbreviations in letter writing compare to modern practice, especially in text messaging?
2. What does their elaborate system of naming males tell you about Romans and their society?
3. Use the Roman system of naming women to rename a woman in your family. For example, your mother would be known by her father’s family name.
4. What observations about the role of women in Roman society can you make based upon the way Roman women were named?

EXERCEĀMUS!
II.E COLLOQUĀMUR
Directions: Use the following Latin phrases to say hello and goodbye to people in your class:

Salvē, magister Valē, magister (if your teacher is male)
Salvē, magistra Valē, magistra (if your teacher is female)
Salvē, discipula Valē, discipula (a male student)
Salvē, discipula Valē, discipula (a female student)
Salvēte, discipulī Valēte, discipulī (more than one student)

Verba Ţienda

discipula student (female) magistra teacher (female)
discipulus student (male) magister teacher (male)

II.F Verba Discenda
Directions: Find the Latin word in the Verba Discenda which best fits each of the following statements. We have done the first one for you.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad to, toward, for</td>
<td>discipula, -ae f. student</td>
<td>magister, -trī m. teacher</td>
</tr>
<tr>
<td>altus, -a, -um high</td>
<td>(female)</td>
<td>(male)</td>
</tr>
<tr>
<td>ambulō, ambulāre, ambulāvī,</td>
<td>discipulus, -ī m. student</td>
<td>multus, -a, -um much,</td>
</tr>
<tr>
<td>ambulātum walk</td>
<td>(male)</td>
<td>many [multitude]</td>
</tr>
<tr>
<td>[ambulatory, perambulation]</td>
<td>dō, dare, dedī, datum give</td>
<td>sum, esse, fīā be. See est</td>
</tr>
<tr>
<td>aqua, -ae f. water</td>
<td>et and</td>
<td>and sunt. [essence]</td>
</tr>
<tr>
<td>[aqueous, aquatic]</td>
<td>fēmina, -ae f. woman</td>
<td>sunt (they) are</td>
</tr>
<tr>
<td>bibō, bibere, bibī, bibitum drink</td>
<td>in in, on, into</td>
<td>taberna, -ae f. (snack)</td>
</tr>
<tr>
<td>[imbibe]</td>
<td>inquit, inquiunt say</td>
<td>shop</td>
</tr>
<tr>
<td>cibus, -ī m. food</td>
<td>magistra, -ae f. teacher</td>
<td>veniō, venīre, vēnī,</td>
</tr>
<tr>
<td></td>
<td>(female)</td>
<td>ventum come [advent,</td>
</tr>
<tr>
<td></td>
<td>[magisterial, magistrate]</td>
<td>prevention]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vir, virī m. man [virile,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>virility]</td>
</tr>
</tbody>
</table>
1. One of your female classmates: *discipula*
2. Word used to indicate when a person is speaking:
3. A place where you can buy a snack:
4. Used to describe Mt. Vesuvius:
5. Connects two words together:
6. The opposite of a *vir*:
7. Used to address your teacher:
8. The verb used to get from Valeria’s shop to the Forum on foot:
9. The verb used to describe what Valeria’s customers come to her shop to do:
10. A word used to describe a lot of something:
11. A word used to describe what Valeria’s customers eat:
12. A drink served at Valeria’s shop:

**ANGULUS GRAMMATICUS**

**Tense and Aspect**

In English, *tense* primarily refers to the time of the action, past, present and future. So far we have only talked about the present tense in Latin. You will, of course, be introduced to other tenses as we move along. But you should think about more than time when you talk about tense in Latin. You should also think about what is called *aspect*, i.e., the kind of action of the verb. In English we indicate aspect by adding “modals” to verbs. Here are some examples:

- *he sells* simple action
- *he is selling* continuous action
- *he does sell* emphatic action

One way to distinguish a simple action from a continuous action is to think in terms of a photograph and a video of the same event. “He sells” is the photographic shot of an action while “he is selling” is a video shot.

All three types of aspect are indicated by the Latin present tense, so the Latin word *vendit* can be translated in three different aspects:

- *he sells*
- *he is selling*
- *he does sell*

Now try translating *vendunt* into English in three different aspects.

While Latin is very subtle in many ways, English is more nuanced in its use of aspect. There can be a big difference in English present verbs. Consider this little dialogue about Bill, the automobile salesman.

- **He sells** cars, doesn't he?
- Yes, **he does sell** cars.
- In fact, **he is selling** them right now.
CAPUT II
In Tabernā

In Latin, all three words in bold would be the same—vendit. Context will help you decide which aspect to use when you translate into English from Latin.

LEGENDA

FORUM RÖMÄNUM
1. Temple of the Divine Julius
2. Temple of Vesta
3. House of the Vestals
4. Equestrian statue of Vespasian
5. Palatine hill
6. Temple of Castor and Pollux

Clipart Item: #56562
ARGUMENTUM FĂBULAE
Valeria and her daughter Licinia tend to the business of the snack shop.

GRAMMATICA
Nouns: Nominative and Accusative Case
The Concept of Case
1st and 2nd Declensions
Subjects, Objects and Predicates

RÔMĂNĪ IPSĪ
Rōma Taberna

MUNDUS RÔMĂNUS
The Taberna or Thermopolium

LATĪNA HODIERNA
Taberna and Tavern

ORBIS TERRĂRUM RÔMĂNUS
Forum Rōmānum

ANGULUS GRAMMATICUS
Inflection vs. word order

LECTĪŌ PRĪMA

ANTEQUAM LEGIS

Subjects and Objects

In this lectīō Valeria continues to serve her customers. You should be able to read this narrative fairly easily even though it uses some noun endings you have not yet studied. These endings indicate the subject and the object of a sentence.

The subject of a verb is the one who performs the action (or simply “is” if there is no action):

John hit the wall.
John is in a world of pain.

The direct object receives the action of a verb.
John hit the wall.
CAPUT III
Negōtium Bonum

EXERCEĀMUS!

III.A Subjects and Objects

Directions: Before you read Lectīō Prīma make a list line by line of the subjects (marked in bold) and the objects (marked in bold italics). Find the verb which goes with each subject. Then try to put the three words together into an English sentence. We have done the first two for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Subject</th>
<th>Object</th>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Valeria</td>
<td>cibum</td>
<td>dat</td>
<td>Valeria gives food.</td>
</tr>
<tr>
<td>1</td>
<td>Valeria</td>
<td>pōtum</td>
<td>dat</td>
<td>Valeria gives drink.</td>
</tr>
</tbody>
</table>

Multa Pecūnia

Valeria cibum et pōtum dat et ūnus vir

Verba Útenda

adveniunt come to
alī others
cibum food
dīcō, dīcere say
domīna mistress, ma’um
edō, edere eat
et...et... both...and...
Forum, -īn Forum, the city center
grātiās thanks!
hodiē today
labōrō, labōrāre work
laeta happy
negōtium, business
nihil nothing

nōn not
pecūnium, -ae f. money
poscō, poscere ask for
pōtum (a) drink
quod because
respondeō, respondēre, respondō, responsōnum reply, answer
Salvē/Salvēte! Hello. Hi.

sōlum only
strēnuē hard
subitō suddenly
tū you (sing.)
tunc then
ūnus one
valēō, valēre, valuē, be well
Valē/Valēte! Farewell. Good-bye
videō, vidēre. vidī, vīsum see,
perceīre
vīnum, -ī n. wine
Directions: Answer these questions in both Latin and English.
1. What does Valeria give the men?
2. What do the men give Valeria?
3. Where are the men going?
4. Why is Valeria happy?

The Noun in Latin
Case in Nouns and Adjectives

With the help of the vocabulary, you probably have no problems translating sentences like these:

- *Unus vir ad tabernam advenit.* One man comes to the shop.
- *Multī virī ad tabernam adventunt.* Many men come to the shop.
- *Subitō, Valeria ūnum virum videt.* Suddenly, Valeria sees one man.
- *Subitō, Valeria multōs virōs videt.* Suddenly, Valeria sees many men.

These differing forms of the word *vir* demonstrate a crucial part of Latin grammar-- the concept of “case.”

- The **case** of a word (nouns, adjectives, pronouns, etc.) indicates the **function** that word plays in the sentence (subject, direct object, possession, etc.). Words have a **case ending** that indicates this function.
- The **case endings** also vary by number (e.g. singular and plural)
- There are 5 major cases in Latin and we will learn them one at a time. In this chapter you are learning the **nominative** and the **accusative** case.

The **nominative case** is used for the **subject** of the sentence – that is, the person, place, or thing that is “being” or is doing an action.

Examples:
- *The woman* is working hard. *Strēnuē fēmina labōrat.*
- *The man* comes up to the shop. *Vir ad tabernam advenit.*
- *The man is happy.* *Vir laetus est.*

In the last example, notice that the adjective *laetus* is nominative because it refers to the man, who is the subject of the sentence. This is an important concept to which we will return below.
Accusative Case

The accusative is used for the **direct object** of the verb.

**Definition:** A **direct object** is a noun or pronoun that receives the direct action of a transitive verb.

Examples:
- The man sees the **woman**.  
  *Vir fēmina* videt.  
- The woman sees the **man**.  
  *Fēmina virum* videt.

**Definition:** A **transitive verb** is defined as one that takes a direct object. The quick rule of thumb is that if you can do it to something else, then it is **transitive**. If the verb does not do something directly to something else, then it is intransitive (e.g. “to exist” or “to seem”).

Nominative and Accusative Endings

The following chart shows you the endings of these cases of some nouns you have learned so far. Note how the endings (in **bold**) change to indicate their case.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>fēmina</td>
<td>fēminae</td>
</tr>
<tr>
<td>Accusative</td>
<td>fēminam</td>
<td>fēminās</td>
</tr>
<tr>
<td>Nominative</td>
<td>taberna</td>
<td>taberna</td>
</tr>
<tr>
<td>Accusative</td>
<td>tabernam</td>
<td>tabernās</td>
</tr>
<tr>
<td>Nominative</td>
<td>vir</td>
<td>virī</td>
</tr>
<tr>
<td>Accusative</td>
<td>virum</td>
<td>virōs</td>
</tr>
<tr>
<td>Nominative</td>
<td>discipulus</td>
<td>discipulī</td>
</tr>
<tr>
<td>Accusative</td>
<td>discipulum</td>
<td>discipulōs</td>
</tr>
</tbody>
</table>

Declensions of Latin Nouns

You probably noticed patterns in the endings you just learned. For example all the accusative singulars end in “-m” and the accusative plurals in “-s.” But note “-ās” vs. “-ōs.” So the patterns are not exact matches. Still, they do tend to come in groups. We call these groups **declensions**, that is, groups of nouns that use the same endings.

English nouns also occur in certain groups that act alike with some degree of regularity. Most nouns make their plural by adding a simple -s, sometimes with vowel changes before the -s.
DISCE LATĪNAM!

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>houses</td>
</tr>
<tr>
<td>bed</td>
<td>beds</td>
</tr>
<tr>
<td>dog</td>
<td>dogs</td>
</tr>
<tr>
<td>party</td>
<td>parties</td>
</tr>
</tbody>
</table>

Others do not make the plural this way and there are several groups of nouns that more or
less act the same way.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>louse</td>
<td>lice</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
</tbody>
</table>

As you know from speaking English, the number of ways to make plurals seems infinite.
It is a great problem for non-native speakers. Latin is, in fact, much tidier than English in
this regard.

Most inflected languages are like this and sort their nouns into groups that tend to
follow the same patterns. In Latin there are five declensions and the majority of nouns
occur in the first three. In this chapter we used mostly 1st and 2nd declension nouns:

<table>
<thead>
<tr>
<th>Case</th>
<th>1st Declension</th>
<th>2nd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Nominative: fēmina -a</td>
<td>discipulus vir -us</td>
</tr>
<tr>
<td></td>
<td>Accusative: fēminam -am</td>
<td>discipulum virum -um</td>
</tr>
<tr>
<td>Plural</td>
<td>Nominative: fēminae -ae</td>
<td>discipulī virī -ī</td>
</tr>
<tr>
<td></td>
<td>Accusative: fēminās -ās</td>
<td>discipulōs virōs -ōs</td>
</tr>
</tbody>
</table>

**Notā Bene:**

- The accusative singular ending for many Latin nouns, regardless of declension, is –m (fēminam, virum).
- There are 5 major cases in Latin, singular and plural.
- Latin nouns, adjectives and pronouns have case.
- There are 5 declensions of Latin nouns.
- Three of these declensions are used for Latin adjectives.
- There is some flexibility in the nominative singular as evidenced by vir vs. discipulus. (More on this later.)
EXERCEĀMUS!

III.B Nominative and Accusative

Directions: Use the chart of case endings above to help you determine the case and number of the words marked in bold in each of the following sentences.

<table>
<thead>
<tr>
<th>Case</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fēmina labōrat.</td>
<td>nominative</td>
</tr>
<tr>
<td>2. Fēminae pōtum dant.</td>
<td></td>
</tr>
<tr>
<td>3. Virī veniunt.</td>
<td></td>
</tr>
<tr>
<td>4. Vir respondet.</td>
<td></td>
</tr>
<tr>
<td>5. Fēmina virum videt.</td>
<td></td>
</tr>
<tr>
<td>6. Vir fēminās videt.</td>
<td></td>
</tr>
<tr>
<td>7. Virī discipulum vident.</td>
<td></td>
</tr>
<tr>
<td>8. Magistrī respondent.</td>
<td></td>
</tr>
<tr>
<td>10. Fēmina multōs virōs videt.</td>
<td></td>
</tr>
<tr>
<td>11. Discipuli respondent.</td>
<td></td>
</tr>
<tr>
<td>12. Magistra fēminam videt.</td>
<td></td>
</tr>
</tbody>
</table>

LECTIŌ SECUNDA

ANTEQUAM LEGIS

Things get quite busy in Valeria’s shop as more and more customers appear. As you read Lectiō Secunda we would like you to think especially about the following:

- word order
- objects
- predicates

Word Order

In English, word order is everything. John Bogart, a former editor of the New York Sun reportedly said that if the headline reads “Dog bites man,” it isn't news, but if the headline reads “Man Bites Dog,” then you have yourself a news story. This is the power of word order in English—it controls meaning. But in Latin the endings rule. So consider the following:
DISCE LATĪNAM!

In English our word order is fixed. We usually place the subject first, then the verb, and then the direct object.

\[
\text{Subject} \quad \text{verb} \quad \text{object}
\]

The man sees the woman.

In Latin the preferred word order is

\[
\text{Subject} \quad \text{object} \quad \text{verb}
\]

\[
\text{Vir} \quad \text{fēminam} \quad \text{videt.}
\]

**BUT:** This sentence is also possible, is good Latin, and means the same thing.

\[
\text{object} \quad \text{Subject} \quad \text{verb}
\]

\[
\text{Fēminam} \quad \text{vir} \quad \text{videt.}
\]

Moreover, you have the endings to help you figure out which is which. As you read *Lectiō Secunda* pay attention to the word order of the Latin sentence and after you read we will talk more about it.

**EXERCEĀMUS!**

III.C Skimming the Lectiō

Directions: Find the answers to these questions before you read *Lectiō Secunda*. Give the answer in both Latin and English.

1. Whom does Valeria see in line 1? Answer: *multōs virōs* (“many men”)
2. What does Valeria ask Licinia to put in the cup in lines 1-2?
3. What falls on the floor in line 3?
4. What do the men give Valeria in lines 4-5?
5. What is Valeria’s mood in line 6?

*Mē Adiuvāte!*

POSTQUAM LĒGISTĪ

Find the Latin words that answer each of the following questions. Then answer the question in English.

1. Why does Valeria call to Licinia and Flavia?
2. What accident occurs in this reading?
3. How does Valeria react to the accident?
4. Why are Valeria’s customers happy?
5. Why is Valeria happy?
6. Where do the customers go after they leave the shop? How do they get there?

GRAMMATICĀ B

Predicate Nominatives

Compare these two Latin sentences:

Flāvia fīcōs capiēt.
Valeria nōn laeta est.

In the first sentence capiēt is a transitive verb which takes a direct object in the accusative case (fīcōs). But not all verbs take direct objects. Some verbs, like “is” and “are” link things together. Since they are saying that A = B, this means that, in Latin, the nouns joined by words like est and sunt are in the nominative case. For example,

Valeria fēmina est.
Valeria is a woman.
DISCE LATĪNAM!

In this sentence both Valeria and fēmina are nominative case. That is because in this sentence the subject Valeria is linked with the word fēmina by the verb (the "predicate"). That is why this construction is called the predicate nominative.

The "est" is acting like an equals sign. Therefore predicate nominative is also in the same number as the subject.

Valeria fēmina est.
Valeria et Flavia fēminae sunt.

So transitive verbs take direct objects in the accusative case while some intransitive verbs (like “is”) take predicate nominatives.

Word Order in Latin

Now let’s look more closely at the word order of some of the sentences you read in this lectīō and make some more observations about Latin word order. Remember that these are just tendencies and that Latin word order is more flexible than English word order.

Personal verbs, i.e., verbs with personal endings, tend to be at the end of a sense unit or sentence in Latin:

\[ Flāvia fīcīs capit, sed quīnque fīcī ad terram cadunt. \]

The subject, if expressed, usually comes first.

\[ Flāvia fīcīs capit. \]
\[ Valeria nōn laeta est. \]

The direct object most often comes between the subject and the verb.

\[ Flāvia fīcīs capit. \]
\[ Nunc virī cībūm et pōtum habent. \]

The predicate nominative comes between the subject and the verb.

\[ Valeria valdē laeta est. \]
\[ Valeria semper laeta est! \]

Orders or commands, however, come at the beginning or early in the sentence:

\[ Implē pōculum vīnō et dā mihi panem. \]
CAPUT III
Negōtium Bonum

EXERCEĀMUS!

III.E  Translation

Directions: Practice your grasp of endings (and Latin word order) by translating the following sentences. Let the endings be your guide, not your sense of English word order.

1. Vir fēminam videt.
2. Vir laetus est.
3. Laetī sunt virī.
4. Fēmina virum videt
5. Fēminam virī vident.
7. Vir fēminās vident.
8. Virum fēminae vident.
10. Fēmina laeta est.
11. Fēminae laetae sunt.

RŌMĀNĪ IPSĪ

Rōma Taberna

Ancient Romans liked to conduct business in the street so much that the emperor Domitian (A.D. 81-96) passed an edict forbidding the use of the public thoroughfare for business purposes. This led the 1st-century A.D. poet Martial to comment in one of his poems:

Nunc Rōma est, magna taberna fuit.

Martial VII. 61.10

Verba Útenda

nūper just a while ago  fuit was  magna big

MUNDUS RŌMĀNUS

The Taberna or Thermopōlium

Snack shops like Valeria’s were a common feature of any Roman city or town. The Latin word for this type of eatery was taberna, but a form of the Greek word thermopōlium (“hot shop”) is also found. Many examples of these shops can be seen today at the archaeological excavations at Pompeii, Herculaneum and Ostia. These shops were often open to the street and had stone counters into which earthenware jars were set. The jars would keep food and drink warm. Customers could walk up to the counter from the street to place an order. Sometimes, however, customers would have to step inside to find the food counter. Especially popular at a taberna was calidum, a hot spiced wine. Foods were
mostly snack foods which could be eaten in the customer’s hands, like eggs, fruit, cheese, or meat.

*Taberna Antīqua*
Clipart Item: #407200

**LATĪNA HODIERNA**

*Taberna and Tavern*

The Romans borrowed the word *thermopōlium* from Greek, where it means “hot shop,” but the Latin word *taberna* (“shop”) has lived on in modern languages, especially in the Romance languages like French, Spanish and Italian. Look what happens to *taberna* in these languages:

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>taberna</td>
</tr>
<tr>
<td>Italian</td>
<td>taverna</td>
</tr>
<tr>
<td>Spanish</td>
<td>taverna</td>
</tr>
<tr>
<td>French</td>
<td>taverne</td>
</tr>
<tr>
<td>English</td>
<td>tavern</td>
</tr>
</tbody>
</table>
Valeria’s shop is very close to the Forum Rōmānum. Located in a valley between the Capitoline and Palatine hills, the Forum was the heart of the ancient city and consisted of an unplanned mix of buildings and monuments built over a long period of time on land which was once swamp. Originally the central market of the city, the forum became the religious, political, and legal center of Rome. During the reign of Augustus, Rome’s first emperor, there was a great deal of construction in the Forum. Many of the buildings visible in the Forum today date from this period. Look for the plan of the Roman Forum at the beginning of this chapter.

Here are three important Forum landmarks very near the Via Argiletum and Valeria’s shop:

**Cūria Iūlia** or the Roman Senate House, the traditional meeting place of the Roman Senate. The construction of this building, which still stands today, was begun by Julius Caesar to replace one which had burned down. The building was finished by Augustus and dedicated in 27 B.C.

**Rōstra**, a platform just to the right in front of the Curia, where speakers addressed the people. The platform is called Rōstra, which means “beaks” in Latin, because of the bronze ship prows which were placed there after a Roman naval victory in 260 B.C. The Rōstra was rebuilt according to the plans of Julius Caesar and finished by Octavian, the future emperor Augustus in 42 B.C. Mark Antony gave his funeral speech about Caesar from the unfinished Rōstra.

**Basilica Paullī** was originally built in 179 B.C. by M. Aemilius Lepidus and M. Fulvius Nobilior. This large law court was reconstructed in the late 1st century B.C. when some shops were built into the front façade. The basilica burned in a fire in 14 B.C., shortly before the time in which our story is set, and was rebuilt by Augustus. It is commonly known by a later name, Basilica Aemilia. The ruins of the Basilica Paullī lie between the Curia (at far left) and the later temple of Antoninus Pius (at right).
**DISCE LATĪNAM!**

**QUID PUTĀS?**

1. What do you think the poet Martial was suggesting about Rome past when he described the former city as just a big shop? What does he mean when he says that now the city is “Rome”?
2. What would the modern equivalent of Valeria’s snackshop be?
3. Compare the meaning of the Latin *taberna* with its English derivative “tavern.” How are these facilities different?
4. To what buildings in Washington D.C. or in your state capital could you compare the Curia, the Rostra and the Basilica Paulli?

**EXERCEĀMUS!**

**III.F SCRĪBĀMUS**

Directions: What follows is a version of the our story with some blanks in it. Fill in the blanks with one of the Latin words provided in the *Verba Ėtenda*. Be sure to put it into its correct form. Hint: Pay attention to the number of the subject of the sentence and remember that a singular subject takes a singular verb and a plural subject a plural verb. Not every word in the *Verba Ėtenda* is used but some can be used twice.

<table>
<thead>
<tr>
<th>Verba Ėtenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulat</td>
</tr>
<tr>
<td>ambulant</td>
</tr>
<tr>
<td>bibīt</td>
</tr>
<tr>
<td>bibunt</td>
</tr>
<tr>
<td>capi</td>
</tr>
<tr>
<td>capiunt</td>
</tr>
<tr>
<td>clāmat</td>
</tr>
<tr>
<td>clāmant</td>
</tr>
</tbody>
</table>

III.G  **COLLOQUĂMUR**
Directions: Use the narrative you created in Exercise III.F to tell the story to a classmate.

III.H  **Verba Discenda**
Directions: List the verbs from the *Verba Discenda* in one column, the nouns and pronouns in a second, and the adjectives in a third. We have done the first three for you.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>Nouns / Pronouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>bonus, -a, -um</em></td>
<td><em>pecūnia</em></td>
<td><em>bonus, -a, -um</em></td>
</tr>
<tr>
<td><em>capiō, capere, cēpī, captum</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>laetus, -a, -um happy</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>mē me</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>nihil nothing</em> [nihilism]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>nōn not</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>nunc now</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>pecūnia, -ae f. money</em> [impecunious, pecuniary]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANGULUS GRAMMATICUS**

**Inflection vs. Word Order**

Latin is an inflected language. *Inflection* is the modification of a word to indicate grammatical information, such as gender, tense, number or person. So, as you have seen the endings on a Latin verb change to indicate 3rd person singular (*videt*) and 3rd person plural (*vident*) and the endings of a Latin noun change to distinguish subject (*fēminam*) from object (*fēminae*) and genitive (*fēminae*). While Modern English does not inflect as much as Latin does, here are some important examples: “I see” vs. “he sees,” “ask” and “asked” and “horse” vs. “horses”. Instead of inflection, English uses word order to indicate subject and object. This was not always the case. Old English was also inflected.

Compare the modern English and Old English sentences
“The father loved his son.”

“The son loved his father.”

Notice how changing the order of “father” and “son” completely changes the meaning of the modern English sentence while in Old English subject and object are not distinguished by word order but by inflection. Thus sé fæder (“father”) or sé sunu (“son) are subjects and þone fæder (“father”) and þone sunu (“son”) are objects, no matter where they appear in the sentence.

Latin is more like Old English than modern English. The same sentence can be written in Latin like this:

“The father loved his son.”

“So, remember, in Latin the ENDINGS make the MEANINGS.

LEGENDA


Matthews, Peter. Morphology (2nd ed.). Cambridge: Cambridge University Press, 1991. A good resource if you would like to read more about inflection and linguistics.
In this chapter we meet Hermes, a slave of M. Servilius Severus, the ambitious head of a fairly well to do family living on the Viminal Hill (see map, endpapers). Servilius’ younger son, Lucius, aged ten, attends school in a shop (a common practice) near Valeria’s fast food shop. He is brought to and from school every day by Hermes, his paedagōgus. The Latin word paedagōgus is borrowed directly from Greek and means “one who leads a child.” A paedagōgus was a slave, often a Greek, who predictably formed a bond with the young boy and took a major role in his education. You will learn more about the family and its other members as the story progresses.
DISCE LATĪNAM!

The Genitive Case

In this chapter we also introduce a new case called the Genitive Case. Here are some Latin nouns in the genitive case with their English equivalents.

- feminae of the woman, the woman’s
- fēminārum of the women, the women’s
- virī of the man, the man’s
- virōrum of the men, the men’s

Each genitive in the story is marked in bold. For now, when you see a genitive, simply translate it “of” or use the apostrophe form. See the exercise immediately below for examples.

EXERCΕΑΜUS!
IV. A Finding Genitives

Directions: Make a list of all the genitive words marked in bold line by line in Lectīō Prīna. Then translate each word both with “of” and with an apostrophe to show possession. We have done the first one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Genitive</th>
<th>“Of” Translation</th>
<th>Apostrophe Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Valeriae</td>
<td>of Valeria</td>
<td>Valeria’s</td>
</tr>
</tbody>
</table>

Hermēs Paedagōgus


Nunc Hermēs dūcere Lūcium domum parātus est. Venit ad Valeriae tabernam et eam salūtat.
**Verba Útenda**

*aestuōsus* hot  
*Chīrōn* Chiron, Lucius’s teacher. The centaur Chiron was the tutor of both Achilles and Hercules.  
*cotīdī* daily, every day  
*domus*, -ī *home, house.*  
*domum* home, to a house  
*dūcere* (to lead)  
*dūx, dūcere, dūxī, ductum* lead  
*eam* her  
*filius, -ī m.* son  

**POSTQUAM LĒGISTĪ**

1. How does the weather in this story compare to the weather in the previous story?  
2. How many times a day does Hermes take Lucius to school? At what times?  
3. Why is Chiron a good name for a teacher?  
4. Why is Hermes a good name for a paedagogus?

**GRAMMATICA A**

The Genitive Case

Use the chart below to see the genitive endings, singular and plural. Compare the endings of the genitive with those of the nominative and accusative.

<table>
<thead>
<tr>
<th>1ST DECLENSION</th>
<th>2ND DECLENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
</tr>
<tr>
<td>nominative</td>
<td>-a</td>
</tr>
<tr>
<td>genitive</td>
<td>-ae</td>
</tr>
<tr>
<td>accusative</td>
<td>-am</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>plural</td>
<td></td>
</tr>
<tr>
<td>nominative</td>
<td>-ae</td>
</tr>
<tr>
<td>genitive</td>
<td>-ārum</td>
</tr>
<tr>
<td>accusative</td>
<td>-ās</td>
</tr>
</tbody>
</table>
Hints:

- Whenever we show you a new case or ending we will include the ones you already know to provide context.
- *Fēmina*ae and *virī* can both, by form, be nominative plural or genitive singular. A nominative plural is followed by a plural verb but a genitive is linked to a nearby noun. What is the case of the word in bold in each of the following sentences?
  
  *Fēmina*ae *ad Forum ambulant.*
  *Fēmina*ae *taberna cibum et pōtum habet.*
  *Paedagōgī* *in Forō sunt.*
  *Paedagōgī* *pōtum vīnum est.*

- Translate the genitive as “of” or use an appropriate form of the apostrophe. Be careful to follow proper English usage:

  - *Valeriae* “of Valeria” or “Valeria's”
  - *fēmina*ae “of the woman” or “the woman’s”
  - *fēminarum* “of the women” or “the women's”
  - *Servīlii* “of Servilius” or “Servilius”
  - *virī* “of the man” or “the man's”
  - *virōrum* “of the men” or “the men’s”

Notice how the genitive case indicates possession. Other uses of the genitive case will be introduced later.

**EXERCEĀMUS!**

**IV.B Multiple Choice**
Directions: Find the Latin phrase which best translates each English phrase.

1.) Valeria’s snack shop: a.) *Valeriae taberna*; b.) *Valeriam taberna*; c.) *Valeriam tabernae*.

2.) the money of the man: a.) *vir pecūnia*; b.) *virī pecūnia*; c.) *virōrum pecūnia*.

3.) the name of the mistress: a.) *domina nōmen*; b.) *dominam nōmen*; c.) *dominae nōmen*.

4.) the men’s daughters: a.) *vir filiae*; b.) *virōrum filiae*; c.) *virī filiae*.

5.) the daughters' maid servants: a.) *filiārum ancillae*; b.) *filiae ancillae*; c.) *filiās ancillae*.

**Dictionary Entry for Nouns**

Now that you know about the genitive case you can understand the dictionary entry for nouns.

- The nominative form is the main entry in your dictionary.
- The second form is genitive, usually abbreviated. The genitive tells you what declension a noun belongs to, so –ae means first declension and –ī means second.
• The third item is gender: m. = masculine; f. = fem. and n. = neuter. (More on gender later.)
• The last item is the meaning of the word.

Thus, when you see, “discipulus, -ī, m. student” in your dictionary, here is how to interpret it:

- The nominative
- The “genitive” (indicates declension)
- The “gender” (more later)
- The meaning

From now on we will always give you the full dictionary entry for first and second declension nouns in the *Verba Útenda*.

**EXERCEĀMUS!**

### IV.C Dictionary Entries
Directions: Your turn. Take this dictionary form and identify its parts.

- The nominative
- The “genitive”
- The “gender”
- The meaning

**LECTIŎ SECUNDA**

**ANTEQUAM LEGIS**

In *Lectiŏ Secunda* Hermes enters Valeria’s shop and orders a snack. Things to look for in this reading include

- words with –ne or –que added at the end;
- additional personal endings for verb to express “I,” “we,” and “you.”

**-ne and -que**

Words with –ne attached at the end indicate that a question is being asked.

- *cupis* = "you want"
- but *cupisne* = "do you want?"
Attaching –que at the end of a word is another way to say “and” in Latin.

- *vīnum aqua*que = *vīnum et aqua*.

**Personal Endings**

You already know the verb endings –t (“he,” “she,” “it”) and –nt (“they”). In this reading you will see the Latin endings for “I”, “we,” and “you. Here is how it works:

<table>
<thead>
<tr>
<th></th>
<th>-ō</th>
<th>I</th>
<th>-mus</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s</td>
<td>you</td>
<td>-tis</td>
<td>you (all)</td>
<td></td>
</tr>
<tr>
<td>-t</td>
<td>he, she, it</td>
<td>-nt</td>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

Thus: ambulās = you walk  ambulāmus = we walk.

As you read *Lectīō Secunda* use this chart and context to help determine how these endings work.

**EXERCEĀMUS!**

**IV.D  Personal Endings**

Directions: Before you read make a list of all the verbs marked in bold in *Lectīō Secunda*. Underline the personal ending. Then translate the verb into English. We have done the first one for you. Use the chart of personal endings above to help you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ambulat</td>
<td>he, she, it  “he walks”</td>
</tr>
</tbody>
</table>

**IV.E  Skimming the Lectīō**

Directions: Find the answers to these questions before you read *Lectīō Secunda*. Give the answer in both Latin and English.

1. Whom does Hermes see when he enters the snackshop?
2. How is business for Valeria today?
3. What does Hermes order?
4. What does Hermes give Valeria?
5. What does he put on the table?
Ad Valeriae tabernam Hermēs ambulat. Paedāgogus Valeriam videt salūtatque. “Salvē, Valeria!”

“Et tū, salvē.” Valeria inquit. “Quid agis hodiē?”

"Valeō. Et tū? Quid tū et Licinia agitis? Et quid agit familia tua?”


---

Verba Utenda

agō, agere, ēgī, ēctum lead, drive.
aut or; aut…aut either—or
bene well
calidum hot
cibum food
cupiō, cupere, cupīvī / cupīt, cupītum wish, want to et and; also; even; et…et both…and
familia, -ae f. family
frequenter frequently
eūnus hungry

mēnsā table
multī many
-agis How are you?
quosque also
saccus wallet, money sack
salūtō (1) greet, say “Salvē”
sī if

-que…-que both…and
-que…-que both…and

GEMMA

Quid agis?

Sometimes expressions cannot be translated literally from one language to another. This is a good example. Literally it means “What are you doing?” but it is equivalent of “How are you doing?” in English. Such expressions are called idioms.
POSTQUAM LĪGISTĪ
1. What do Hermes and Valeria talk about right after they greet each other?
2. Why does Valeria say business is good?
3. In what way is the Roman custom of wine drinking different from typical practice today?
4. In what way is Hermes careless in this lectīō?

GRAMMATICA B

The Present Stem

The Latin verb *ambulat* consists of a present stem plus a personal ending:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Stem</th>
<th>Personal Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulat</td>
<td>ambula-</td>
<td>-t</td>
</tr>
<tr>
<td>respondet</td>
<td>responde-</td>
<td>-t</td>
</tr>
</tbody>
</table>

You can usually determine the stem of a verb, at least for now, by dropping the personal ending from the end of the verb. Note that the stem of verbs like *ambulō* ends in –a and the stem of verbs like *respondeō* ends in –e. You will learn more about present stems later.

Three Persons for Verbs

In the previous chapter you saw verbs in the present tense ending in –t (“he, she, it”) and -nt (“they”). You learned that these are the “3rd person” endings for the verb in Latin. but there are two more persons. Here is a summary of how person works in English:

<table>
<thead>
<tr>
<th></th>
<th>singular pronoun</th>
<th>plural pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>speaker</td>
<td>1st person</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>he, she, it</td>
</tr>
</tbody>
</table>

In English we make minimal change to the actual verb and can use personal pronouns to indicate the subject of the verb.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>I walk</td>
<td>we walk</td>
</tr>
<tr>
<td>Second Person</td>
<td>you walk</td>
<td>you walk</td>
</tr>
<tr>
<td>Third Person</td>
<td>he, she, it walks</td>
<td>they walk</td>
</tr>
</tbody>
</table>
This is not much change in the verb. The English verb form only changes in the third person singular (“walks” instead of “walk”). Latin, being inflected, has a whole set of personal endings, attached to the stem of the verb to indicate the person of the subject.

Here is a summary of how “person” works in Latin:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-ō (or -m)</td>
<td>-mus</td>
</tr>
<tr>
<td>the speaker</td>
<td>I walk</td>
<td>we walk</td>
</tr>
<tr>
<td>the one spoken to</td>
<td>you walk</td>
<td>you walk</td>
</tr>
<tr>
<td>the one spoken about</td>
<td>he, she, it walks</td>
<td>they walk</td>
</tr>
</tbody>
</table>

Thus:

Notā Bene:

- These Latin verbs consist of a stem plus a personal ending.
- The vowel between the stem and the personal ending changes according to the verb’s conjugation or grouping. More on this later.
- Latin always distinguishes between “you” singular and “you” plural while English generally uses “you” to refer to either one or more than one person. But compare our American dialectical plurals “Y’all” (southern), “Youse” (northern), and “Yinz” (southern Pennsylvania and Appalachian).
- English shows gender in the third person singular (“he,” “she,” “it”) but Latin does not.
- The first person singular of a verb like ambulō is the only one of these forms for which you cannot obtain the present stem by dropping the personal ending. This is because ambula– + –ō → ambulō. (If you want, you can remember it this way “O’s eat A’s!”)
- While you will not encounter 1st person singular verbs ending in –m until later, here is a mnemonic you can use to remember the personal endings:
  MOST (-m –o, -s, -t)
  MUST (-mus)
  ISN’T (-tis, -nt)
**EXERCEĀMUS!**

**IV.F  Fill-In the Chart**
Directions: Use the forms for *ambulō* and *respondeō* above as models to fill in the following charts for *salūtō* and *valeō*. We have done some to help you.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td><em>salūtō</em></td>
<td>I greet</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td><em>salūtānt</em></td>
</tr>
<tr>
<td>1st</td>
<td><em>valeō</em></td>
<td>I am well</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td><em>valent</em></td>
</tr>
</tbody>
</table>

**Asking Questions**

To ask a simple question in English we usually put the verb first and the subject second and add a question mark. Sometimes we add “do/does.”

- He is prepared to run.  Is he prepared to run?
- You are hungry.  Are you hungry?
- He wants wine.  Does he want wine?

To ask a simple question in Latin you can add –*ne* to the first word in the sentence. Here are a few examples:

- *Currere parātus est.*  *Estne parātus currere?*
- He is prepared to run.  Is he prepared to run?

- *Iēiūnus es.*  *Esne iēiūnus?*
- You are hungry.  Are you hungry?

- *Vinum cupit.*  *Vinumne cupit?*
- He wants wine.  Does he want wine?

- *Sitiēns es.*  *Sitiēnsne es?*
- You are thirsty.  Are you thirsty?

- *Cupis aliquid bibere aut edere.*  *Cupisne aliquid bibere aut edere?*
- You want something to eat or drink. Do you want something to eat or drink?

**Notā Bene:** -*ne* is not used when there another interrogative word appears in the sentence.

For example:

- *Quid tibi nōmen est?*  What is your name?
- *Ubi es?*  Where are you?
CAPUT IV

Inrat Hermēs

RŌMĀNĪ IPSĪ

Romans on Wine

The Romans had a lot to say about wine. With the help of the Verba Útenda below, you can understand what they said.

An old Roman proverb, quoted by Pliny the Elder, reads: 

In vīnō vēritās (est).

Doc Holliday quotes this proverb in Latin in the 1993 film Tombstone.

One of the earliest Roman writers to refer to wine is the 2nd-century B.C. playwright Plautus who said:

Magnum hoc vitium in vīnō est. Vīnum pedēs captat prīnum; Vīnum luctātor dolōsus est.

In his Carmina (Odes) the poet Horace (65-27 B.C.) said:

Nunc vīno pellite cūras.

and

Vīnō diffugiunt mordācēs cūrae.

In Petronius’ Satyricon (1st century A.D.) a character named Trimalchio said:

Vīta vīnum est.

Finally, in his discourse Dē Įrā (On Anger) the philosopher Seneca the Younger (c. 4 B.C.-65 A.D.) said Vīnum incendit ĭram.

| Verba Útenda  |  |
|---------------|  |
| captat (he, she, it) | seizes |
| cūra, -ae f. | care, concern |
| diffugiunt (they) | flee from |
| dolōsus | clever, crafty |
| hoc | this |
| incendit | sets fire to, burns |
| ĭra, -ae f. | anger |
| luctātor | wrestler |
| mordācēs | biting |
| pedēs | feet |
| Pellēte! Banish! Drive | away! |
| prīnum | first |
| vēritās | truth |
| vīna | life |
| vīnō from wine, with wine |
| vīnō | Despite the –um ending, this word is nominative, |
| vitium | vice |
Although wine was grown in Etruria north of Rome and in Greek southern Italy for centuries earlier, the cultivation of wine grapes and the consumption of wine did not become popular in Rome until the second century B.C. The earliest written work on wine in Rome was translated from Punic shortly after the end of the Third Punic War in 146 B.C. The first Roman to write about the topic was Cato the Elder in a work called Ḃē Agrī Cultūrā (On Agriculture). One of the most important documents on Roman wine production and use appears in Book XIV of Historia Nāturālis (Natural History) by Pliny the Elder (23—79 A.D.).

Vine cultivation in Rome spread quickly and by the middle of the second century B.C. Rome was a major producer of wine grapes. In fact, in 154 B.C. the Roman Senate prohibited the cultivation of vines north of the Alps to preserve the market for Roman producers. Wine was cultivated on large estates worked by slaves. By the first century A.D. wine consumption in Rome was so high that wines were imported from provinces in Spain and France.

Romans especially liked sweet wines produced by very ripe grapes. Mulsum, a wine drink heavily flavored with honey, was especially popular among the lower classes. Lōra, a drink made from grape skins soaked in water and fermented, was often served to slaves.

Many Roman authors discuss multiple types of wine but especially praised a wine called Falernian, produced from grapes grown on Mount Falernus south of Rome.

Some of the finest Italian wines were produced in antiquity on the slopes of Mt. Vesuvius. The picture at right shows Bacchus, the god of wine, dressed in grapes and standing on the slope of the mountain, which is covered by grape vines.

And Latin continues to have a presence in modern wine-making: Est! Est!! Est!!! is a white wine produced in Montefiascone, north of Rome near Lake Bolsena. The name of the wine is attributed to a German bishop names Johann Fugger, who was going to Rome for the coronation of Henry V in the year 1125. Fugger sent a servant ahead of him to mark the inns with the best wine with Est (for Vinum bonum est). At one inn in Montefiascone the servant apparently liked the wine so much that he wrote Est! Est!! Est!!!
The major landmarks of the city of Rome are the Tiber river (Tiberis, -īs m.), which runs through the city, the Campus Martius ("Field of Mars"), and the following seven hills:

- **Capitoline** (Capitōlinus Collis, Capitōlinī Collis m.; also Capitōlium, -īnī n.)
- **Palatine** (Palātium, -īnī n.)
- **Esquiline** (Esquiliae, -ārum f. pl.)
- **Caelian** (Caelius Mōns, Caelī Mōntīs m.)
- **Viminal** (Viminālis Collis, Viminālis Collīs m.)
- **Quirinal** (Quirīnālis Collis, Quirīnālis Collīs m.)
- **Aventine** (Aventīnum, -īnī n.)

The Roman Forum is located in the valley between the Palatine and the Capitoline. It was on the Palatine hill that the founders of Rome, Romulus and Remus, were said to have been nursed as infants by a she-wolf. On the Capitoline hill were located the chief temples of the city, especially the Temple of Juppiter Capitolinus (Capitōlium, -īnī n.), the most important temple in the city. A victorious general led his triumphal processions along the Via Sacra through the forum up to the Capitōlium. The route of the Via Sacra runs between two more hills, the Esquiline and the Caelian. The Viminal and the Quirinal hills lie to the north of the Esquiline. The Velia is a projection of the Esquiline down towards the Palatine. The seventh hill, the Aventine, lies to the south of the Palatine. In the valley between the Palatine and the Aventine was the Forum Boararium, an important market area, and the open space which eventually became the Circus Maximus. In the Imperial period all seven of these hills, but not the Campus Martius, were enclosed within fortification walls.

### Via Sacra dē Forō Rōmānō ad Capitōlinum Collem Hodiē

The Via Sacra winds up from the forum to the Capitoline Hill (at right).

Shutterstock 10116094
LATīNA HODIERNA

The Hills of Rome Today

“Hey kids, I have a capital idea! Let’s go to the nation’s capitol, and visit Capital Hill where we can see all the Greek capitols on the Capital building!”

Did you spot the spelling errors in that sentence? Both “capital” and “Capitol” come from Latin, and once you know their origins, you will never misspell them again.

“Capitol,” in English, refers to the building in Washington, D.C. that houses the Congress. It stands on Capitol Hill and it is named after the Capitōlium in Rome, implying a clever identification with the Temple of Capitoline Jupiter on the Capitoline Hill in Rome. Likewise, the building in which a state legislature meets is called the capitol (lower case). These uses, and the Capitol Reef National Museum in Utah, are the only common forms of the word in English that ends in –ol.

“Capital” with an –al can be either a noun or an adjective. As a noun it means: a) the official seat of government of a state, country or the like; b) wealth, as in “capital funds;” c) CAPITAL LETTER; d) column top. As an adjective “capital” means “chief” or “excellent.” Both -al words are derived from caput, -itis n., head, main part.

So now you know that the paragraph above should have read: “Hey kids, I have a capital idea! Let’s go to the nation’s capital, and visit Capitol Hill where we can see all the Greek capitals on the Capitol building!”

The city of Richmond, Virginia, is built on seven hills. The state capitol is located (naturally) on Capitol Hill.
Several of Rome’s hills have taken on special meaning in some modern European languages. For example, because Augustus and later emperors built elaborate homes on the Palatine hill, Palātium is the source of the word for “palace.”

The president of modern Italy lives in a palace on the Quirinal hill so “Quirinale” in Italian means “the presidential palace.” In other modern languages like English and French, “Quirinal” can also refer to the palace of the Italian president.

Now look at some other derivations in other European languages:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>French</th>
<th>Italian</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitōlinus</td>
<td>Capitoline</td>
<td>Capitole</td>
<td>Campidoglio</td>
<td>Capitolio</td>
</tr>
<tr>
<td>Capitōlium</td>
<td>Capitol</td>
<td>Capitole</td>
<td>Campidoglio</td>
<td>Capitolio</td>
</tr>
<tr>
<td>caput, capitis</td>
<td>capital</td>
<td>capital</td>
<td>capital</td>
<td>capital</td>
</tr>
<tr>
<td>Palātium</td>
<td>palace</td>
<td>palace</td>
<td>palazzo</td>
<td>palacio</td>
</tr>
</tbody>
</table>

Quid putās?

1. Why do you think schola and lūdus, two Latin words for school, both originally refer to leisure and games?
2. Compare the Roman statements about wine in Rōmānī ipsī to modern attitudes towards wine. Which of these Roman statements best express your own attitude towards wine. Why?
3. How have modern wine drinking tastes changed from Roman times?
4. Why do you think that the U.S. Capitol building has such close linguistic ties with the Capitoline hill in Rome?

Capitōlinus Collis Hodīē

The Capitoline, known today Campidoglio, now faces away from the Roman Forum. The Campidoglio was designed by Michelangelo in the 16th century.

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EXERCEĀMUS!

IV.G SCRĪBĀMUS
Directions: Answer each of these questions in Latin. We have done the first one for you. Use complete sentences and you may use ita (yes) and nōn (no/not) in your answers as well.
Hint: All of these sentences are based upon the RŌMĀNĪ IPSĪ “Romans on Wine” above.

Estne vēritās in vīnō?
 Ita, veritas in vīnō est!

1. Estne magnum vitium vīnō?
2. Captatne vīnum prīnum pedēs?
3. Estne vīnum luctātor?
4. Pellitne vīnum cūrās?
5. Diffugiuntne mordācēs cūrae vīnō?
6. Vītane vīnum est?
7. Incenditne vīnum īram?

IV.H COLLOQUĀMUR
Directions: As you ask a classmate one of the questions below, use one of the words suggested in parentheses. Then have your classmate respond as she or he thinks fit. Follow the pattern of the examples and experiment with word order.
Model: Estne vēritās (in aquā, in cibō, in pōculō)?
 Student #1 Estne vēritās in aquā?
 Student #2 Nōn, vēritās in aquā nōn est. or
  Nōn, vēritās nōn in aquā est. or
  Ita, vēritās in aquā est. or
  Ita, in aquā vēritās est.

1. Valeriane (cibum, pecūniam, pōtum) in pōculō pōnit?
2. Vītane (vīnum, aqua, saccus, negōtium) est?
3. Hermēsne (aquam, Valeriam, pōcolum) in mēnsā pōnit?
4. Cupiuntne omnēs (pecūniam, negotium bonum, vīnum calidum)?
IV.I  Verba Discenda
Directions: For each of the following English words, list the verbum discendum which is its source. Be sure to include the meaning of the Latin word. Then use the meaning of the Latin word to define the English word. We have done the first one for you.
Hint: If you need help, use an English dictionary.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>et and; also; even;</th>
<th>pōnō, pōnere, posuī, posītum put, place</th>
</tr>
</thead>
<tbody>
<tr>
<td>agō, agere, ēgī, actum act, do, lead, drive [agile, active]</td>
<td>et...et both...and familia, -ae f. family [familiarity]</td>
<td>populus, -ī m. people [popularity]</td>
</tr>
<tr>
<td>aut or; aut...aut either...or bene well [benefactor]</td>
<td>filius, -ī m. son [filial]</td>
<td>-que and; -que...-que both...and</td>
</tr>
<tr>
<td>cupiō, cupere, cupīvit/ cupiī, cupidītum wish, want to [Cupid, cupidity]</td>
<td>hodiē today iterum again [reiterate] Quid agis? Quid agitis? How are you?</td>
<td></td>
</tr>
<tr>
<td>domus, -ī f. home, house. domum home, to a house [domicile]</td>
<td>lūdus –ī m. school, game [ludicrous] salūtō, salūtāre, salūtāvī, salūtā tum greet [salutation, salutatorian]</td>
<td></td>
</tr>
<tr>
<td>dūcō, dūcere, dūxī, ductum lead [duct, induct]</td>
<td>āne early in the morning -ne asks a question</td>
<td></td>
</tr>
</tbody>
</table>

1. reactivate: agō, agere, ēgī, actum do, drive. “to make to do again”
2. depopulate
3. beneficiary
4. introduction
5. deposition
6. ludicrous
7. salutation
8. filiation
9. iteration
10. domiciliarity
11. cupidinous
Did you notice something unusual about –ne and –que, two words introduced in this chapter? They are not really independent words. Rather the introductory hyphen tells you that they are always attached to another word. This type of linguistic element is called an enclitic. Technically, an enclitic is an element that has no stress or accent of its own and is tightly bound to the word which precedes it. An English example is the informal ‘em in a phrase like “Give ‘em hell, Harry!” “Em” cannot stand alone in a sentence and is closely tied to “give.”

One important question which arises with enclitics in Latin is the question of pronunciation and stress. While everyone agrees that enclitics like –ne and –que are never stressed themselves, there is debate as to how they affect the accent of the words to which they are attached.

First let’s review where stress normally falls in Latin words. Here is the Latin Stress chart you saw in Caput I:

<table>
<thead>
<tr>
<th>Latin Stress—Examples</th>
<th>S3/antepenult</th>
<th>S2/penult</th>
<th>S1/ultima</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable word</td>
<td></td>
<td></td>
<td>AT</td>
</tr>
<tr>
<td>two-syllable word</td>
<td>AcTor</td>
<td>Campus</td>
<td></td>
</tr>
<tr>
<td>three-syllables or</td>
<td>aGenDa</td>
<td>reGAlia</td>
<td></td>
</tr>
<tr>
<td>more, S2/penult long</td>
<td>Facile</td>
<td>HAbitat</td>
<td></td>
</tr>
<tr>
<td>three-syllables or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more, S2/penult short</td>
<td>AcTorque</td>
<td>imiTAtor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HAnitor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The earliest Latin grammarians (4th and 5th centuries B.C.) claimed that the enclitic was a sort of “accent magnet” and always attracted the accent to the syllable before the enclitic, whether that syllable was long or short. This would yield forms like actORque
imitaTORque

This approach is the one most commonly used in classrooms today. But some later grammarians tend to believe that in the time of Augustus the enclitic affected little or not at all and that the word was subject to the normal rules of stress. This would yield forms such as:

AcTorque
imiTAtorque
Final certainty is not possible and, as in English, there were probably variants even in antiquity. In various parts of America you might hear either version of this sentence:

“How don’t forget your umbrElLi because if you catch cold and die, we have no insURance.”

or

“How don’t forget your UMbrella because if you catch cold and die, we have no INsurance.”

How do you pronounce this sentence?

**LEGENDA**

On the cultivation of wine, see Pliny’s *Natural History.*

On accent and issues of Latin Grammar:
Hale, William Gardner and Carl Darling Buck. *A Latin Grammar.* University, Ala.: University of Alabama Press, 1985 (7th printing of 1903 ed.)
While Hermes is at Valeria’s snackshop, he makes the mistake of teasing Socrates, the shop’s pet monkey. Socrates snatches Hermes’ money bag and the angry paedagogus chases the monkey through the Roman Forum.

While at Valeria’s snackshop, Hermes teases Socrates, the shop’s pet monkey. Socrates snatches Hermes’ money bag and the angry paedagogus chases the monkey through the Roman Forum.

As you read about Hermes and the monkey, look out for more ways to ask questions in Latin.

While Hermes is at Valeria’s *taberna*, he makes the mistake of teasing Socrates, the pet monkey in Valeria’s shop. As a relief from Ostia shows, monkeys were to be found in such shops. In this scene, two untied monkeys sit on the counter of a food store. (The rabbits are undoubtedly not pets, but are rather for sale.) Keeping pets in stores to attract customers is a phenomenon common to this day.

As you read about Hermes and the monkey, look out for more ways to ask questions in Latin.
Asking Questions

Read this sentence aloud: “He wants to eat chicken.”

Now read this sentence aloud: “He wants to eat chicken?”

Notice that we can tell that a spoken sentence is a question from the tone of voice, but a written question requires a punctuation mark.

Spanish wisely puts an inverted question mark at the beginning of a question. ¿Dónde está el pollo?

Like Spanish, Latin puts its question indicators at the beginning of the sentence. There are three such Latin words and each expects a different kind of answer:

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>Type of Question</th>
<th>Answer Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habēsne sīmiam?</td>
<td>a simple question</td>
<td>Do you have a monkey?</td>
</tr>
<tr>
<td>Nōnne sīmiam habēs?</td>
<td>expects the answer “yes”</td>
<td>You do have a monkey, don't you?</td>
</tr>
<tr>
<td>Num sīmiam habēs?</td>
<td>expects the answer “no”</td>
<td>You don't have a monkey, do you?</td>
</tr>
</tbody>
</table>

**EXERCEĀMUS!**

**V.A Asking Questions**

Practice translating questions. Use the chart directly above as a guide.

1. Valeriane tabernam habet?
   Num Valeria tabernam habet?
   Nōnne Valeria tabernam habet?

2. Sīmiaene nōmen Sōcratēs?
   Nōnne sīmiae nōmen Sōcratēs?
   Num sīmiae nōmen Sōcratēs?

3. Nōnne Rōmānī vīnum bibunt?
   Rōmānīne vīnum bibunt?
   Num Rōmānī vīnum bibunt?

Now watch for –ne, nōnne, and num marked in **bold** in Lectiō Prīma.

**Sīmia Sōcratēs**

Clipart Item: #2488080
Sīmia Sōcratēs


Subitō Hermēs ad sīmiam salit, sed eum nōn capit. Sīmiae valdē celerēs sunt.

Sōcratēs ē tabernā currit.
POSTQUAM LĒGISTĪ
Directions: Answer the first four questions in both Latin and English. Then answer #5 in English.
1. Why is the monkey called Socrates?
2. What mistake does Hermes make?
3. What does the monkey take from Hermes?
4. How does Hermes react?
5. What do you think is going to happen next?

GRAMMATICA A
Asking Questions: Num and Nōnne
You have learned that Latin asks a simple question by adding –ne to the first word in the interrogative sentence. (-ne is called an enclitic. For more on enclitics, see the ANGULUS GRAMMATICUS to this chapter.) Here are a few examples:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currire parātus est.</td>
<td>Estne currire parātus?</td>
</tr>
<tr>
<td>He is prepared to run.</td>
<td>Is he prepared to run?</td>
</tr>
<tr>
<td>Iēiūnus es.</td>
<td>Esne iēiūnus? or Iēiūnusne es?</td>
</tr>
<tr>
<td>You are hungry.</td>
<td>Are you hungry?</td>
</tr>
</tbody>
</table>

The person asking these questions is looking for information and is not anticipating a particular response.

It is possible to ask the same questions in expectation of a particular answer. For example:

You are hungry, aren't you? (Expects the answer “yes” or “certainly.”)
You aren't hungry, are you? (Expects the answer “no” or “not at all.”)

Here is how Latin asks the same questions:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nōnne iēiūnus es?</td>
<td>(Expects the answer ita or ita vērō).</td>
</tr>
<tr>
<td>Num iēiūnus es?</td>
<td>(Expects the answer nōn or nōn vērō).</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!
V.B  Answering Questions
Directions: Use the story you read above to answer each of the following questions with either ita (“yes”) or nōn (“no”) and repeating the verb.

Example:    Q. Videtne Hermēs sīmiam in tabernā?
A. Ita, videt.
DISCE LATĪNAM!

1. Num sedet Sōcratēs in tabernā Valeriae cotidiē?
2. Num sīmiae vīnum amant?
3. Nōnne rapit Sōcratēs saccum paedagōgī?
4. Nōnne amant sīmiae iōcōs semper?
5. Curritne Sōcratēs ē tabernā?
6. Num sīmiae nōmen Hermēs est?
7. Capitne Hermēs sīmiam?

LECTIŌ SECUNDA

ANTEQUAM LEGIS

Prepositions

Prepositions are parts of speech used with nouns or pronouns to express direction (in, on, around, through, under), the source of an action (by, on account of, etc.), or relationship (about, concerning, etc.) In English the preposition does not affect the appearance of the noun or pronoun but in Latin it does. Note these examples:

- into the shop: into the shop
- in the shop: in tabernā
- out of the shop: ē tabernā
- through the shop: per tabernam

You will learn rules governing these changes. For now just be aware of them. As in the examples above, most prepositions in Latin are used with either the accusative case or the ablative case. You have already met the accusative and the ablative will be taught in the next chapter.

EXERCEĀMUS!

V.C Prepositional Phrases

Directions: Before you read Lectiō Secunda make a list line by line of TEN (10) of the prepositions. Then find the object of each preposition and decide whether the object is accusative or ablative. Then translate the prepositional phrase. We have done the first one for you.

Hint: You can recognize them because they are followed by +abl. or +acc. in the verba ītenda to tell you which case they take.
Remember: If it’s not accusative, it’s ablative!

<table>
<thead>
<tr>
<th>Line</th>
<th>Preposition</th>
<th>Object</th>
<th>Case</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ad</td>
<td>Forum</td>
<td>acc.</td>
<td>to the Forum</td>
</tr>
</tbody>
</table>

*Iter Símiae*

Use this map to follow Socrates’ route through the Forum

Clipart Item#836937
Sūcrēs ā tabernā ad Forum currit. Taberna Valeriae prope Argilētum est et per Argilētum in Forum nunc currunt et Sūcrēs et Hermēs. Mox, in Forō sunt. Ĉuria, ubi Senātus Rōmānus sedet, ad dextram est. Sūcrēs currit et super Rōstrīs stat et ad paedagogum clāmat.


Sūcrēs fessus est, sed adhūc saccum tenet. Sed, ecce! Paedagogus valdē ūrātus iam adest! Sūcrēs territum ad āram Divī Iuliī currit. Salit in āram et magnā vōce clāmat.


### Verba Útenda

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā, ab</td>
<td>+ abl. from, away from; by (with persons)</td>
</tr>
<tr>
<td>ad dextram</td>
<td>at the right</td>
</tr>
<tr>
<td>adest</td>
<td>he is present, is here</td>
</tr>
<tr>
<td>adhūc</td>
<td>to this point, still, yet</td>
</tr>
<tr>
<td>adveniō, adveniēre</td>
<td>come</td>
</tr>
<tr>
<td>āra, -ae f. altar</td>
<td></td>
</tr>
<tr>
<td>Argilētum</td>
<td>the Argiletum, (a street leading into the Roman Forum)</td>
</tr>
<tr>
<td>basilica, -ae, -ae basilica, courthouse</td>
<td></td>
</tr>
<tr>
<td>Castorum</td>
<td>of the Castors, i.e., Castor and Pollux</td>
</tr>
<tr>
<td>cūria, -ae f. curia, senate house</td>
<td></td>
</tr>
<tr>
<td>ċūriā</td>
<td>give! (command)</td>
</tr>
<tr>
<td>divus Iulius</td>
<td>“divine Julius”</td>
</tr>
<tr>
<td>(Julius Caesar was made a god posthumously.)</td>
<td></td>
</tr>
<tr>
<td>fessus</td>
<td>tired</td>
</tr>
<tr>
<td>forum, -īn. forum, city center</td>
<td></td>
</tr>
<tr>
<td>iam</td>
<td>now</td>
</tr>
<tr>
<td>in</td>
<td>+ abl. in, on; + acc. into</td>
</tr>
<tr>
<td>inter</td>
<td>+ acc. between, among</td>
</tr>
<tr>
<td>intrō, intrāre enter</td>
<td></td>
</tr>
<tr>
<td>ūrātus, -a, -um angry</td>
<td></td>
</tr>
<tr>
<td>lacum</td>
<td>lake</td>
</tr>
<tr>
<td>lateō, latēre hide</td>
<td></td>
</tr>
<tr>
<td>longē for a long time</td>
<td></td>
</tr>
<tr>
<td>magnā voce in a loud voice</td>
<td></td>
</tr>
<tr>
<td>medius</td>
<td>midway</td>
</tr>
<tr>
<td>mōx</td>
<td>soon</td>
</tr>
<tr>
<td>nam for, because</td>
<td></td>
</tr>
<tr>
<td>omne</td>
<td>everything</td>
</tr>
<tr>
<td>paedagogus, -īn.</td>
<td>paedagogus, tutor</td>
</tr>
<tr>
<td>per</td>
<td>+ acc. through</td>
</tr>
<tr>
<td>poscō, poscere, pospocē ask</td>
<td></td>
</tr>
<tr>
<td>post</td>
<td>+ acc. behind, after</td>
</tr>
<tr>
<td>prope</td>
<td>+ acc. near</td>
</tr>
<tr>
<td>quīēscō, quīēscere rest</td>
<td></td>
</tr>
<tr>
<td>rīdeō, rīdēre laugh</td>
<td></td>
</tr>
<tr>
<td>Rōmānus, -ā, -um Roman</td>
<td></td>
</tr>
<tr>
<td>Rōstra, -ōrum n. pl. speaker’s platform</td>
<td></td>
</tr>
<tr>
<td>rumpō, rumpere burst</td>
<td></td>
</tr>
<tr>
<td>sacra</td>
<td>sacred, holy</td>
</tr>
<tr>
<td>sagāx, wise</td>
<td></td>
</tr>
<tr>
<td>salīō, salīre leap</td>
<td></td>
</tr>
<tr>
<td>sedēō, sedēre, sēdī, sessum sit</td>
<td></td>
</tr>
<tr>
<td>senātus</td>
<td>senate</td>
</tr>
<tr>
<td>sūmia, -ae f. monkey</td>
<td></td>
</tr>
<tr>
<td>stō, stūre, stēt, statum stand</td>
<td></td>
</tr>
<tr>
<td>super</td>
<td>+ acc. or abl. over, on top of</td>
</tr>
<tr>
<td>templum</td>
<td>temple</td>
</tr>
<tr>
<td>territum</td>
<td>afraid, scared</td>
</tr>
<tr>
<td>trāns</td>
<td>+ acc. across</td>
</tr>
<tr>
<td>tunc</td>
<td>then</td>
</tr>
<tr>
<td>ubi</td>
<td>where, when</td>
</tr>
<tr>
<td>via, -ae f. road, way</td>
<td></td>
</tr>
<tr>
<td>valdē</td>
<td>very</td>
</tr>
<tr>
<td>Vesta, -ae f. Vesta, goddess of</td>
<td></td>
</tr>
<tr>
<td>vult</td>
<td>he wishes, wants</td>
</tr>
</tbody>
</table>
POSTQUAM LĒGISTĪ
Directions: Answer the following questions in English.
1. Where does Socrates run when he leaves Valeria’s snackshop?
2. What is the Curia used for?
3. Which building does Socrates enter?
4. What does Socrates want to do once he gets to the Via Sacra?
5. Between which two temples does Socrates stand?
6. Where does the chase end?
7. Why does Hermes tell Socrates he is a wise monkey?

GRAMMATICA B

Prepositions

Here are several Latin prepositions you saw in the reading:

- *per Argilētum* through the Argiletum
- *ad āram Dīvī Iūliī* to the altar of Divine Julius
- *trāns Forum* across the Forum
- *ad Forum* to the Forum
- *post Dīvī Iūliī templum* behind the temple of Divine Julius
- *ad Basilicam Paullī* to the basilica Paulli

Notice how all of these prepositions are followed by nouns in the accusative case. These words are called the **objects of the prepositions**. The preposition plus its object is called a **prepositional phrase**.

Not all objects of prepositions are accusative. Some are ablative, a case you will learn in the next chapter. Here are some ablative objects of prepositions you have already seen.

- *ā taberā* away from the snack shop
- *ē tabernā* out of the snack shop
- *in tabernā* in the snack shop
- *in ārā* on the altar
- *super Rōstrīs* on top of the Rostra

Verbs: the Concept of Conjugation

You have noticed that verbs have a variety of vowels before their personal endings. Which vowel to use with which verb depends on that verb’s **conjugation**. Latin verbs are grouped into four categories or **conjugations** depending upon which vowel appears before the –re of the infinitive.
In your dictionary each verb is listed with four principal parts and these, too, help you create various tenses and forms of the verb. For now we focus on the 1st and 2nd conjugation verbs. We will look at 3rd and 4th later.

**Principal Parts of Verbs**

You will find a Latin verb listed in the dictionary under its first person singular form followed by three other forms. These four forms are called principal parts. Here is what you will find for the verb *salūtō*:

1st principal part
“I greet”

2nd principal part
“to greet”

3rd principal part
“I greeted” “I have greeted”

4th principal part
“having been greeted”

**Notā Bene:**

The pattern of principal parts for 1st conjugation verbs like *salūtō* is so predictable that, from now, on we will only list them in *Verba Discenda* like this:

*salūtō* (1)

**EXERCEĀMUS!**

**V.D Dictionary Entries**

Directions: Your turn. Take this dictionary form and identify its parts.
Many of the buildings around which Socrates runs in the forum are temples. The Romans considered these buildings to be homes for the cult statues of the gods, not buildings in which large congregations could worship. The typical Roman temple (templum, -ī n.; also aedēs, aedis f.) was rectangular fronted by a tall staircase leading to a collonaded portico. While the columns of a Greek temple commonly ran around all four sides of the building, the columns on a Roman temple were usually only in front. Inside were the cult statue of the deity and other sacred objects. The Temple of Capitoline Jupiter was built according to this plan. You can get an idea of how these temples looked in ancient Rome from the drawing at the beginning of this chapter.

Templum Castorum, the Temple of Castor and Pollux also followed this design. Originally built after the Battle of Lake Regillus in ca 496 B.C. in which the twin gods were thought to play a major role in Roman victory, the temple burned down in 14 B.C. Its reconstruction was not finished until 6 A.D. when it was rededicated by the Emperor Tiberius. So when Hermes chases Socrates through the Forum the new temple is still under construction (as is the Basilica Pauli).

Templum Vestae, the Temple of Vesta (Roman goddess of the hearth, is unusual in that its design is circular instead of rectangular. Here the Vestal virgins, the priestesses of Vesta, always kept a fire burning on the public hearth of the city. The temple was built in the 3rd century B.C. and rebuilt after the famous fire of 64 A.D. during the reign of Nero. So this is one of the few buildings which does not show significant Augustan construction.

Templum Dīī Iūliī, built on the site
where Julius Caesar’s body was cremated after his assassination on the Ides of March in 44 B.C. The temple was dedicated to the deified Caesar by Augustus on August 18, 29 B.C. As long as Socrates sat on the altar in front of this temple, he was protected by the ancient law of suppliants, which said that anyone being chased could seek sanctuary or protection from pursuers by taking refuge at such a religious spot.

![Dīvus Iulius](image)

**Dīvus Iulius**

Bust of Julius Caesar

Clipart Item##843723

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![Forum Rōmānum](image)

**Forum Rōmānum**

View from the Palatine Hill

Photograph by Victor Martinez

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78
RÖMÄNĪ IPSĪ

Ancient Romans on the Grandeur of Rome

The Romans themselves justly boasted of their impressive forum and its history. They often noted with pride that the area filled with majestic buildings in the time of Augustus was once only swampland. Here the poet Ovid (43 B.C.–17 A.D.) describes the site:

\[ hōc ubi nunc fora sunt, ūdae tenuĕre palūdes \]

Fasti vi.401

The emperor Augustus himself boasted about his own building projects. He said:

\[ (Urbem) marmoream relinquō, quam latericiam accĕpī \]

Suetonius Div Aug 28

Ironically, the marble veneer has often been removed from the surviving monuments of the Augustan Age and only the brick infrastructure remains, as can be seen on the tomb of Augustus in Rome today (see below). We often have to use our imagination to appreciate how the monuments originally appeared.

ORBIS TERRĀRUM RŌMĀNUS

Mausoleum Augustī

Augustus started this project in 28 B.C, three years after he defeated Mark Anthony and Cleopatra at the Battle of Actium. In building this tomb, Augustus certainly had in mind the Mausoleum of Halicarnassus, built in 353 B.C. and one of the Seven Wonders of the Ancient World. Only the foundations of the tomb remain today but ancient descriptions provide some idea of its appearance. Mausolus’ tomb
was so famous that “mausoleum” became the name for any tomb. Compare its design with the Masonic House of the Temple of Scottish Rite in Washington, D.C.

Inside Augustus’ mausoleum were the cinerary urns of Augustus and his family. Here is a fragmentary inscription commemorating Augustus’ sister Octavia from the Mausoleum:

OCTAVIA . C . F | SOROR | AVGV

And here is a fuller version of the text with the abbreviations explained in brackets and the possible missing text supplied in parentheses.

OCTAVIA . C[AEI]. F[ILIA] | SOROR | AVGV(STI . CAESARIS)

Can you translate this on your own?
LATINA HODIERNA

Animālia Rōmāna

English has borrowed many Latin words for animals. Here are just a few examples:

<table>
<thead>
<tr>
<th>LATIN</th>
<th>ANIMAL</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>sīmia, sīmiae</td>
<td>monkey</td>
<td>simian</td>
</tr>
<tr>
<td>canis, canis</td>
<td>dog</td>
<td>canine</td>
</tr>
<tr>
<td>fēlēs, fēlis</td>
<td>cat</td>
<td>feline</td>
</tr>
<tr>
<td>bōs, bovis</td>
<td>bull, cow</td>
<td>bovine</td>
</tr>
<tr>
<td>piscis, piscis</td>
<td>fish</td>
<td>piscine</td>
</tr>
<tr>
<td>serpēns, serpentis</td>
<td>snake, serpent</td>
<td>serpentine</td>
</tr>
</tbody>
</table>

Notice how the English word is often derived from the genitive (rather than nominative) form of the Latin word. The general rule is that the stem of a Latin word is determined by dropping the ending on the genitive singular form of the Latin word. So the stem of sīmia is sīm- from sīmiae and the stem of serpēns is serpent- from serpentis.

QUID PUTĀS?

1. Compare the design of Roman temples described in MUNDUS RŌMĀNUS with a place of worship with which you are familiar.
2. Are there any modern parallels to the right of sanctuary which prevents Hermes from seizing Socrates on the Altar of Divine Julius?
3. Using the LATINA HODIERNA as a guide, can you find any more English words based upon the Latin word for an animal followed by the suffix –ine?

EXERCEĀMUS!

V.E SCRĪBĀMUS

Directions: Answer the following questions with complete Latin sentences based upon the Lectiōnēs in this chapter. The result will be a paragraph about the story. We have started the narrative for you.

1. Does Socrates sit in Valeria’s snackshop everyday?
   Sōcratēs in tabernā Valeriae cotīdiē sedet.

2. Does the monkey like wine?

3. Does Socrates snatch the paedagogus’ wallet?

4. Do monkeys always love jokes?
5. Does Socrates run from the snackshop?

6. Where does Socrates run?

7. Does Hermes catch the monkey?

**V.F COLLOQUĀMUR**
Directions: Practice asking and answering the questions in Exercise V.B with other members of your class. But change the sentence a bit before you ask it. For example:

Q. Does the monkey like money?

A. Ita, sīmia pecūniam amat.

**V.G Verba Discenda**
Directions: Pick out all of the prepositions from the *Verba Discenda* and illustrate their meaning by placing them with arrows around the Curia in the picture of the Roman Forum provided below. Also add the English meaning of the preposition. We have done one for you.

<table>
<thead>
<tr>
<th><em>Verba Discenda</em></th>
<th><em>Inter</em> + <em>acc.</em> <em>between,</em> among [intermediary]</th>
<th><em>Sedeō, sedēre. sēdī, sessum sit</em> [sedentary]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā, ab + abl. <em>away from</em></td>
<td>meus, -a, -um my</td>
<td><em>Sīmia, -ae m. monkey</em></td>
</tr>
<tr>
<td><em>ad</em> + <em>acc. to, towards</em></td>
<td>nōnne asks a question</td>
<td><em>Sēdēre, stōre, stētī, statum</em></td>
</tr>
<tr>
<td><em>clāmō</em> (1) shout</td>
<td>expecting a yes answer</td>
<td><em>Stand</em> [stationary, station]</td>
</tr>
<tr>
<td><em>currō</em>, <em>currere</em>, <em>cucurrī</em>, <em>cursum run</em></td>
<td><em>num</em> asks a question</td>
<td><em>Trāns</em> + <em>acc. across</em></td>
</tr>
<tr>
<td>[curriculum, cursor]</td>
<td>expecting a no answer</td>
<td>[transfer]</td>
</tr>
<tr>
<td><em>ē</em> / <em>ex</em> + <em>abl. out of, from</em></td>
<td><em>paedagōgus, -ī m.</em></td>
<td><em>Ubi</em> where, when</td>
</tr>
<tr>
<td><em>forum, -ī n. forum, city center</em></td>
<td><em>paedagogus, tutor</em></td>
<td>[ubiquitous, ubiquity]</td>
</tr>
<tr>
<td><em>habeō</em>, <em>habēre</em>, <em>habuī</em>, <em>habitum have, hold</em></td>
<td><em>per</em> + <em>acc. through</em></td>
<td><em>Via, -ae f. road, way</em></td>
</tr>
<tr>
<td><em>habuit</em></td>
<td><em>post</em> + <em>acc. after, behind</em></td>
<td>[viaduct]</td>
</tr>
<tr>
<td><em>in</em> + <em>abl. in, on, at; + acc. into</em></td>
<td><em>prope</em> + <em>acc. near</em></td>
<td><em>Vult</em> (s)he wishes, wants</td>
</tr>
</tbody>
</table>

[in acc. [sedentary]]
**ANGULUS GRAMMATICUS**

Principal Parts in English and Latin

While most Latin verbs have four principal parts (PP), English verbs typically have only three.

<table>
<thead>
<tr>
<th>BASE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>walked</td>
<td>walked</td>
</tr>
</tbody>
</table>

What are these principal parts? These are the words you need to use the verb in all its forms. Here are examples of forms you can make from each principal part:

<table>
<thead>
<tr>
<th>BASE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walk</td>
<td>I (have) walked</td>
<td>(having) walked</td>
</tr>
<tr>
<td>walking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Many English verbs are fairly regular and form their principal parts, on the “-ed” model.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>dance</td>
<td>danced</td>
<td>danced</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
<td>worked</td>
</tr>
<tr>
<td>tie</td>
<td>tied</td>
<td>tied</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
<td>tried</td>
</tr>
</tbody>
</table>

But we are all aware of the number of irregular verbs English has.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
</tbody>
</table>

What others can you think of?

So how does a person learning English learn such forms? By trial and error and by memorization. We have all heard a child say “Yesterday we goed to the zoo.” You will have to do the same as you learn Latin – try, err, memorize. But there are some general patterns that can help.

**First Conjugation** verbs are generally so regular that we can write their principal parts in shorthand in your vocabulary lists:

Thus *ambulō* (1) stands for

`ambulō`  `ambulāre`  `ambulāvī`  `ambulātum`

*Nōta bene:* This is how we list 1st conjugation verbs in DL. So *temptō* (1) means "this is a regular 1st conjugation verb."

**Second Conjugations** verbs have a few more patterns:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>3rd PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>videō</td>
<td>vidēre</td>
</tr>
<tr>
<td>teneō</td>
<td>tenēre</td>
</tr>
</tbody>
</table>

**Third Conjugation** verbs have the most variation of all, but a few patterns can help you with the 3rd PP. Notice verbs like

<table>
<thead>
<tr>
<th>Verbs</th>
<th>3rd PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>dūcō</td>
<td>dūcere</td>
</tr>
<tr>
<td>rēgō</td>
<td>rēgere</td>
</tr>
<tr>
<td>mittō</td>
<td>mittere</td>
</tr>
</tbody>
</table>

Such verbs form the perfect stem (here, the 3rd PP) by adding an –s to the stem

- `dūc+s` → `dux-`
- `rēg+s` → `rēx-`
- `mitt+s` → `mīs-`

Some verbs reduplicate (repeat) the first syllable of their stem

<table>
<thead>
<tr>
<th>Verbs</th>
<th>3rd PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>currō</td>
<td>currere</td>
</tr>
<tr>
<td>cadō</td>
<td>cadere</td>
</tr>
</tbody>
</table>
But in many instances, you simply have to memorize the stem. It is important! It is often the only thing that differentiates a form:

- *dūcit* she leads  *dūxit* she led
- *fugit* he flees  *fūgit* he fled

**Fourth Conjugation** verbs have a large group which parallels the first conjugation.

- *dormiō*  *dormīre*  *dormīvi*  *dormītum*

Others act rather like third conjugation verbs:

- *veniō*  *venīre*  *vēni*  *ventum*

Again, pay attention!

- *equus venit* = the horse is coming
- *equus vēnit* = the horse has come

**LEGENDA**


Hermes is a slave, but as a *paedagogus* he has more trust and therefore freedom than most slaves. This is why he can take to the streets alone. Chiron, the teacher (*magister*), is a *libertīnus* (“freedman”) – a former slave who is now free. He may well have begun as a *paedagogus*. Sometimes slaves bought their freedom and sometimes it was given to them by their masters. Some freedmen became very wealthy and influential in Rome, but a teacher was seen as a lower class worker. Both men bear names that were given them in jest by their Roman masters. Hermes was the messenger Greek god (Roman *Mercurius*)
who also guided souls of the dead and Chiron was the centaur who tutored the heroes Achilles and Hercules. Such mythologically-based slave names were commonplace in ancient Rome.

\textit{Sum}

As in most languages, some very common verbs are irregular. This is especially true of the verb “to be” both in English and in Latin. Compare the forms in English and Latin:

\begin{tabular}{ll}
\textit{sum} & I am \\
\textit{es} & you are \\
\textit{est} & he, she, it is \\
\textit{sumus} & we are \\
\textit{estis} & you are \\
\textit{sunt} & they are \\
\end{tabular}

\textit{esse} to be

Watch for these forms in the next reading where they are marked with \textit{italics}.

\textbf{The Ablative Case}

You have seen the ablative case already in previous readings, but now we will introduce it formally. The ablative is stressed in the readings below and for now you only need to know a few facts:

\begin{itemize}
  \item The ablative is commonly used with prepositions. You saw this in the previous chapter. When it is so used, simply translate the word according to the meaning of the preposition.
  \item If the ablative is found alone, remember “BWIOF.” This stands for
\end{itemize}

\begin{tabular}{l}
By \\
With \\
In \\
On \\
From \\
\end{tabular}

When you see an ablative alone, you substitute whichever of the BWIOF prepositions sounds the best. It is that simple—for now. Later, of course, there will be longer explanations and rules.

\textbf{EXERCEĀMUS!}

\textbf{VI. A Quaestōnēs}

Directions: As you read, answer each of the following questions in both English and Latin.

1. Where are Valeria, Licinia and Hermes at the beginning of this \textit{lectiō}? Where is Socrates? (line 1)
2. Find the Latin words that describe how each of the following feel at the beginning of this *lectū* : the women in the snackshop, Hermes, and Socrates. (lines 1-2)
3. Where does Licinia put the cup of wine? (line 3)
4. What does Hermes have? (line 4-5)?
5. What does Valeria give Hermes? (lines 7-8)?
6. Where does Hermes go? (lines 9-10)?
7. Who is Spanish? (line 11)?
8. Where are the school children sitting? (lines 11-12)?
9. What is the school teacher not doing? (line 12-13)?
10. What are the children not doing? (line 13)?
11. Whom are the children looking? (line 13-14)?
12. What is Chiron holding? (lines 16)?
13. What picture does Chiron see? (lines 18-19)?
14. What questions does Chiron ask Lucius? (lines 20-21)?
15. What is Lucius’ answer? (lines 22-23)?

VI.B Ablative Case
Directions: All of the ablatives are marked in **bold** in *Lectū Prīma*. List them line by line and indicate whether they are used with a preposition or not. Then translate the ablative with the preposition or BWIOF. We have done two for you as guides.

<table>
<thead>
<tr>
<th>Line</th>
<th>Preposition</th>
<th>Preposition?</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tabernā</td>
<td>in</td>
<td>at the snackshop</td>
</tr>
<tr>
<td>2</td>
<td>vīnō</td>
<td>no</td>
<td>with wine</td>
</tr>
</tbody>
</table>

**Magister Chīrōn**

In *tabernā* Valeria Liciniaque īrātae *sunt* sed Hermēs nōn *est*. Sīmia territus sub *tabulam* sē abdit. Licinia pōcūlum vīnō implet et aquam addit. Pōcūlum in *tabulā* ponit et Hermēs vīnum cum *aquā* bibit. (Sīmia sub *tabulā* semper est.)


Paedagōgus cum *fēminīs* breviter confert et tunc ad lūdum magistrī Chīrōnis ambulat. Chīrōn lībertīnus et Hispānus *est*. Prō *lūdō* magistrī, decem puerī et duo puellae in *terrā* sedent. Magister Chīrōn prō *discipulīs* stat, sed nōn docet. Omnēs

*In pictūrā vir nāsum longum et sōlum trēs capillōs longōs habet.*


“Nōn in picturā es, magister. Nūlē modō caput tuum est! Tū omnīno calvus es et ille vir trēs capillōs habet!”

**Verba Ūtenda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdō, abdere</td>
<td>hide</td>
</tr>
<tr>
<td>accipiō, accipere</td>
<td>take, receive</td>
</tr>
<tr>
<td>addō, addere</td>
<td>add</td>
</tr>
<tr>
<td>amīcus, -ī m.</td>
<td>friend</td>
</tr>
<tr>
<td>benignus, -a, -um</td>
<td>kind</td>
</tr>
<tr>
<td>brevītō briefly</td>
<td></td>
</tr>
<tr>
<td>calvus</td>
<td>bald</td>
</tr>
<tr>
<td>capillus, -ī m. hair</td>
<td></td>
</tr>
<tr>
<td>caput head</td>
<td></td>
</tr>
<tr>
<td>cogitō (1) think</td>
<td></td>
</tr>
<tr>
<td>conferō, conferre</td>
<td>talk together</td>
</tr>
<tr>
<td>cum + abl. with</td>
<td></td>
</tr>
<tr>
<td>decem ten</td>
<td></td>
</tr>
<tr>
<td>docēō, docēre</td>
<td>teach</td>
</tr>
<tr>
<td>domina ma’am</td>
<td></td>
</tr>
<tr>
<td>duo two</td>
<td></td>
</tr>
<tr>
<td>figūrā, -ae f. shape</td>
<td></td>
</tr>
<tr>
<td>Hispānus, -a, -um Spanish</td>
<td></td>
</tr>
<tr>
<td>iam now, already</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>imploē, implore</td>
<td>fill</td>
</tr>
<tr>
<td>inspectō (1) look at</td>
<td></td>
</tr>
<tr>
<td>irātus, -a, -um angry</td>
<td></td>
</tr>
<tr>
<td>libertūnus, -ī m. freedman</td>
<td></td>
</tr>
<tr>
<td>longus long</td>
<td></td>
</tr>
<tr>
<td>nāsum, -ī n. nose</td>
<td></td>
</tr>
<tr>
<td>nūlō modō in no way</td>
<td></td>
</tr>
<tr>
<td>omnem all</td>
<td></td>
</tr>
<tr>
<td>omniō completely</td>
<td></td>
</tr>
<tr>
<td>pictūra, -ae f. picture</td>
<td></td>
</tr>
<tr>
<td>pretium, -ī m. price, cost</td>
<td></td>
</tr>
<tr>
<td>prō + abl. in front of, before</td>
<td></td>
</tr>
<tr>
<td>pulchra pretty</td>
<td></td>
</tr>
<tr>
<td>puella, -ae f. girl</td>
<td></td>
</tr>
<tr>
<td>puer, -ī m. boy</td>
<td></td>
</tr>
<tr>
<td>quis who?</td>
<td></td>
</tr>
<tr>
<td>reveniō, revenire</td>
<td>return</td>
</tr>
<tr>
<td>saccus, -ī m. money bag</td>
<td></td>
</tr>
<tr>
<td>scribō, scribere, scripśī</td>
<td>write</td>
</tr>
<tr>
<td>sē himself</td>
<td></td>
</tr>
<tr>
<td>sedeō, sedēre</td>
<td>sit</td>
</tr>
<tr>
<td>sine + abl. without</td>
<td></td>
</tr>
<tr>
<td>stīlus, -ī m. stilus, pen</td>
<td></td>
</tr>
<tr>
<td>sōlus only</td>
<td></td>
</tr>
<tr>
<td>spectō (1) look at</td>
<td></td>
</tr>
<tr>
<td>studium, -ī n. study, eagerness, zeal</td>
<td></td>
</tr>
<tr>
<td>sub + abl. under, from</td>
<td></td>
</tr>
<tr>
<td>under; + acc. under</td>
<td></td>
</tr>
<tr>
<td>tabula, -ae f. slate, tablet</td>
<td></td>
</tr>
<tr>
<td>teneō, tenēre, tenuī, tentum hold</td>
<td></td>
</tr>
<tr>
<td>terrā, -ae f. land, ground</td>
<td></td>
</tr>
<tr>
<td>territus afraid</td>
<td></td>
</tr>
<tr>
<td>trēs, tria three</td>
<td></td>
</tr>
<tr>
<td>tuus, -a, -um your (sing.)</td>
<td></td>
</tr>
<tr>
<td>valdē very</td>
<td></td>
</tr>
</tbody>
</table>

**POSTQUAM LĒGISTĪ**

1. How does Hermes explain and justify Socrates’ behavior? Do you agree with him?
2. How do the women try to make amends to Hermes for what Socrates did?
3. How does Chiron’s classroom compare to modern school rooms?
4. Do you think the reply Lucius gives to Chiron’s questions at the end of the reading will make the schoolmaster angry or happy? Why?
5. What does Lucius’s reply to Chiron tell you about Lucius’ personality?
We introduced you to the *ablative case* above. Here are the endings of the ablative in the first two declensions.

<table>
<thead>
<tr>
<th></th>
<th>1st Declension</th>
<th>2nd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>-a</td>
<td>-us, -er, -ir,</td>
</tr>
<tr>
<td>Genitive</td>
<td>-ae</td>
<td>discipulī</td>
</tr>
<tr>
<td>Accusative</td>
<td>-am</td>
<td>discipulum</td>
</tr>
<tr>
<td>Ablative</td>
<td>-ā</td>
<td>discipulō</td>
</tr>
<tr>
<td></td>
<td>fēmina</td>
<td>virī</td>
</tr>
<tr>
<td></td>
<td>fēminae</td>
<td>-ī</td>
</tr>
<tr>
<td></td>
<td>fēminam</td>
<td>-um</td>
</tr>
<tr>
<td></td>
<td>fēminā</td>
<td>-ō</td>
</tr>
<tr>
<td></td>
<td>fēminās</td>
<td>-ōs</td>
</tr>
<tr>
<td></td>
<td>fēminās</td>
<td>-ōs</td>
</tr>
<tr>
<td></td>
<td>fēminās</td>
<td>-ōs</td>
</tr>
</tbody>
</table>

|            | -ō             | -ōs           |
|            | -ō             | -ōs           |
|            | -ō             | -ōs           |
|            | -ō             | -ōs           |
|            | -ō             | -ōs           |
|            | -ō             | -ōs           |
|            | -ō             | -ōs           |

**Notā Bene:**
- The ablative singular form in both declensions has a long vowel (-ā or -ō).
- The ablative plural form is the same in both declensions (-īs).
- Each use of the ablative has its own name, but for now, just concentrate on translating it.

**Translating the Ablative**

You probably had no trouble in translating the following phrases because of the prepositions that preceded them. All the words in **bold** are in the *ablative case*.

- *in tabernā* in the shop
- *in terrā* on the ground
- *in pictūrā* in the picture
- *pro puerīs* before the boys

Did you also notice these ablative phrases, which have no preposition in Latin?

- *Licinia pōculum vīnō implet.* Licinia fills the cup with wine.
- *Discipulī nōn scribunt stilīs in tabulīs* The students are not writing with stiluses on their slate.

In both of these phrases the English preposition is understood with the Latin ablative.

**Notā Bene:**
Remember: Translate the preposition if there is one. If not, supply one using “BWIOF.”
In the last chapter we introduced prepositions which took the accusative case. Now look at some prepositional phrases which take the ablative case:

- **cum fēminīs** with the women  
- **prō lūdō** in front of the school  
- **dē amīcīs** concerning friends  
- **prō vīnō** for the wine  
- **ē lūdō** out of the school  
- **sine culpā** without fault  
- **ē lūdō** out of the school  
- **in tabernā** in the snack shop  
- **sub tabulā** under the table  
- **prōvīnō** for the wine  
- **sine culpā** without fault  
- **ē lūdō** out of the school  
- **in tabulā** on the slate  
- **super Rōstrīs** on top of the Rostra

Now compare these ablative objects of preposition used with accusative objects:

- **per Argilētum** through the Argiletum  
- **ad āram Dīvī Iulīī** to the altar of Divine Julius  
- **trāns Forum** across the Forum  
- **ad Forum** to the Forum  
- **post templum Dīvī Iulīī** behind the temple of Divine Julius  
- **ad Basilicam Paullī** to the basilica Paulli

Do you see any patterns here?

**Hints:**

- If the prepositional phrase expresses “motion towards,” then the object is generally accusative.
- If the prepositional phrase expresses location (e.g. in, on), then the object is generally ablative.
- If the phrase expresses motion away from (e.g. out of, away from, down from) it is generally used with the ablative.
- When you learn a Latin preposition, it is important to learn what case its object is in.

Here is a list of prepositions by case:

<table>
<thead>
<tr>
<th>Ablative</th>
<th>Accusative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location / Motion Away From</strong></td>
<td><strong>Motion Towards / Position in a Series</strong></td>
</tr>
<tr>
<td>ā, ab</td>
<td>ad to, toward</td>
</tr>
<tr>
<td>dē from, away</td>
<td>inter between</td>
</tr>
<tr>
<td>ē, ex out of, from</td>
<td>per through, across</td>
</tr>
<tr>
<td>in in, on</td>
<td>in into</td>
</tr>
<tr>
<td>sub under</td>
<td>post after, behind</td>
</tr>
<tr>
<td>super over</td>
<td>sub under</td>
</tr>
<tr>
<td></td>
<td>super over</td>
</tr>
<tr>
<td></td>
<td>trāns through, across</td>
</tr>
</tbody>
</table>
Some prepositions can take either the accusative or the ablative, depending upon whether they are showing location or movement towards:

- Super Rostrī stat. He stands on top of the Rostra.
- Super Rostra currit. He runs over the top of the Rostra.

The preposition *in* can be translated three different ways in English, depending upon context:

- *In basilicam currit.* He runs into the basilica.
- *In basilicā est.* He is in the basilica.
- *Saccum in mēnsā pōnit.* He puts his money bag on the table.

Consider the *taberna* in the following sentences:

- *Sīmia in tabernam currit.* The monkey runs into the snackshop.
- *Sīmia in tabernā sedet.* The monkey is sitting in/on the snackshop.

### Sum (“I am”)

Notice how the verb *sum* appears to be irregular but actually uses the personal endings you already know, except in the first person singular:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Person</td>
<td><em>sum</em></td>
<td><em>sumus</em></td>
</tr>
<tr>
<td>2nd Person</td>
<td><em>es</em></td>
<td><em>estis</em></td>
</tr>
<tr>
<td>3rd Person</td>
<td><em>est</em></td>
<td><em>sunt</em></td>
</tr>
<tr>
<td>Infinitive</td>
<td><em>esse</em></td>
<td></td>
</tr>
</tbody>
</table>

Now you can understand why that mnemonic for personal endings begins with m-:

MOST MUST ISN’T

**Notā Bene:**

- The stem of this verb is irregular. Sometimes it appears as *su-* (sum, sumus, sunt) *s-* and sometimes *es-* (es, est, estis).
- The personal endings are the same ones used for other verbs like *ambulō*, except in the first person singular, where –*m* is used instead of –*ā*. You will meet this –*m* again.
- The infinitive *esse* does not end in –*re* (as in *ambulāre*).
EXERCEĀMUS!

VI.C Agreement

Directions: Write the correct Latin form of sum to complete the sentences.

Example: Tū _________.
          Tū es _______.

1. Nos in tabernā ___________.
2. Lūcius Hermēsque in Forō ___________.
3. Tabernae magnae ___________.
4. Ego laetus___________.
5. Sōcratēs in sacrā arā ___________.
6. Ego et tū laetī___________.
7. Vōs nōn laetī ___________.
8. Tū et Valeria amicae___________.
9. Fēmina irata ___________.
10. Multī puerī in ludō ___________.

LECTIŌ SECUNDA

ANTEQUAM LEGIS

The Infinitive

In English infinitives are made by adding “to” in front of a verb: to give, to speak, etc. All the infinitives marked in italics in the lectiō end in –re: dare “to give,” adiuvāre “to help”, etc.

The Imperative

Imperatives are used to give commands or orders. You have seen them already in forms like Salvē! or Valēte!. Here are a few others:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectā!</td>
<td>spectāte!</td>
<td>(Look!)</td>
</tr>
<tr>
<td>sedē!</td>
<td>sedēte!</td>
<td>(Sit down!)</td>
</tr>
</tbody>
</table>
DISCE LATĪNAM!

In Latin most negative imperatives consist of two words (nōlī or nōlīte = “Don’t!”) plus an infinitive.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nōlī dare!</td>
<td>Nōlīte dare!</td>
<td>Don't give!</td>
</tr>
<tr>
<td>Nōlī adiuvāre!</td>
<td>Nōlīte adiuvāre!</td>
<td>Don't help!</td>
</tr>
</tbody>
</table>

In the lectiō we have marked all the imperatives in bold.

EXERCEĀMUS!

VI.D Imperatives

Directions: As you read make lists, line by line, of infinitives and imperatives. Remember that imperatives are marked in bold and infinitives are marked in italics, so if you see a word marked in bold italics it is an infinitive used in a negative command. For negative imperatives, list both words in the command. We will ask you to use this list in the Grammatica section below. We have started the lists for you.

<table>
<thead>
<tr>
<th>Infinitives</th>
<th>Imperatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 3</td>
<td>Observā!</td>
</tr>
<tr>
<td>Line 4-5</td>
<td>Nōlī verberāre!</td>
</tr>
</tbody>
</table>

Chīrōn Īrātus


Chīrōn paulīser cōgitat et virgam dēpōnit. Magistrī saepe discipulōs virgā pulsant, et Chīrōn Lūciōm verberāre vult, sed Chīrōn Servīliōm, patrem Lūciī, irritāre nōn vult. Servīliōs vir potēns Rōmae est.

Chīrōn in sellā sedet et “Discipulī,” inquit “Sedēte et scribite in tabulis vestrīs. Este quietī et nōlīte sonum facere!”

Puerī puellaeque clāmant, “Nōnne sumus bonī discipulī, magister?” et stilīs in tabulis scribere incipiunt. Sōlus sonus in lūdō est sonus stilōrum.


---

**GEMMA**

**pauca post mōmenta**

Notice this word order in line 14. Latin sometimes likes to put the preposition between its object and an adjective describing that object. English would never to this. So translate “few after moments” as “after a few moments.”

---

**Verba Útenda**

aliquid something
alte high
animōsus (-a, -um) spirited
circum + acc. around
crās tomorrow
cupiō, cupere want
dēpōnō, dēponēre lay down
dīcō, dīcere, dīcīre learn
dīcō, dīcere speak
dūc! Lead!
edō, edere eat
este! Be!
eunt they go
faciō, facere, fēcī, factum make, do
finīs end
iēiūnus, -a, -um hungry
incipiō, incipere begin
inquam, inquit say
irātus, -a, -um angry
īte go!
irritō (1) upset
malus, -a, -um bad
mōmentum, -īn. moment
nōn iam not any longer
numquam never
observō (1) pay attention to
omnēs all
paulīsper for a little while
patrem father
paucus a few
potēns powerful
prīsquam before
prō + abl. in front of. before
Publilius Syrus, Publilius the Syrian,” author of a book of proverbs about which you will learn more in the next chapter.
puella, -ae f. girl
puer, -ī m. boy
pulsō (1) beat
quiētī quiet
quoque also
rēctē rightly, correctly
revenīō, revenīre come back
rideō, ridēre laugh
Rōmae at Rome
ruō, ruere rush
scribō, scribere, scripsī, scripsum write
saepe, often
sella, -ae f. chair
sententia, -ae f. proverb, saying
sōlus, -a, -um only, alone
sonum, -īn. sound
stilus, -ī m. pen
studiōrum, -ōrum n. study, eagerness
sub + abl. under, from
under; + acc. under
surgō, surgere get up
tabula, -ae f. slate, tablet
timēre fear
tollō, tollere raise
tremō, tremere tremble
trēs, tria three
valdē very, a lot
verberō (1) beat
vester, vestra, vestrum your (pl.)
virga, -ae f. rod
vīs you want
voce voice
1. Who is laughing and who is not at the beginning of this lectiō? What is the reason for this laughter? (Hint: Think back to Lectiō Prīma.)
2. What does Hermes not want Chiron to do to Lucius? Why?
3. How is Chiron’s behavior different from the way a teacher would respond in a modern classroom?
4. Why does Chiron follow Hermes’ advice?
5. Describe the atmosphere in the classroom after this incident.
6. What homework does Chiron assign?
7. Where do Hermes and Lucius go after school? Where do they stop on the way? Why?

**GRAMMATICA B**

**The Infinitive**

The infinitive is generally described as a “verbal noun.” That means it does certain things that both a verb and a noun do.

- I love to play ball. *Pīlā lūdere amō.*
- I want to play ball. *Pīlā lūdere volō.*
- To play ball is good. *Pīlā lūdere bonum est.*

These infinitives are surely verbs, but they also serve the function of nouns. In the first sentence, for example, the infinitive is a direct object, no different in function than the direct object in this sentence: “I love cookies.” In the last example the infinitive is the subject to the sentence.

Now look back at the list of infinitives you made while you did the lectiō. Include the infinitives that appear in the negative imperatives (e.g. Nōlīte facere). Group them according to conjugation (you learned this concept in the previous chapter).

**The Imperative**

The Romans had an impressive number of ways to give commands, as befits a martial people. The **imperative mood** is the simplest way to do this. You will learn many more.

For now, learn this simple formula for making an imperative:

**Present Stem = Singular Imperative**

- *Vocā!* Call!
- *Habē!* Hold!

**Remember:** The Present Stem = 2nd Principal Part minus –re.
To make a plural imperative, simply add –te to the singular imperative/present stem:

Vocāte! Call!
Habēte! Hold!

To give the command “don’t!” in Latin use:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>nōli</em> + infinitive</td>
<td><em>nōlite</em> + infinitive</td>
</tr>
<tr>
<td><em>Nōli vocāre!</em> Don’t call!</td>
<td><em>Nōlite vocāre!</em> Don’t call!</td>
</tr>
</tbody>
</table>

---

**Regular Imperative**

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Conjugation</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocā!</td>
<td>Call!</td>
</tr>
<tr>
<td>Vocāte!</td>
<td>Call!</td>
</tr>
<tr>
<td>Habē!</td>
<td>Have!</td>
</tr>
<tr>
<td>Habēte!</td>
<td>Have!</td>
</tr>
</tbody>
</table>

**Negative Imperative**

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Conjugation</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nōli vocāre! Don’t call!</td>
<td>Nōlite vocāre! Don’t call!</td>
</tr>
<tr>
<td>Nōli habēre! Don’t have!</td>
<td>Nōlite habēre! Don’t have!</td>
</tr>
</tbody>
</table>

---

**Nota Bene:**

- Latin imperatives always distinguish between singular and plural while English does not. Is the phrase "Call the cops!" directed at one or many bystanders? In Latin *Vocā*! is used for one person and *Vocāte*! is for more than one.
- The imperative forms of *sum* are irregular:
  
  *Es!* (singular) **Be!**  
  *Es sine culpā!* **Be without worry!**  
  *Este!* (plural) **Este sine cūrā!**
- Other irregular imperatives include:
  
  *Dūc!* **Lead!**  
  *Diē!* **Speak!**  
  *Fac!* **Do it!**  
  *Fer!* **Carry!**

Which of these irregular imperatives did you see in *Lectō Secunda*?

---

**Mood**

When we think of “mood” in English, we are talking about states of mind. When we think of “mood” in Latin, it is a grammatical term, more akin to “mode” or “manner” than to “mood.”

The verbs you have met in the earlier chapters are in the **indicative mood**. That is, they “indicate” a fact. *Ambulat* denotes a fact – “he” / “she” / “it” is walking. This
mode is easy to understand and, for day to day purposes, can be said to be the mood that indicates a fact.

**Imperatives** and **infinitives** are also moods. Imperatives indicate a command or an order instead of a fact while infinitives are verbal nouns.

You will encounter several more Latin moods later in this book.

---

**EXERCEĀMUS!**

**VI.E**  
**Imperatives**

Directions: Match the following Latin imperative phrases with the appropriate English command listed below. Write the Latin phrase in the space provided and indicate whether the command is addressed to one person (singular) or more than one (plural). We have done the first one for you.

<table>
<thead>
<tr>
<th>English Command</th>
<th>Latin Command</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pay attention!</td>
<td>Observā!</td>
<td>singular</td>
</tr>
<tr>
<td>2. Come here!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Return tomorrow!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Don’t make a sound!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sit!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Write on your tablets!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Lead me to the food!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Learn the proverbs!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Be quiet!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Go home!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

DISCE LATĪNAM!
Not surprisingly, Romans had a lot to say about school teachers and their pedagogy. Here is a description of a schoolteacher in an epigram written by the poet Martial. This school teacher keeps the poet Martial and his neighbors awake with his pedagogical techniques. This poem also suggests that Roman schools were co-educational. Notice also the reference to the schoolmaster’s pay. In order to understand Martial’s point, keep in mind that Roman classrooms, like Chiron’s, were usually out in the open. If you want to see how Martial actually wrote this poem, look in the readings in the back of this book. What follows has been adapted.

ūscelerāte magister lūdī, caput tuum invīsum ā puerīs et puellīs est! Mane iam murmure saevō verberibusque tonās. mītor clāmor in magnō amphitheatrō est, ubi turba victorem applaudat. Tuī vićīnī somnum--nōn tōtā nocte--rogāmus: nam vigilāre leve est, pervigilāre grave est. Discipulōs tuōs dīmitte. Quantum pecūniae, ō garrule, vīs accipere ut clāmēs, ut taceās?

Epigrams. IX.68

---

**Verba Útenda**

ā puerīs et puellīs “by boys and girls”
accipīō, accipere accept, receive
applaudō (1) applaud
caput head (Martial means not only his head but his whole body.)
clāmor cry, uproar
dīmittō, dīmittere send away
garrule chatterer, chatterbox
grequa a serious thing, a big deal
iam already
invīsus, -a, -um hated
leve easy, no big deal (refers to vigilāre)
magnus, -a, -um great
mane in the morning
mītor softer
murmur with a murmur, growling (ablative)
nōndum not yet
pervigilō (1) be awake all night.
“to be up all night”
quantum pecūniae etc. A tricky phrase. "Are you willing to take as much money to do X as to do Y?" Martial is offering to buy off the noisy teacher.
rogō (1) ask for
scelerāte wicked (vocative masc. sing.) “O wicked person!”
saevō furious (describes murmure)
somnum, -īn. sleep
tacēas you be silent
tam so
tonō (1) thunder
tōtā nocte the whole night through
turba, -ae f. crowd
tuus, -a, -um your (sing.)
ut clāmēs to shout
ut taceās to be quiet
verberibus with blows (ablative)
victorem a victorious fighter
vīcīnus, -ī m. neighbor
vigilō (1) wake up. “to be awake”
vīs are you willing

---

**GEMMA**

c. = circa
fl. = floruit

Martial 40-c.102-103 A.D.
Martial fl. 86-103 A.D.

These are two ways to refer to the dates surrounding the life of a poet like Martial. The c. stands for Latin circa (“about”) and means that we do not know the exact date of his death. Fl. stands for floruit and indicates that “he flourished” or was writing his poetry around those dates.
MUNDUS RŌMĀNUS

Roman Education

All education in ancient Rome was private rather than public. Children only went to school if their families could afford to pay tuition to a teacher like Chiron. Some education certainly took place in the home, where children could begin their studies from their parents or family slaves. A lūdus like Chiron’s offered the earliest formal schooling beginning around the age of seven. Here, pupils mostly boys (and occasionally upper-class girls) learned to read, write and count from a teacher called the lūdī magister or litterātor. Sometimes ancient Greek was also taught in the lūdus. Much of the learning was by rote and the instruction was often reinforced by physical punishment like the rod with which Chiron threatens Lucius in this story.

Once students had mastered the basics, some would move on around the age of eleven to a grammaticus who would instruct them in the literature of Rome and Greece. A select few might then move around the age of sixteen to a rhētor or rhetorician who would introduce them to the art of public speaking. Many of the assignments for these students consisted of speech writing, either suāsōriæ (persuasive speeches) or contrōversiæ (fictional law cases). Topics of these speeches were often based upon mythological themes like “Should Achilles stay with the Greeks or sail home?” Many Romans, especially the upper-class ones, were bilingual and knew both Latin and ancient Greek. Following his time with the rhētor, a young man of a wealthy family might go off to southern Italy or Greece to study under a master rhetorician or philosopher. Lucius has an older brother who is about to make such a journey.

GEMMA
centaurus, -ī m. centaur
Lucius’ teacher Chiron is named after a centaur (half-man and half-horse), who served as the tutor of both Achilles and Heracles. He was known for his wisdom, patience, and moderation.

Chīrōn et Achillēs
Clipart Item #813701
Many of the words we use in our schools and colleges come from Latin. Here are just a few. Notice how the meaning of the English word or phrase is often slightly different from the Latin word or phrase.

<table>
<thead>
<tr>
<th>English Term</th>
<th>Latin Word or Phrase and Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>college</td>
<td>collēgium, -ī n. corporation, brotherhood</td>
</tr>
<tr>
<td>campus</td>
<td>campus, -ī m. field</td>
</tr>
<tr>
<td>university</td>
<td>ūniversitās, -tātis f. community</td>
</tr>
<tr>
<td>dormitory</td>
<td>dormitōrium, -ī n. a place for sleeping</td>
</tr>
<tr>
<td>faculty</td>
<td>faculētās, -tātis f. capability, opportunity, skill, means</td>
</tr>
<tr>
<td>student</td>
<td>studēō, studēre to be eager</td>
</tr>
<tr>
<td>discipline</td>
<td>disciplēnā, -ae f. instruction, knowledge, system, method</td>
</tr>
<tr>
<td>alma mater</td>
<td>alma māter foster mother</td>
</tr>
<tr>
<td>alumnna</td>
<td>alumnna, -ae f. foster daughter</td>
</tr>
<tr>
<td>alumnus</td>
<td>alumnus, -ī m. foster son</td>
</tr>
<tr>
<td>cum laude</td>
<td>cum laude with praise</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>magnā cum laude with great praise</td>
</tr>
<tr>
<td>summa cum laude</td>
<td>summā cum laude with highest praise</td>
</tr>
</tbody>
</table>

See more below, in *Angulus Grammaticus*.

**ORBIS TERRÄRUM RÖMÄNUS**

*Hispānia*

You will recall that Chiron the school master is Spanish by birth. The monkey Socrates may also have come from Spain because the Barbary ape, which still inhabits the area around Gibraltar, was well known to the Romans.

Parts of the Iberian peninsula (modern Spain and Portugal) were under Roman influence or control by the late third century B.C. In 226 B.C. Rome signed a treaty with Carthage agreeing that the River Ebro in Spain would serve as the boundary between Carthaginian areas south of the river and Roman areas to the north. In 219 B.C. an attack by the Carthaginian general Hannibal in 219 B.C. started the Second Punic War between Rome and Carthage (218 -201).

Under the command of Publius Scipio Africanus, the Romans pushed the Carthaginians out of the Iberian peninsula. The Romans spent the next two centuries subjugating the rest of the peninsula. This conquest was not
completed until 19 B.C., under the reign of Augustus. After this the peninsula was divided into three provinces: Hispania Tarraconensis, Hispania Baetica, and Lusitania.

During the imperial period, the region was a major source of metals, grains and wine, and its inhabitants became increasingly Romanized. Latin became so well established as the language of the inhabitants that Latin survived the fall of the Roman Empire and evolved on the Iberian peninsula into the Romance languages Spanish and Portuguese.

Some famous Romans from the Iberian peninsula include:

- **Quintilian**, a famous rhetorician (*M. Fabius Quintiliānus*, c.35-c.100 A.D.);
- **Seneca the Elder**, rhetorician and scientist (*L. or M. Annaeus Seneca* c.54 B.C.-c.39 A.D.), author of model debate texts called *Suasōriae* and *Contrōversiae*;
- **Seneca the Younger**, nephew of the Elder Seneca, Stoic philosopher, tragedian and tutor of the emperor Nero (*L. Annaeus Seneca*, c. 4 B.C.-65 A.D.);
- **Martial** the poet (*M. Valerius Martiālis*, 40-c.102-103 A.D.);
- the emperor **Trajan** (*M. Ulpius Nerva Traiānus*, 53-117 A.D.).

Several modern Spanish cities have Roman roots, including:

<table>
<thead>
<tr>
<th>Modern City</th>
<th>Roman Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarragona</td>
<td>Tarraco</td>
</tr>
<tr>
<td>Mérida</td>
<td>Emerita</td>
</tr>
<tr>
<td>Córdoba</td>
<td>Corduba</td>
</tr>
<tr>
<td>Cadiz</td>
<td>Gades</td>
</tr>
</tbody>
</table>

*Hispania Rōmāna*

Clipart item #531460
QUID PUTĀS?
1. Read back through Martial’s poem to determine what hours the school must have kept.
2. Compare the American educational system to Roman practice.
3. Do you think Chiron the schoolmaster is well named after the centaur Chiron? Why or why not?
4. Why was the schoolmaster in Martial’s poem so disturbing to his neighbors? What solution does Martial propose to the problem? Can you think of a comparable situation today?
5. Explain how the campus, the Latin word for “field” acquires its modern English meaning. Can you apply the word “field” to any part of your college campus?
6. Compare the meaning of the Latin word ānūniversātās to the meaning of its English derivative “university.”
7. What evidence of the Roman occupation of the Iberian peninsula survives today?

EXERCEĀMUS!
VI.F COLLOQUĀMUR
Directions: Address the following commands to two or more people in your class. This means that you must make each of the commands plural. Then, when your command has been obeyed, use a negative plural to make them stop. We have done the first one for you. If you wish, you can make this into a "Simon dīcit" type game.
DISCE LATĪNAM!

Hint: Be sure to use the commands randomly so your classmates do not know what command to expect.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulā! (“Walk!”)</td>
<td>Ambulāte!</td>
<td>Nōlīte ambulāre!</td>
</tr>
<tr>
<td>Venī hūc! (“Come here.”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abī (“Go away!”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sedē (“Sit!”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stā (“Stand!”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scrībe (“Write!”)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI.G SCRĪBĀMUS

Directions: An out of town friend has written you for directions on the best way to make her way through the Roman Forum. Write back to her with the directions, using the given verbs to make the imperatives and using some of the places we list below. Feel free to direct her wherever you want and to use negative imperatives as well.

We start the list for you below. You should write no fewer than 6 short sentences.

Verbs to use:
- ambulō, -āre
- eō, ĭre
- intrō, -āre
- spectō, -are
- stō, stāre
- veniō, ĭre

Places to mention:
- Argilētum: the Argiletum
- āra Dīvī Iuliī: altar of Divine Julius
- Forum: the Forum
- Rōstra: Rostra
- aedis Dīvī Iuliī: the temple of Divine Julius
- Basilica Paullī: to the basilica Paulī

Ambulā per Argilētum! Sed nōli in viā sedēre…..etc.
VI.H  

**Verba Discenda**

Directions: Substitute the word in bold in each sentence with one based on a *verbum discendum*. We have done the first one for you.

<table>
<thead>
<tr>
<th><strong>Verba Discenda</strong></th>
<th><strong>Latin</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>circum</em> + acc. around</td>
<td><em>malus, -a, -um</em></td>
<td><em>bad</em></td>
</tr>
<tr>
<td>[circumference]</td>
<td>*malodorosus,</td>
<td></td>
</tr>
<tr>
<td><em>crās</em></td>
<td><em>malevolent</em></td>
<td></td>
</tr>
<tr>
<td>tomorrow</td>
<td><em>prō + abl. in</em></td>
<td><em>front of, before, for</em></td>
</tr>
<tr>
<td><em>cum + abl. with</em></td>
<td><em>saepe, often</em></td>
<td></td>
</tr>
<tr>
<td><em>discō, discere, didicī</em></td>
<td><em>puella, -ae f. girl</em></td>
<td></td>
</tr>
<tr>
<td>learn</td>
<td><em>puer, -ī m. boy</em></td>
<td><em>puerile</em></td>
</tr>
<tr>
<td><em>faciō, facere, fēcī, factum</em></td>
<td><em>saepe, often</em></td>
<td></td>
</tr>
<tr>
<td>make, do</td>
<td><em>scribō, scribere, scripsī,</em></td>
<td><em>scribe,</em></td>
</tr>
<tr>
<td>[facile, factory, manufacture]</td>
<td><em>scriptum</em></td>
<td><em>script</em></td>
</tr>
<tr>
<td><em>irātus, -a, -um</em> angry</td>
<td><em>sine + abl. without</em></td>
<td></td>
</tr>
<tr>
<td>[irate]</td>
<td><em>sōlus, -a, -um</em></td>
<td><em>only, alone</em></td>
</tr>
<tr>
<td></td>
<td><em>sōlus, -a, -um</em></td>
<td><em>only, alone</em></td>
</tr>
<tr>
<td></td>
<td><em>sōlus, -a, -um</em></td>
<td><em>only, alone</em></td>
</tr>
<tr>
<td></td>
<td><em>solitary, solitude</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>studium, -īn</em> n. study,</td>
<td><em>eagerness, zeal</em></td>
</tr>
<tr>
<td></td>
<td><em>studious</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>sub + abl. under, from</em></td>
<td><em>under; + acc. under</em></td>
</tr>
<tr>
<td></td>
<td><em>subsurface</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>tenēō, tenēre, tenuī,</em></td>
<td><em>tenacious</em></td>
</tr>
<tr>
<td></td>
<td><em>tentum</em> hold</td>
<td><em>tenacious</em></td>
</tr>
<tr>
<td></td>
<td><em>tres, tria</em> three</td>
<td><em>trifold, trifecta</em></td>
</tr>
<tr>
<td></td>
<td><em>tuus, -a, -um</em></td>
<td><em>your (sing.)</em></td>
</tr>
<tr>
<td></td>
<td><em>væster, vestra, vestrum</em></td>
<td><em>your (pl.)</em></td>
</tr>
</tbody>
</table>

1. Magellan **sailed around** the world: *circumnavigated*

2. When it comes to term papers, I tend to **put things off to tomorrow**.

3. Gandhi had many **student followers**.

4. Don't make him so **angry**!

5. The police will catch the **evil doer**.

6. The gila monster's bit is very **stubborn**.

7. I just ordered an **annual contract to receive** *Newsweek*.

8. Superman lives in the Fortress of **Aloneness**.

9. The professor kept his books in his **room for learning things**.

10. Paul Revere's hat **had three corners**.

---

**GEMMA**

*tuus* and *vester*

Just as Latin distinguishes between “you” singular and “you” plural in verbs (*scribis* vs. *scribitis*), it does so with “your:”

- *scribe in tabulā tuā!*  
  “Write on your tablet!”
- *scribite in tabulis vestrīs!*  
  “Write on your tablets!”
Earlier you saw these ablative phrases in which the ablative is used without a preposition and the English preposition “with” is understood.

*Licinia ūnum pōculum vīnō implet.*  
*Licinia alium pōculum aquā implet.*  
*Magistrī saepe discipulōs virgā pulsant.*

Teachers often strike students with a rod.

These are examples of an ablative called **ablative of means.** The rule about the ablative of means is that the ablative case is used alone, without a preposition, to indicate the instrument or tool used to perform an action. One way to recognize an ablative of means is by asking whether it makes sense to translate the ablative with the phrase “by means of.”

*Licinia fills the cup by means of wine (vīnō) and by means of water (aquā).*

In Latin these tools must be physical objects. If Lucius cries out with joy, for example, Latin would use the prepositional phrase *cum gaudiō.* This is called an **ablative of manner.**

**Note the following.** If “Lucius cries out “with great joy,” then the preposition is optional in Latin and, if the preposition *is* used, it is placed between the adjective and the noun. So,

*Lūcius cum gaudiō clāmat.*  
*Lūcius magnō gaudiō clāmat.*  
*Lūcius magnō cum gaudiō clāmat.*

ablative of manner with preposition  
ablative of manner with adjective and without preposition  
ablative of manner with adjective and with preposition in special position

Now, when you graduate *summa cum laude,* you will know why the the words are in that order!

Actions performed with or by people **always** use a preposition in Latin. One example is the **ablative of accompaniment.** For example, if Lucius cries out with the boys,” Latin would use the prepositional phrase *cum puerīs.* The ablative of accompaniment indicates a person who performs an action “along with” or “together with” the subject of the verb. So here Lucius cries out along with the boys.

*Lūcius clāmat cum puerīs.*  
ablative of accompaniment

Can you figure out which ablatives are means, which are manner and which are accompaniment in the following sentences?
Capsulī saepe discipulōs virgā pulsant.
Magistrī saepe discipulōs cum īrā pulsant.
Magistrī saepe discipulōs magnā īrā pulsant.
Magistrī saepe discipulōs magnā cum īrā pulsant.
Magistrī saepe discipulōs cum virīs pulsant.

And, finally, compare the following two sentences. In each case the Latin words in bold can be translated “with the large man.” But Latin means something quite different in each case and one sentence presents quite an odd picture. See if you can figure out the difference. Let the grammar be your guide.

Magister saepe discipulōs cum virō magnō pulsat.
Magister saepe discipulōs virō magnō pulsat.

Nota Bene:
- It is usually not important for translation purposes to distinguish means from manner or accompaniment and you can easily translate the ablatives without prepositions if you remember BWIOF. But the categories have a long history in the study of Latin.

LEGENDA
School is over. Hermes gives Lucius some mild advice about his behavior while Chiron wonders whether he should even be a teacher. You will see many variations on wishing in this *lectiō* because the Latin word for “wish” is an irregular verb.

**Some Irregular Verbs**

In this chapter we introduce you to four irregular, but very common, verbs. Here are their principal parts and English meanings:
You will recognize most of their endings—it is mostly their stems that are irregular. All the forms of these words are marked in bold in Lectiō Prīma. They are easily to recognize. If the word marked in bold begins with pos- or pot-, it is a form of possum. If the word begins with v-, it is a form of volō, and so forth. Later in the chapter we will discuss their formation and specific usages. All four of these words become Verba Discenda in this chapter.

EXERCEĀMUS!

VII.A Irregular Verb Forms
Directions: Before you read Lectiō Prīma look for all of the irregular verb forms marked in bold. Make a list of them line by line. Then use the following stem chart and the personal endings you already know to determine a possible meaning of each word. We have done the first one for you.

Stem Chart

<table>
<thead>
<tr>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>vol- / vul- / vīs</td>
<td>wish</td>
</tr>
<tr>
<td>nōl- / nōn vul- / nōn vīs</td>
<td>not wish</td>
</tr>
<tr>
<td>māl- māvul- / māvīs</td>
<td>prefer</td>
</tr>
<tr>
<td>pos- / pot-</td>
<td>be able, can</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line</th>
<th>Irregular Verb</th>
<th>Personal Ending</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>volunt</td>
<td>-nt</td>
<td>they wish</td>
</tr>
</tbody>
</table>

Dē Lūdō Chīrōnis

Hermēs Lūcium ā lūdō ad tabernam dūcit. Dum ambulant, dē lūdī magistrō dīcunt.


Respondet puer: “Chīron nōn malus est, sed nōs dēlectāre nōn potest. Nōs puerī in lūdō male facere nolumus sed aliquandō nōn aliter facere possumus!”


Lūcius rīdet et fīcōs duās.

“Et tū, Hermēs. Quid tū et puer bibere vultis?”

“Mālō vīnum bibere, sī tibi placet, sed puer aquam bibere debet.”

“Licinia!” clāmat Valeria, “Fer pōculum vīnum et alium pōculum aquae!”

Licinia īnum pōculum vīnō et alium pōculum aquā implet. Puerī apud familia vīnum bibere possunt, sed nōn in viā vīnum bibere debent!

Hermēs et Lūcius bībunt. Puerī apud familiam vīnum bibere possunt, sed nōn in viā vīnum bibere debent! Hermēs et Lūcius narrat. Lūcius rīdet et “Iam,” inquit “Hermēs, dūc mē domum! Fessus sum!”

<table>
<thead>
<tr>
<th>Verba Útenda</th>
<th>duo, duae, duo</th>
<th>male facere to misbehave</th>
</tr>
</thead>
<tbody>
<tr>
<td>adveniō, advenire, advento</td>
<td>edō, ēsse / edere, ēdī, ēsum, ēe</td>
<td>male facere to misbehave</td>
</tr>
<tr>
<td>aliquando, advenire sometimes</td>
<td>ego</td>
<td>malus bad</td>
</tr>
<tr>
<td>aliquid, something</td>
<td>erat</td>
<td>nihilominus nevertheless</td>
</tr>
<tr>
<td>alter, otherwise</td>
<td>fessus</td>
<td>narrō (1) to tell about</td>
</tr>
<tr>
<td>alium, another</td>
<td>fīcōs duās “two figs” Note that</td>
<td>nōlō, nālle, nōluī not want to,</td>
</tr>
<tr>
<td>amicus, friend</td>
<td>fīcōs is feminine.</td>
<td>be unwilling</td>
</tr>
<tr>
<td>apud familiam, at home</td>
<td>fortasse</td>
<td>nōs</td>
</tr>
<tr>
<td>aut, or</td>
<td>iam now</td>
<td>ēlim once</td>
</tr>
<tr>
<td>benignior, kinder</td>
<td>impleō, implēre fill</td>
<td>panem bread</td>
</tr>
<tr>
<td>cēr, why</td>
<td>irritō (1) annoy, bother,</td>
<td>possum, posse, potuī be able</td>
</tr>
<tr>
<td>dē (+ abl.) concerning, about, down from</td>
<td>aggrava</td>
<td>to, can</td>
</tr>
<tr>
<td>débeō, débere, débui, débītum</td>
<td>is quī habet . . . quod satis est</td>
<td>rideō, riēre, riī, riīm laugh</td>
</tr>
<tr>
<td>owe, ought</td>
<td>potest “A person who has</td>
<td>rogō (1) ask</td>
</tr>
<tr>
<td>dīco, dicere, dixi, dictum, say</td>
<td>what he wants, is one who is</td>
<td>servus, -ī m. slave</td>
</tr>
<tr>
<td>tell</td>
<td>able to want (only) what is</td>
<td>sī if</td>
</tr>
<tr>
<td>dēlectō (1) amuse</td>
<td>enough.” More on this</td>
<td>sī tibi placet Please!</td>
</tr>
<tr>
<td>Duc mē domum! Take me home!</td>
<td>below.</td>
<td>sīcūt just as</td>
</tr>
<tr>
<td>dum, while</td>
<td>maestus</td>
<td>tam so</td>
</tr>
<tr>
<td></td>
<td>sad, gloomy</td>
<td>volō, velle, voluī want to, be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>willing to</td>
</tr>
</tbody>
</table>
POSTQUAM LĒGISTĪ

Try to answer these questions in Latin. The sentences can be short and you will find patterns for the answers in the *lectiō*. The first one is done for you.

1. What do Lucius and Hermes talk about as they walk from school?
   *Dē lūdō magistrī Chirōnis dicunt.*
2. Why do the students act up in class?
3. What do Lucius and Hermes drink each at the snackshop?
4. Why don’t they order the same thing?
5. What story does Hermes tell Lucius while they are in the snackshop?

GRAMMATICA A

*Volō, velle, voluī*

*Nōlō, nōlle, nōluī*

*Mālō, mālle, māluī*

Sometimes a verb is regular in one language and irregular in another. The verb “to want (wish)” is regular in English but irregular in Latin. As you can see below, the personal endings are regular, but the stems and linking vowels are irregular. The infinitive is also irregular. But if you know the forms of the verb *volō*, it is easy to see how the forms of the two other verbs arose from it. First review the forms.

<table>
<thead>
<tr>
<th>1st Person</th>
<th>volō</th>
<th>I want</th>
<th>volumus</th>
<th>we want</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Person</td>
<td>vīs</td>
<td>you want</td>
<td>vultis</td>
<td>you want</td>
</tr>
<tr>
<td>3rd Person</td>
<td>vult</td>
<td>he/she/it wants</td>
<td>volunt</td>
<td>they want</td>
</tr>
<tr>
<td>Infinitive</td>
<td>velle</td>
<td>to want</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Person</th>
<th>nōlō</th>
<th>I do not want</th>
<th>nōlumus</th>
<th>we do not want</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Person</td>
<td>nōn vīs</td>
<td>you do not want</td>
<td>nōn vultis</td>
<td>you do not want</td>
</tr>
<tr>
<td>3rd Person</td>
<td>nōn vult</td>
<td>he/she/it does not want</td>
<td>nōlunt</td>
<td>they do not want</td>
</tr>
<tr>
<td>Infinitive</td>
<td>nōlle</td>
<td>not to want</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Person</th>
<th>mālō</th>
<th>I prefer</th>
<th>mālumus</th>
<th>we prefer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Person</td>
<td>māvīs</td>
<td>you prefer</td>
<td>māvultis</td>
<td>you prefer</td>
</tr>
<tr>
<td>3rd Person</td>
<td>māvult</td>
<td>he/she/it prefers</td>
<td>mālunt</td>
<td>they prefer</td>
</tr>
<tr>
<td>Infinitive</td>
<td>mālle</td>
<td>to prefer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notā Bene:

- The personal endings are regular. It is the first part of the verb which changes.
- If you know volō, you can do nōlō and mālō.
- The forms of nōlō are basically nōn + volō, i.e. “I do not want.” Sometimes they are contracted (as in nōulumus) and at other times not (nōn vult).
- You have already seen the imperative forms of nolō: nōlī / nōlīte! (= Do not wish to! Don’t!)
- The “ma-” of mālō is from the Latin magis meaning “more.” Thus, the forms of mālō basically mean “to want more,” that is, “to prefer.” They are all contracted; e.g., ma(gis) + (vo)lō → mālō.

**Possum, posse, potuī**

As in most languages, some very common verbs are irregular. This is especially true of the verb “to be” both in English and in Latin.

Remember the conjugation of sum:

<table>
<thead>
<tr>
<th>sum</th>
<th>I am</th>
<th>sumus</th>
<th>we are</th>
</tr>
</thead>
<tbody>
<tr>
<td>es</td>
<td>you are</td>
<td>estis</td>
<td>you are</td>
</tr>
<tr>
<td>est</td>
<td>he, she, it</td>
<td>sunt</td>
<td>they are</td>
</tr>
</tbody>
</table>

esse to be

Now consider possum (“I am able to,” “I can”).

<table>
<thead>
<tr>
<th>possum</th>
<th>I can, I am able to</th>
<th>possumus</th>
<th>we can, we are able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>potes</td>
<td>you can, you are able to</td>
<td>potestis</td>
<td>you can, you are able to</td>
</tr>
<tr>
<td>potest</td>
<td>he can, he is able to</td>
<td>possunt</td>
<td>they can, they are able to</td>
</tr>
</tbody>
</table>

posse to be able to

Notā Bene:

- The actual stem of possum is pot-. You can see this in words like potēns, “powerful” or potentia, “power” and in the English “potentate” or “potency.”
- Put this stem in front of the normal form of sum to say “I am able”. Notice what happens:

  t + s → ss

  potsum → possum
  potsumus → possumus
  potsunt → possunt

  t + a vowel remains unchanged.

  potes, potest, potestis
Infinitives with Volō, Nōlō, Mālō and Possum

Volō, nōlō, mālō and possum are all usually followed by an infinitive which completes the meaning of the verb. This infinitive is called a complementary infinitive. You will learn more about this later, but look now at how easy these verbs are to translate with infinitives:

* Cūr puerī magistrum irritāre volunt?
  Why do the boys want to annoy the teacher?

* Puerī apud familiam vīnum bibere possunt
  Boys are able to drink wine at home.
  Boys can drink wine at home.

* Nōlō magistrum maestum vidēre.
  I do not want to see the teacher sad.

* Mālō vīnum bibere.
  I prefer to drink wine.

It will help you remember to look for these complementary infinitives if you get in the habit of translating these verbs like this:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volō</td>
<td>want to, wish to</td>
</tr>
<tr>
<td>Nōlō</td>
<td>not want to, not wish to</td>
</tr>
<tr>
<td>Mālō</td>
<td>prefer to</td>
</tr>
<tr>
<td>Possum</td>
<td>be able to</td>
</tr>
</tbody>
</table>

Notā Bene:

- Volō, nōlō, and mālō can be used with a direct object rather than an infinitive:
  
  I want wine. I don’t want water. I prefer wine.

- but possum almost always needs an infinitive to complete its meaning.

  * Vīnum bibere possum.
  I am able to drink wine.
  I can drink wine.

GEMMA

Possum generally has an infinitive in Latin, but in English translation it can lose the infinitive. ambulāre possumus

“We are able to walk,
We can walk.”

In medieval Latin the infinitive posse came to mean “power, body of men.” Through the legal phrase “posse comitatus” the noun posse came into English to mean a group of deputized citizens.
Irregular Imperatives

You saw the following above:

Dīc mihi aliquid! Tell me something!
Dūc mē domum! Take me home!

These are imperatives. But if we followed the rules, the forms would look different.

*dīce* → drop the “re” ==> *dīce*
*dūce* → drop the “re” ==> *dūce*

But these common verbs, and two others, shortened the imperative singular. You saw one other in the story in the phrase “Licinia!” clāmat Valeria, “Pōculum vīnī et alium pōculum aquae fer!” The other verb is faciō, facere (3rd conjugation), “to do or make.” It's imperative is fac!

Latin students for decades have remembered this little chant: “Dīc, dūc, fac and fer, drop the “e” that ‘oughta’ be there.” Bad English, but a good mnemonic.

<table>
<thead>
<tr>
<th></th>
<th>Sing</th>
<th>Pl.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dīcō, dīcere</td>
<td>speak</td>
<td>dic</td>
<td>dicite</td>
</tr>
<tr>
<td>dūcō, dūcere</td>
<td>lead</td>
<td>dūc</td>
<td>dūcite</td>
</tr>
<tr>
<td>faciō, facere</td>
<td>do, make</td>
<td>fac</td>
<td>facite</td>
</tr>
<tr>
<td>ferō, ferre</td>
<td>carry, bring</td>
<td>fer</td>
<td>ferte</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!

VII.B  Volō, nōlō, mālō and possum
Directions: Translate each of the following forms of volō, nōlō, mālō and possum. Change the form from singular to plural. Then translate the word you made. We have done the first one for you.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. possum</td>
<td>“I can”</td>
</tr>
</tbody>
</table>
While Lucius is on his way home, his discouraged teacher Chiron lingers at the school and tries unsuccessfully to get some work done. Eventually he goes to Valeria’s snackshop and finds comfort in wine and amusement in Socrates. As you read this lectiō, look more closely at verbs of the 3rd and 4th conjugations and the irregular verb eō “to go.”

Eō, īre, īi / īvī, itum go

This too is an irregular verb and once more it is more of an issue of the stem or the vowels employed than of unfamiliar endings.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>eō</td>
<td>īmus</td>
</tr>
<tr>
<td>īs</td>
<td>ītīs</td>
</tr>
<tr>
<td>īt</td>
<td>ēunt</td>
</tr>
<tr>
<td>īre</td>
<td>ĕte!</td>
</tr>
<tr>
<td>I!</td>
<td>Go!</td>
</tr>
</tbody>
</table>

The verb eō is extremely common and is found in many compounds that are easy to figure out by just combining “go” with the meaning of the preposition: transeō “go across,” adeō “go toward,” abeō, ineō, etc. Watch for these as you read. Forms of this verb are in italics in the lectiō that follows.

Third and Fourth Conjugations

In this reading you encounter verbs of the 3rd and 4th conjugations. They should be no problem. In Lectiō Prīma, for example, you probably had little or no trouble translating such 3rd and 4th conjugation verbs as

\[
\begin{align*}
dūcit & \quad \text{he leads} \\
poscit & \quad \text{he asks for} \\
adveniunt & \quad \text{they arrive}
\end{align*}
\]

Notice that the personal endings are the same for all four conjugations. The vowels that link the personal endings to the stem in these two new conjugations will be explained after you read. For now, as you read Lectiō Secunda, just use what you know about personal endings and you should have little trouble understanding the 3rd and 4th conjugation verbs. 3rd and 4th conjugation verbs are marked in bold in the lectiō that follows.
EXERCEĀMUS!

VII.C 3rd and 4th Conjugation Verbs

Directions: As you read group the verbs in bold according to the vowels that link the stem to the personal endings. Thus, in l. 2, tollit would go in an "i-ending" group and legere would go in an "e-ending" group. Be sure to have a group for long “i” We will come back to this list after the reading is done.

<table>
<thead>
<tr>
<th>e-group</th>
<th>i-group</th>
<th>iu-group</th>
<th>u-group</th>
<th>iu-group</th>
</tr>
</thead>
<tbody>
<tr>
<td>legere</td>
<td>tollit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chīrōn in Lūdō


POSTQUAM LÆGISTĪ

1. Why is Chiron unhappy and what does he do to try to distract himself without success?
2. So what does he do instead?
3. What finally cheers him up?
4. What advice would you give Chiron about his teaching techniques?

GRAMMATICĀ B

Eō, īre, īī / īvī, itum go

Did you look for forms of the irregular verb eō in Lectiō Secunda? How many did you find? Besides it (“he goes”) and Ī! (Go!), did you notice words like abīt (““he goes away”) and adīt (““he goes to”) which contain forms of eō? These compound forms of eō are formed by adding directional prefixes like ab- and ad- to the verb. These two compounds become verba discenda in this chapter:

abeō, abīre, abīvī / abīī go away
adeō, adīre, adīvī / adīī go to
Compounding is easy:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>abeō</td>
<td>I go away</td>
</tr>
<tr>
<td>abīs</td>
<td>you go away</td>
</tr>
<tr>
<td>abīt</td>
<td>he, she, it goes away</td>
</tr>
<tr>
<td>abī!</td>
<td>Go away!</td>
</tr>
<tr>
<td>abīre</td>
<td>to go away</td>
</tr>
</tbody>
</table>

What do you think these eō compounds mean?

1. exeō
2. intereō
3. subeō,
4. transeō

Notā bene:
- The stem of eō is usually i-, as in is, it, and ēmus.
- But the irregular forms use e-, as in eō and eunt.
- Look for more on compounding in the Angulus Grammaticus to Caput X.

**Forming the Present Tense, All Conjugations**

If you made the list requested in the Antequam Legis, it should look something like this:

E: legere, discere
I: tollit, discis, venit
Ī: audīre, venī
U: bibunt
IU: audiunt

You have discovered all the vowels that are used in 3rd and 4th conjugation verbs to link the stems to personal endings!

When you are reading Latin, the change in linking vowels causes little or no problems. But if you try to speak or write Latin (as you are sometimes asked to do), you need to know how to find the stem and what vowel is used to link it to its personal ending. There are many “formulas” you can learn for making the present tense, but the one presented here allows for the fact that 1st and 2nd conjugations form their present tenses one way while 3rd and 4th conjugation verbs use a different formula. It also helps you to form the next two tenses you will learn.
Forming Present Tense 1st and 2nd Conjugation

You already know the general rule for forming present tense verbs in Latin:

\[
\text{Present Stem (2nd Principal part } -re) + \begin{array}{ll}
o & \text{mus} \\
s & \text{tis} \\
t & \text{nt}
\end{array}
\]

### 1st Conjugation

\[
\begin{align*}
vocō & \rightarrow \text{Present Stem vocā} \\
vocā + ō & \rightarrow vocō & vocā + mus & \rightarrow vocāmus \\
vocā + s & \rightarrow vocās & vocā + tis & \rightarrow vocātis \\
vocā + t & \rightarrow vocat & vocā + nt & \rightarrow vocant
\end{align*}
\]

### 2nd Conjugation

\[
\begin{align*}
moneō, monē & \rightarrow \text{Present Stem monē} \\
moneō + ō & \rightarrow moneō & monē + mus & \rightarrow monēmus \\
moneō + s & \rightarrow monēs & monē + tis & \rightarrow monētis \\
moneō + t & \rightarrow monet & monē + nt & \rightarrow monent
\end{align*}
\]

Forming Present Tense 3rd and 4th Conjugation

For 3rd and 4th Conjugation verbs we use a different stem called the Short Present Stem (SPS), which is found by removing the –ō from the first principal part:

\[
\text{SPS} = \begin{array}{ll}
1\text{st Principal Part} & - \ ō \\
\end{array}
\]

\[
\begin{align*}
\text{faci-} &= \text{facio} & - & \ ō \\
\text{dūc-} &= \text{dūcō} & - & \ ō
\end{align*}
\]

To this SPS add the following pattern of vowels and personal endings to form the present tense of 3rd and 4th conjugation verbs:

\[
\begin{align*}
\text{Short Present Stem} + & \begin{array}{ll}
o & \text{imus} \\
is & \text{tis} \\
it & \text{unt}
\end{array}
\end{align*}
\]
Thus

3rd Conjugation

dūcā → Short Present Stem dūc-

dūc + ō → dūcō  dūc + imus → dūcimus
dūc + is → dūcis  dūc + itis → dūcitis
dūc + it → dūcit  dūc + unt → dūcunt

For the 3rd conjugation –io and 4th conjugation verbs it works the same way, but with one special rule: i + i → i:

3rd Conjugation -io

capiō → Short Present Stem cap-
capi + ō → capiō  capi + imus → capimus
capi + is → capis  capi + itis → capītis
capi + it → capit  capi + unt → capiunt

4th Conjugation

audiō → Short Present Stem aud-

audi + ō → audiō  audi + imus → audiūmus
audī + is → audīs  audī + itis → audītis
audī + it → audīt  audi + unt → audiunt

Notā Bene: Each instructor has a preferred way of teaching how to form the tenses. We offer this scheme because we feel it best explains the linking vowels. With this formula the presence of the vowel –i in forms like audiō and audiunt is explained, and this will be important for other tenses to come. Your instructor will show you her/his favorite formula.

3rd and 4th Conjugation Verbs

Here are the verba discenda from the 3rd and 4th conjugations which you have already learned. As you can tell from the infinitive endings (marked in bold), most are 3rd conjugation. There is a good reason for this. The 3rd conjugation is much more common than the 4th.

3rd Conjugation Regular

agō, agere, ēgī, ēctum act, do, lead, drive
bibō, bibere, bibī, bibitum drink
currō, currere, cucurrī, cursum run
disco, discere, didicī learn
edō, ēsse / edere, ēdi, ēsum, cat
ferō, ferre, tulī, lātum bear, carry
dicō, dicere, dixi, dīctum say
dūcō, dūcere, dūxi, dūctum lead
pōnō, pōnere, posuī, positum put, place
poscō, poscere, poposcī ask for, demand, request
scribō, scribere, scripsī, scriptum write

3rd Conjugation -iō

capiō, capere, cēpī, captum take
cupiō, cupere, cupīvī / cupī, cupitum wish, want to
facciō, facere, fēcī, factum make, do

4th Conjugation

audiō, audīre, audīvī / audī, audītum hear, listen to
venīō, venīre, vēnī, ventum come

Notā Bene:
- The infinitive of fero is tricky: fer– + -ere → ferre (the –e– drops out.)
- While capere, cupere and facere indicate that these verbs are 3rd conjugation, the forms capiō cupiō and faciō look more like veniō than ducō. These three verbs are examples of a special group of 3rd conjugation verbs called 3rd conjugation –iō verbs, or simply 3rd –iō verbs. You will see what this means soon.

A summary of the present tense endings of 3rd and 4th verbs looks like this:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-ō or -iō</td>
<td>-imus or -īmus</td>
</tr>
<tr>
<td>2nd</td>
<td>-is</td>
<td>-itis or ītis</td>
</tr>
<tr>
<td>3rd</td>
<td>-it</td>
<td>-unt or -iunt</td>
</tr>
</tbody>
</table>

And here is how that works with the model verbs. Notice how the 3rd-conjugation –iō are sometimes like the regular 3rd conjugation verbs and sometimes like the 4th.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>dūcō but audiō capiō</td>
<td>dūcimus but audīmus capimus</td>
</tr>
<tr>
<td>2nd</td>
<td>dūcis audis capis</td>
<td>dūcisīs but audītīs capītis</td>
</tr>
<tr>
<td>3rd</td>
<td>dūcit audit capit</td>
<td>dūcunt but audīunt capiunt</td>
</tr>
</tbody>
</table>

And here is a summary of imperatives.
**DISCE LATĪNAM!**

1st, 2nd, 4th
Singular imperative = Present Stem (2nd principal part – re)
Plural imperative = Present Stem + te

Vocā!  Monē!  Audī!
Vocāte!  Monēte  Audīte!

3rd
Singular imperative = Present Stem (2nd principle part – re)
Plural imperative = Short Present Stem (1st PP – ō) + ite

Mitte!  Mittite!
Pone!  Ponite!

And remember “Dīc, dūc, fac, and fer lack the –e that ‘oughta’ be there.”

**EXERCEĀMUS!**

VII.D 3rd and 4th Conjugation Verbs

Directions: Use the charts in GRAMMATICA B above to complete the following charts for: dīco, dīcere, dīxī, dictum; faciō, facere, fēcī, factum; and venio, venīre, vēnī, ventum.

Be sure to watch out for irregular imperative forms! We have done some for you.

### 3rd Conjugation

<table>
<thead>
<tr>
<th>Person</th>
<th>3rd Conjugation</th>
<th>3rd Conjugation –iō</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>dīcō</td>
<td>faciō</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td>you do</td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td>facit</td>
</tr>
</tbody>
</table>

**Plural**

<table>
<thead>
<tr>
<th>Person</th>
<th>3rd Conjugation</th>
<th>3rd Conjugation –iō</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td>they say</td>
</tr>
</tbody>
</table>

**Infinitive** dīcere

**Imperatives** fac!

### 4th Conjugation

<table>
<thead>
<tr>
<th>Person</th>
<th>4th Conjugation</th>
<th>4th Conjugation –iō</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>veniō</td>
<td>I come</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plural**

<table>
<thead>
<tr>
<th>Person</th>
<th>4th Conjugation</th>
<th>4th Conjugation –iō</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>venīmus</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Infinitive**

**Imperatives**
Do you remember the homework assignment Chiron gave his pupils at the end of the last chapter? He told them to learn three *sententiae* of Publilius Syrus. *Sententiae* (*The Sentences* or *Proverbs*), a collection of Latin maxims, survives under the name of Publilius Syrus who lived in the first century B.C. Syrus was born in Syria (hence *Syrus* “the Syrian”) and came to Italy as a slave. Like Chiron he was eventually freed and became a *liberti*us. He wrote mimes (*mimus*, -ī m.), a popular, if somewhat lower class, farcical stage performance, which even Julius Caesar enjoyed. The mimes are lost but a collection of his most famous sayings has survived, rather like the proverbs and maxims collected from the pen of “Poor Richard,” Benjamin Franklin.

Here are some of his *sententiae* featuring forms of the verb *volō*. You should be able to understand these with the help of the Verba *Utenda* below.

*Quod vult habet, quī velle quod satis est potest.*

(Valeria quotes a slightly simpler version of this sententia in *Lectīō Secunda*.)

*Quod esse tacitum vīs, id nūlli dīxeris.*

*Sī vīs beatus esse, cogitā hoc prīnum: contemne contemnī.*

*Imperium habēre vīs magnum? Imperā tibi!*

And here is one more famous maxim using a form of *volō*. This one is not by Publilius Syrus but by Publius Flavius Vegetius Renatus, whose work on military affairs *Epitoma rei militāris* (ca. 400 A.D.) has been read by military tacticians into modern times.

*Sī vīs pacem, parā bellum.*

<table>
<thead>
<tr>
<th>Verba <em>Utenda</em></th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>beatus</em> happy</td>
<td>happy</td>
</tr>
<tr>
<td><em>bellum</em>, -ī n. war</td>
<td>war</td>
</tr>
<tr>
<td><em>cogitā</em> (1) think about</td>
<td>think about</td>
</tr>
<tr>
<td><em>contemnī</em> to be scorned</td>
<td>to be scorned</td>
</tr>
<tr>
<td><em>dīxeris</em> “you will have said”</td>
<td>you will have said</td>
</tr>
<tr>
<td><em>id</em> it</td>
<td>it</td>
</tr>
<tr>
<td><em>imperium</em>, -īī n. supreme</td>
<td>supreme</td>
</tr>
<tr>
<td><em>imperā</em> (1) rule, command</td>
<td>rule, command</td>
</tr>
<tr>
<td><em>nūlli</em> “to no one, to nobody”</td>
<td></td>
</tr>
<tr>
<td><em>pacem</em> peace</td>
<td>peace</td>
</tr>
<tr>
<td><em>parā</em> (1) prepare</td>
<td>prepare</td>
</tr>
<tr>
<td><em>prīnum</em> first</td>
<td>first</td>
</tr>
<tr>
<td><em>quī</em> he who</td>
<td>he who</td>
</tr>
<tr>
<td><em>quod</em> that which</td>
<td>that which</td>
</tr>
<tr>
<td><em>satis</em> enough</td>
<td>enough</td>
</tr>
<tr>
<td><em>tacitūs</em>, -a-, um silent, secret</td>
<td>silent, secret</td>
</tr>
<tr>
<td><em>tibi</em> “yourself”</td>
<td>yourself</td>
</tr>
</tbody>
</table>
The relationships between the slave Flavia and her mistress Valeria and between the paedagogus and Lucius in this story illustrate the central role slavery played in ancient society and economy. Even a poor family like Valeria’s would often own one or two slaves. These slaves would live in close quarters with their masters and, in fact, legally belonged to the familia of the master. In Latin the word familia includes not only parents, children and other relatives but also any slaves belonging to the paterfamilias or head of the family.

A German woman like Flavia could have been born into slavery or she could have been sold into slavery as a result of war. Unlike slavery in the American experience, Roman slavery was not racially based. Anyone could become a slave if they were in the wrong place at the wrong time.

Chiron is a libertīnus or freedman. This means that he is a former slave who has managed to purchase his own freedom or who was freed by his master through the process of manumission, a formal legal process. The master and slave went before a judge to whom the master said hunc hominem liberum volō (“I want this person to be free.”) while holding the slave with his hand. The master then let go (ēmīsit ē manū) of the slave who was then free. Note that the English word “manumission” describes the actual process of a Roman master releasing his slave. The newly-freed slave then put on a special hat or cap of liberty (pilleus, -ei m.), seen symbolically on coins issued by Brutus after the assassination of Julius Caesar in 44 B.C. The freed slave, now known as a libertīnus or libertīna, often

Pilleus Libertātis

On this coin issued by M. Junius Brutus after the assassination of Julius Caesar in 44 B.C. The two daggers represent the assassination of Julius Caesar. In the center of the coin is a pilleus, a cap of liberty, suggesting that Brutus brought liberty to Rome by assassinating Caesar. The letters below, EID · MAR are an abbreviation for ĪDIBUS MARTIĪS “on the Ides of March” (March 15th) referring to the date of the assassination.

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took the *praenōmen* and *nōmen* name of his or her former master. The master (*dominus*) became patron (*patrōnus*, -ī m.). Thus, when Cicero freed his secretary Tíro, he gave him the name Marcus Tullius Tíro, who would legally append L. (for *libertus*) after this name. As you read the inscription that follows, know that when a *libertinus* or *libertīna* was spoken of in relation to his/her former master, then the form *libertus/a* was used.

**LATĪNA HODIerna**

*Volō in English*

Latin is very helpful in building our English vocabulary, but you must be sure of the Latin word that lies at the root of the English root. Consider *volō*, *velle*, *voluī* “to wish” and *volō –āre* “to fly.” In English their stems look alike, but which of the following English words do you think is related to which Latin verb?

- volatile
- volition
- volley

- voluntary
- volunteer

Notice how similarity in spelling is not a sure indicator that an English word is derived from a Latin word. You have to pay attention to meaning as well as spelling.

*Nōlō* appears in a variety of contexts in the modern world. Here is an example from art:

- **Noli me tangere.** “Don’t touch me!” This refers to a type of painting based upon the words of Jesus to Mary Magdalene after his resurrection (John 20:17). This type of painting is extremely popular as an image search for the phrase on the World Wide Web will reveal.

We also find *nōlō* in the law.

- **Nolle prosequi.** “To be unwilling to continue.” Used in law to refer to a plaintiff or prosecutor’s decision not to pursue a case.

- **Nolo contendere.** “I do not wish to contest the charge.” In criminal law the accused has the option of making this plea instead of a declaration of guilt or innocence.

*Nōlī mē tangere*

Titian (Tiziano Vecellio, Italian, 1495-1576), *Noli Me Tangere*, 1511-12, National Gallery, London. 
Fotosearch 1154526
Syria, the homeland of Publilius Syrus, was conquered by Pompey the Great in 64 B.C. and became a Roman province. With its strategic location on the border of the Parthian Empire, Syria was important militarily and the governor of the province had several legions at his command in the first century A.D.

Major trade routes to Arabia and to the east, especially the Silk Road to China passed through the province and made its capital, Antioch (*Antiochía ad Orontem* “Antioch on the Orontes”), in the early empire, the largest city in the East, except for Alexandria. Besides Antioch important cities of Roman Syria included Damascus and Palymra (in modern Syria), and Tyre and Sidon (in modern Lebanon).

Syria was also important producer of wine, and vegetables (especially onions) and manufacturer of linens and wools for clothing.

Julia Domna (died 217 A.D.), the wife of the emperor Septimius Severus and the mother of his successor Caracalla, was born in Syria.
**CAPUT VII**

*Post Lūdum*

---

**Palmyra Rōmāna Hodiē**

Roman Tetrapylon a four-sided archway at a crossroads

Fotosearch u16582401

---

**Damascus Hodiē**

Roman theatre in Damascus, Syria

Fotosearch #000802 c877 0089 clhs

---

**Ab Syriā ad Sīnās**

The cities of Antioch and Damascus in the Roman province of Syria were major stops on the ancient Silk Road from the Mediterranea to China.

DISCE LATĪNAM!

GEMMA

Antiochīa ad Orontem

The capital of the Roman province is called “Antioch on the Orontes River,” because there were actually many (at least 27) cities named Antioch in the eastern Mediterrean. All of these cities are named after the Seleucid kings named Antiochus who ruled the area from the death of Alexander the Great in 323 B.C. until the Roman conquest in the first century B.C.

QUID PUTĀS?
1. Which of Publilius Syrus’ Sententiae is most appealing to you? Why?
2. How would you describe the treatment of Flavia and Hermes as slaves?
3. How is the Roman practice of slavery similar to and different from slavery in the American experience?
4. How does the Roman practice of slavery affect your view of ancient Roman society?
5. Use the Roman practice of manumission of slaves to show how different the Roman institution of slavery was from the American experience.
6. Why would lawyers continue to use Latin expressions like “nolo contendere” in the modern world?
7. What famous Americans have many cities named after them like the many cities named Antioch in the ancient world?
8. What cities could be compared to Antioch and Damascus as major trade crossroads in the modern world?

EXERCEĀMUS!

VII.E SCRĪBENDA

Directions: Refer to the Lectīō Prīma to answer each of the following questions in Latin. Use either ita or nōn and then give a complete sentence answer.

1. Dūcitne Lūcius paedagōgum ad tabernam?
Nōn, paedagōgus Lūciūm ad tabernam dūcit!

2. Estne Chīron magister malus?

3. Ĉūr (“Why?”) puerī magistrum irritāre volunt?

4. Vultne Hermēs magistrum maestum vidēre?

5. Eratne Chīron ōlim servus?

6. Estne Hermēs nunc lībertīnus?

7. Vultne Lūcius aliquid bibere?
8. Quid bibit Hermēs?

9. Cūr Lūcius vīnum in tabernā nōn bibit?

10. Quid Lūcius in tabernā edit?

VII.F COLLOQUĀMUR
Directions: Now practice asking and answering the questions in Exercise VII.E with a classmate.

VII.G Verba Discenda
Directions: Refer to the Verba Discenda to answer each of the following questions.

<table>
<thead>
<tr>
<th>verbs</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>abeō, abīre, abīvī / abī</td>
<td>go away</td>
</tr>
<tr>
<td>adeō, adīre, adīvī / adī</td>
<td>go to</td>
</tr>
<tr>
<td>amīcus, -ī m. friend</td>
<td>[amicable]</td>
</tr>
<tr>
<td>audiō, audīre, audīvī / audiī, audītum</td>
<td>hear, listen to</td>
</tr>
<tr>
<td>dē (+ abl.)</td>
<td>down from, concerning</td>
</tr>
<tr>
<td>dēbeō, dēbēre, dēbuī, dēbitum</td>
<td>owe, ought, have to</td>
</tr>
<tr>
<td>dīco, dīcere, dīxī, dictum</td>
<td>say, tell</td>
</tr>
<tr>
<td>duo, duae, duo</td>
<td>two</td>
</tr>
<tr>
<td>edō, ēsse / edere, ēdi, ēsum, eat</td>
<td></td>
</tr>
<tr>
<td>ego I</td>
<td>[egotism, egotistical]</td>
</tr>
<tr>
<td>eō, ēre, ēvi / ēvi go</td>
<td></td>
</tr>
<tr>
<td>mālō, mālle, māluī</td>
<td>prefer</td>
</tr>
<tr>
<td>nōlō, nōlle, nōluī</td>
<td>not want to, be unwilling</td>
</tr>
<tr>
<td>possum, posse, potuī be able, can</td>
<td>[potential]</td>
</tr>
<tr>
<td>ādeō, ādēre, āsī, āsum</td>
<td>laugh</td>
</tr>
<tr>
<td>servus, -ī m. slave, servant</td>
<td>[servitude]</td>
</tr>
<tr>
<td>sī if</td>
<td></td>
</tr>
<tr>
<td>sī tibi placet</td>
<td>Please!</td>
</tr>
<tr>
<td>sīcūt just as</td>
<td></td>
</tr>
<tr>
<td>ūnus, -a, -um one</td>
<td>[unicycle]</td>
</tr>
<tr>
<td>volō, velle, voluī</td>
<td>want to, be willing to</td>
</tr>
</tbody>
</table>

1. What conjugation is audiō in?

2. What word means the opposite of abeō?

3. What numbers appear in this list?

4. Find a noun in this list. What does it mean?

5. What word means the opposite of volō?
DISCE LATĪNAM!

6. Find a verb in the second conjugation. How do you know?

7. What is the first principal part of iī?

8. The English word "adit" means a mine entrance. What verb is it from?

9. Find a verb in the 3rd conjugation.

10. Find a verb in the 4th conjugation.

11. What is the alternate form of audīvi?

ANGULUS GRAMMATICUS
More Irregular Verbs in Latin and Modern Languages

The Latin verb edō, ēsse / edere, ēdī, ēsum “to eat” is irregular in the present tense. Here is its conjugation, compared to the verb sum, esse, fuī “to be.”

<table>
<thead>
<tr>
<th>edō “to eat”</th>
<th>sum “to be”</th>
</tr>
</thead>
<tbody>
<tr>
<td>edō</td>
<td>I eat</td>
</tr>
<tr>
<td>ēs</td>
<td>you eat</td>
</tr>
<tr>
<td>ēst</td>
<td>he/she/it eats</td>
</tr>
<tr>
<td>edimus</td>
<td>we eat</td>
</tr>
<tr>
<td>ēstis</td>
<td>you eat</td>
</tr>
<tr>
<td>edunt</td>
<td>they eat</td>
</tr>
<tr>
<td>ēsse</td>
<td>to eat</td>
</tr>
<tr>
<td>edere</td>
<td>to be</td>
</tr>
<tr>
<td>ēsse</td>
<td>you are</td>
</tr>
<tr>
<td>ēst</td>
<td>he/she/it is</td>
</tr>
<tr>
<td>sum</td>
<td>we are</td>
</tr>
<tr>
<td>est</td>
<td>you are</td>
</tr>
<tr>
<td>sunt</td>
<td>they are</td>
</tr>
</tbody>
</table>

Note that words like ēsse “to eat” and esse “to be” (marked in bold) have the same spelling but are pronounced differently. Later in its history Latin developed a regular infinitive edere to replace ēsse. But the long marks can make a difference. Consider this old Latin schoolboy’s joke:

Mea mater mala sus est.

Without long marks or punctuation, it can mean either “My mother is a bad pig” or “My mother, the pig is eating apples!” See if you can put in the required punctuation and long marks for each meaning.

Knowing how irregular verbs like sum, esse work in Latin can help you understand some modern languages better. Here are some examples:
CAPUT VII
Post Lūdum

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>French</th>
<th>Italian</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>I am</td>
<td>je suis</td>
<td>sono</td>
<td>soy</td>
</tr>
<tr>
<td>es</td>
<td>you are</td>
<td>tu es</td>
<td>sei</td>
<td>eres</td>
</tr>
<tr>
<td>est</td>
<td>he/she/it is</td>
<td>il/elle est</td>
<td>è</td>
<td>es</td>
</tr>
<tr>
<td>sumus</td>
<td>we are</td>
<td>nous sommes</td>
<td>siamo</td>
<td>somos</td>
</tr>
<tr>
<td>estis</td>
<td>you are</td>
<td>vous êtes</td>
<td>siete</td>
<td>sois</td>
</tr>
<tr>
<td>sunt</td>
<td>they are</td>
<td>ils/elles sont</td>
<td>sono</td>
<td>son</td>
</tr>
<tr>
<td>esse</td>
<td>to be</td>
<td>être</td>
<td>essere</td>
<td>er</td>
</tr>
</tbody>
</table>

Notā Bene:
- Notice how the three Romance languages, French, Italian and Spanish transform the Latin personal endings.
- Like Latin, Spanish and Italian do not need personal pronouns with the verb. French, like English, does.
- The French and Italian forms of the verb “to be” are descended directly from Latin sum, esse.

One of the challenges for English speakers in learning Spanish is the fact that Spanish has two forms of the verb “to be”, ser which is used to indicate identity and quality, and estar, which is used to indicate health, location and state. Estar is derived from the Latin verb stō, stāre (“to stand”).

<table>
<thead>
<tr>
<th>Latin</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>stō</td>
<td>estoy</td>
</tr>
<tr>
<td>stās</td>
<td>estás</td>
</tr>
<tr>
<td>stat</td>
<td>está</td>
</tr>
<tr>
<td>stāmus</td>
<td>estamos</td>
</tr>
<tr>
<td>stātis</td>
<td>estás</td>
</tr>
<tr>
<td>stant</td>
<td>están</td>
</tr>
<tr>
<td>stāre</td>
<td>estar</td>
</tr>
</tbody>
</table>

LEGENDA

131
In the last chapter you learned about imperative verbs. Very often imperatives are accompanied by nouns indicating the person(s) or thing(s) being addressed. In English we often mark these nouns with interjections like “Hey, John” or “Oh, Melissa.” Latin sometimes uses a similar interjection Ō, but always puts the one addressed into a case called the vocative (from vocāre “to call”).

As you read this next episode, in which Lucius meets his older sister Servilia on his way home from school, look for the vocatives (marked in bold). Imperatives or the interjection Ō will help you recognize vocative nouns. Most vocative forms are the same
CAPUT VIII
Eāmus Domum!

as the nominative, but some have different endings. We will talk about the exceptions after you read about Lucius meeting his sister Servilia on the way home from school.

EXERCEĀMUS!

VIII.A Vocatives
Directions: As you read put the vocatives (in bold) into two lists. The first list is for vocatives that look like a nominative form. The second list is for vocatives that do not look like a nominative. We'll use this list below.

In Lectīcā Ornātā


“Intrā in lectīcam meam, ō mī frāter, et dum domum īmus, dē novō amīcō meō audī!”

Lūcius nihil dē amīcīs puellārum cūrat, sed melius est in lectīcā sedēre quam in viā ambulēre.

Ergō frāter respondet “Bene, Servīlia, intrō” et in lectīcam intrat.


Servī nōn laetī sunt quod nunc duōs et nōn ūnam portant, sed nihil dīcunt. Servī sagācēs semper nihil dīcunt.
1. Describe how Lucius’ sister Servilia travels through Rome. How would his sister travel today?
2. How old is Servilia and what are her immediate plans and expectations for the future?
3. What news does Servilia want to share with Lucius?
4. What does Lucius want to do?
5. In line 18 you read that the slaves carry duōs et nōn ūnam. To whom does ūnam refer? To whom does duōs refer? Note how Latin uses masculine gender to refer to male and female together.
6. Why are Servilia’s slaves unhappy at the end of this story? What do they do about this? Why?

**GRAMMATICA A**

**Vocative Case**

Scan the list you made of vocative forms as you read Lectiō Prīma. Here are the rules for making the vocative:

- Most vocative singulars and all vocative plurals are the same as their nominatives.
- The only exceptions are in the singular vocative of 2nd declension nouns ending in –us (re-read that – every word is important). And in such a case:
  
  The ending –us → -e
  
  Thus amīcus → amīce! or paedagōgus → paedagōge!

  The ending –ius → ī
  
  Thus filīus → filī! or Lūcius → Lūcī!
### CAPUT VIII

**Eāmus Domum!**

<table>
<thead>
<tr>
<th>1st Declension</th>
<th>2nd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>Nominative -a</td>
<td>discipulus</td>
</tr>
<tr>
<td>Genitive -ae</td>
<td>discipuli</td>
</tr>
<tr>
<td>Accusative -am</td>
<td>discipulum</td>
</tr>
<tr>
<td>Ablative -ā</td>
<td>discipulō</td>
</tr>
<tr>
<td>Vocative -a</td>
<td>discipulē</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>Nominative -ae</td>
<td>discipuli</td>
</tr>
<tr>
<td>Genitive -ārum</td>
<td>discipulōrum</td>
</tr>
<tr>
<td>Accusative -ās</td>
<td>discipulōs</td>
</tr>
<tr>
<td>Ablative -ās</td>
<td>discipulīs</td>
</tr>
<tr>
<td>Vocative -ae</td>
<td>discipulī</td>
</tr>
</tbody>
</table>

**Note Bene:**

Be careful of confusing forms. ὧ amīcī can fool the casual reader. It is plural. And compare ὧ filī (sing.) with ὧ filīi (pl.). It follows the rules. Forms like these cause fewer problems if you get into the habit of reading aloud. The ear is less easily fooled than the eye.

**EXERCEĀMUS!**

**VIII.B Vocative Fill-Ins**

Directions: Which correct vocative form best completes the sentence? Pay attention to singulars and plurals! We have done the first one for you.

1. (Lūcius / Lūci), intrā in lectīcam meam. Answer: Lūcī

2. (Serve / Servī), nōlīte illīc stāre!

3. Venī, ō (Licinia / Liciniae).

4. Ō (fēmina / fēminā), venīte.

5. (Servīlia / Servīliae), portā Sōcratem!

6. (Serve! / Servī), portā lecticam!

7. (Amīce / Amīcus), servī astūtī semper nihil dīcunt.

8. Ō (paedagōgus / paedagōge), intrā in lecticam meam.

9. (Amīce / Amīcī), dē novō amīcō meō audīte!
Expressions of Time

The next reading has several expressions of time, especially with the word hōra, -ae (f. “hour”). They are marked in *bold italics*.

- When the phrase is accusative, the English word “for” generally is the best.
- When it is ablative, try “at” or, if appropriate, “during.” Fuller information lies below.

Perfect Tense

In the next reading, as Valeria closes up shop for the day, we introduce you to the **perfect tense**. To help you spot the new tense, we have put all perfects in Lēctiō Secunda in bold. We’ll give more details below, but for now, simply translate them in one of two ways:

- either as a **simple past tense**:
  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>salūtāvit</td>
<td>“he/she/it greeted”</td>
</tr>
<tr>
<td>salūtāvērunt</td>
<td>“they greeted”</td>
</tr>
</tbody>
</table>

- or as a **compound past tense**: 
  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>salūtāvit</td>
<td>“he/she/it has greeted”</td>
</tr>
<tr>
<td>salūtāvērunt</td>
<td>“they have greeted.”</td>
</tr>
</tbody>
</table>

You will only see third person forms right now and their personal endings will be familiar because the singular ends in –t and the plural ends in -nt, just like the present!

So  

- salūtāvit  he/she/it greeted
- salūtāvērunt they greeted

*EXERCEĀMUS!*

**VIII.C Scanning the Text**

**Directions**:  **Before you read** scan the lectiō to find the answers to these questions.

1. What time does business in the Forum begin to slow down?
2. Why is Valeria tired?
3. Why is she happy?
4. The time of what has ended?
5. The time of what has begun?


Sed nunc octāvā horā, sine populō in viē, Valeria nūllum negōtium in tabernā agere potuit. Tempus negōtī finīvit.


<table>
<thead>
<tr>
<th>Verba Útenda</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>absūm, abesse, āfuī</td>
<td>be away, be absent</td>
<td>hominēs people</td>
</tr>
<tr>
<td>additum, adesse, adfuī</td>
<td>be present</td>
<td></td>
</tr>
<tr>
<td>ancilla, -ae f. female servant</td>
<td></td>
<td>mercātōr merchant</td>
</tr>
<tr>
<td>aut...aut</td>
<td>either...or</td>
<td>negōtium, -ī n. business, task</td>
</tr>
<tr>
<td>eāmus</td>
<td>Let’s go! (from eō)</td>
<td></td>
</tr>
<tr>
<td>ēgērunt</td>
<td>“they did” (from agī)</td>
<td>octāva hōra = eighth hour, ca.</td>
</tr>
<tr>
<td>dei</td>
<td>to them (i.e., Licinia and Flavia)</td>
<td></td>
</tr>
<tr>
<td>ergō therefore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fessus, -a, -um tired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>filia, -ae f. daughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finem</td>
<td>end</td>
<td></td>
</tr>
<tr>
<td>finiō, finire, finīvī / finiū, finītūm finish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hūc</td>
<td>here, to this place</td>
<td></td>
</tr>
<tr>
<td>parum little + gen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paucī</td>
<td>few</td>
<td>multās horās labōrāvit.</td>
</tr>
<tr>
<td>plūs more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prōcēdē, prōcēdere, prōcessī</td>
<td>proceed, advance</td>
<td></td>
</tr>
<tr>
<td>quia because</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quoque also</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reī pūblīcae of the republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>senātōrēs senators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>significō (1) mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sine + abl. without</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suās their own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>surgō, surgere, surrēxī to get up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>temporē time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocē voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocō (1) call</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lectīa cum Servīs
Clipart Item#21315230
DISCE LATĪNAM!

POSTQUAM LĒGISĪ
1. Compare the time expressions multās horās in line 6 and octāvā horā in line 9. Note that one is in the accusative and one is in the ablative? How does this indicate different kinds of time?
2. Does the timing of a Roman business day resemble any modern countries' commercial patterns?
3. What effect might the Italian climate have had on the Roman business day?
4. Otium means "leisure" and Negotium is a compound (nec + otium) meaning "not leisure. What does this seem to say about Roman priorities?

GRAMMATICA B
The Perfect Tense: 3rd Person Singular and Plural

Did you find salūtāvit, surrēxīt, vēnit and finīvit in this scene? Compare these perfect forms with the present.

| Present   | salūtat     | she greets |
| Present   | surgīt      | she gets up |
| Present   | vēnit       | she comes  |
| Present   | Labor finīt | Work ends  |
| Perfect   | salūtāvit   | she greeted |
| Perfect   | surrēxīt    | she got up  |
| Perfect   | vēnit       | she came   |
| Perfect   | Labor finīvit | Work has ended |

- For now you will only see the 3rd person, singular and plural.
- The endings are 3rd sing. "-it" and 3rd pl. "-ērunt."
- You translate the perfect as a simple past or using the helping verb “has/have”

| salūtāvit | she greeted | salūtāvērunt | they greeted |
| surrēxīt  | she has arisen | surrēxērunt | they have arisen |
| vēnit     | she went    | vēnērunt    | they went    |
| finīvit   | it has ended | finīvērunt | they have ended |
The Perfect Stem

The perfect stem (used for forming three tenses) is formed by dropping the –ī from the 3rd Principal Part.

<table>
<thead>
<tr>
<th>1st PP</th>
<th>2nd PP</th>
<th>3rd PP</th>
<th>Perfect Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitō</td>
<td>habitāre</td>
<td>habitāvi</td>
<td>habitāv-</td>
</tr>
<tr>
<td>videō</td>
<td>vidēre</td>
<td>vīdī</td>
<td>vīd-</td>
</tr>
<tr>
<td>dūcō</td>
<td>dūcere</td>
<td>dūxī</td>
<td>dūx-</td>
</tr>
<tr>
<td>veniō</td>
<td>venīre</td>
<td>vēnī</td>
<td>vēn-</td>
</tr>
<tr>
<td>sum</td>
<td>esse</td>
<td>fūi</td>
<td>fū-</td>
</tr>
</tbody>
</table>

Some stems are very close to each other and may seem hard for the eye to catch as venit (present, “he comes”) vs. vēnit (“he came”). But for the Romans it was a matter of hearing the difference—weh-nit vs. wey-nit. It gave them no greater pause than this sentence gives you: “I love to read, so yesterday I read three books.” Again, try reading aloud whenever you can.

Tense

A verb has tense as well as mood. The tense of a verb indicates the time of an action and the kind of action (simple or continuous). So far you have seen two tenses, present and perfect. For now, distinguish these two tenses in terms of time. The present tense indicates actions happening “now,” while the perfect tense indicates actions that have happened in the past.

So:  ambulat  he walks  now  
      ambulāvit  he walked  in the past

Later we will deal with other aspects of tense.

The Third Principal Part

The third form of a Latin verb listed in the dictionary is its first person singular perfect active form. This is called the third principal part. Here are examples for some verbs you have already learned.

<table>
<thead>
<tr>
<th>1st conjugation</th>
<th>2nd conjugation</th>
<th>3rd conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulō</td>
<td>respondeō</td>
<td>dīcō</td>
</tr>
<tr>
<td>I walk</td>
<td>I reply</td>
<td>I say</td>
</tr>
<tr>
<td>ambulāre</td>
<td>respondēre</td>
<td>dīcere</td>
</tr>
<tr>
<td>to walk</td>
<td>to reply</td>
<td>to say</td>
</tr>
<tr>
<td>ambulāvī</td>
<td>respondī</td>
<td>dīxī</td>
</tr>
<tr>
<td>I walked</td>
<td>I replied</td>
<td>I said</td>
</tr>
</tbody>
</table>
**DISCE LATĪNAM!**

3rd conjugation –io  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>capiō</td>
<td>I seize</td>
<td>capere</td>
</tr>
<tr>
<td>cēpī</td>
<td>I seized</td>
<td></td>
</tr>
</tbody>
</table>

4th conjugation  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>veniō</td>
<td>I come</td>
<td>venĕre</td>
</tr>
<tr>
<td>vēnī</td>
<td>I came</td>
<td></td>
</tr>
</tbody>
</table>

Irregular  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>I was</td>
</tr>
<tr>
<td>esse</td>
<td></td>
</tr>
<tr>
<td>fuī</td>
<td></td>
</tr>
</tbody>
</table>

Up to this point we have listed only two principal parts for the *Verba Utenda*. But, from now on, we will list three.

We continue to list all the principal parts for *Verba Discenda*. Here are the ones you have learned so far, with their third principal parts marked in **bold**. They are grouped by conjugation.

1st Conjugation  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulō</td>
<td>ambulāre</td>
<td>ambulātum</td>
</tr>
<tr>
<td>clāmō</td>
<td>clāmare</td>
<td>clāmātum</td>
</tr>
<tr>
<td>dō</td>
<td>dare</td>
<td>dedī</td>
</tr>
<tr>
<td>intrō</td>
<td>intrāre</td>
<td>intrātum</td>
</tr>
<tr>
<td>portō</td>
<td>portāre</td>
<td>portātum</td>
</tr>
<tr>
<td>salūtō</td>
<td>salutāre</td>
<td>salutātum</td>
</tr>
<tr>
<td>stō</td>
<td>stāre</td>
<td>stefī</td>
</tr>
<tr>
<td>vocō</td>
<td>vocāre</td>
<td>vocātum</td>
</tr>
</tbody>
</table>

2nd Conjugation  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>debēō</td>
<td>debēre</td>
<td>debētum</td>
</tr>
<tr>
<td>habeō</td>
<td>habēre</td>
<td>habētum</td>
</tr>
<tr>
<td>respondeō</td>
<td>respondēre</td>
<td>respondī</td>
</tr>
<tr>
<td>rideō</td>
<td>ridēre</td>
<td>riśī</td>
</tr>
<tr>
<td>sedeō</td>
<td>sedēre</td>
<td>sēdī</td>
</tr>
<tr>
<td>teneō</td>
<td>tenēre</td>
<td>tenuī</td>
</tr>
<tr>
<td>valeō</td>
<td>valēre</td>
<td>valūi</td>
</tr>
<tr>
<td>videō</td>
<td>vidēre</td>
<td>vīśī</td>
</tr>
</tbody>
</table>

3rd Conjugation  
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>agō</td>
<td>agere, ēgī</td>
</tr>
<tr>
<td>dēcō</td>
<td>dēcere, dēxi</td>
</tr>
<tr>
<td>dūcō</td>
<td>dūcere, dūxi</td>
</tr>
<tr>
<td>pōnō</td>
<td>pōnere, posūi</td>
</tr>
<tr>
<td>poscō</td>
<td>poscere, posposcī</td>
</tr>
</tbody>
</table>
CAPUT VIII
Eānus Domum!

ferō, ferre, tulī, lātum bear, carry
scribō, scribere, scripsī, scriptum write
sistō, sistere, stetī / stī, statum stop, stand still

3rd Conjugation -iō
capiō, capere, cēpī, captum take
cupīō, cupere, cupīvī / cupī, cupitum wish, want to
faciō, facere, fēcī, factum make, do

4th Conjugation
audīō, audīre, audīvī / audī, audītum hear
finiō, finīre, finīvī / finī, finītum finish
veniō, venīre, vēnī, ventum come

Iregular Verbs
sum, esse, fuī be
possum, posse, potuī, be able, can
edō, ēsse / edere, ēdī, ēsum, eat
eō, īre, īvī / ī, go
abeō, abīre, abīvī / abī, go away
adeō, adīre, adīvī / adī, go to

volō, velle, voluī want to, be willing to
mālō, mālle, māluī prefer
nolō, nōlle, nōluī not want to, be unwilling

inquit, inquiunt say (perfect lacking)

Notā Bene:
- There is no macron on the –a in dare.

- Statum is the 4th PP of both stō and sistō.

- Irregular verbs tend to become regular in the perfect.
Perfect stems vary widely, but there are some patterns:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Present Stem</th>
<th>Perfect Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>adding –v–</td>
<td>clāmā-</td>
<td>clāmāv-</td>
</tr>
<tr>
<td>adding –u–</td>
<td>habē-</td>
<td>habu-</td>
</tr>
<tr>
<td>adding –s–</td>
<td>dūc-scrib-</td>
<td>dūx-scrips-</td>
</tr>
<tr>
<td>vowel lengthening</td>
<td>ven-</td>
<td>vēn-</td>
</tr>
<tr>
<td>reduplication (doubling) of initial sound</td>
<td>curr-</td>
<td>cucurr-</td>
</tr>
<tr>
<td>complete stem change</td>
<td>fer-</td>
<td>tul-</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!

VIII.D Third Principal Parts

Directions: This exercise will help you in your reading because it will help to train you to find the main entry under which various verb forms are listed in dictionaries or word lists. Use the patterns described in the chart above to identify the first principal part of each of the following Verba Discenda. Then describe the type of pattern change. We have done the first one for you.

Hint: Sometimes you can see more than one pattern change in the same verb.

1. vocāvī vocō adding –v–
Latin Time Expressions

Latin uses the accusative and the ablative cases to express time.

The accusative case is used to show how long an action lasted. This is called the accusative of time of duration or accusative of extent of time or, if you will, “the accusative of how long.” For example:

Multās hōrās labōrāvit. She worked (for) many hours.

The ablative case is used to show when an action took place or the time during which the action took place. These are usually labeled as the ablative of time when and the ablative of time within which.

Octāvā hōrā dormīvit. At the eighth hour she was sleeping.
Nocte labōrāvit. She worked at night.

The biggest challenge posed by these expressions for English speakers is supplying the right English preposition, since Latin uses none here. As a rule, you know it is accusative of time if you can use either “for” or no preposition in your translation, as in

“She worked for many hours on the homework assignment.”

or “She worked many hours on the assignment.”

In either case the English words become multās hōrās in Latin.

It is an ablative of time expression if you use either the preposition “at,” “during” or “in,” as in

“She finished the assignment at noon.” → merīdiē
“She finished the assignment during the night.” → nocte
“She went home at the eighth hour.” → octāvā hōrā

The three time expressions in bold become ablative in Latin: it is the reader’s job to choose the appropriate English preposition which works the best.

RŌMĀNĪ IPSĪ

Tempus Fugit

Several Roman expressions about time have passed the test of time and have become proverbial expressions today. Perhaps the most famous of these is Tempus fugit, which we know in English as “Time flies.” This expression can be traced back to a line in Vergil’s Georgics (III.284), written in the late first century B.C. Use the Verba Útenda below to help you translate.
Sed fugit interea fugit irreparabile tempus.

In one of his *Odes*, Vergil’s friend Horace uses *aetas* instead of *tempus* as he offers a comment on time which you will recognize:

*Dum loquimur, fügerit invida*

*Aetas: carpe diem.*

*Carmina* I.11.7-8

A generation later, the poet Ovid wrote the following at *Metamorphoses* XV. 233:

*Tempus edax rerum*

Notice how Ovid uses *edax* (“devouring”) from *edō, ēsse* to describe time here as the “devourer of things.”

Finally in his first speech against Catiline in 65 B.C., the famous orator Cicero (106—43 B.C.) also used, an expression about time which is often quoted today

*Ō tempora, ō mōrēs!*

Cicero is here lamenting the bad state of affairs in Rome, that a man like Catiline, who was plotting to overthrow the Roman government, would dare to show his face in the Roman Senate. This speech became so famous that any Roman at the end of the 1st century B.C. would know many phrases from it by heart. This particular phrase is often also quoted today when people want to complain about the present and talk about the “good old days.”

**Verba Utenda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>aetas</em></td>
<td>age, period of time</td>
</tr>
<tr>
<td><em>carpo, capere</em></td>
<td>seize, pluck, enjoy</td>
</tr>
<tr>
<td><em>diem</em></td>
<td>day</td>
</tr>
<tr>
<td><em>dum</em></td>
<td>while</td>
</tr>
<tr>
<td><em>edax</em></td>
<td>devouring (from <em>edō</em>). Refers to <em>tempus</em>.</td>
</tr>
<tr>
<td><em>fügerit</em></td>
<td>“will have fled”</td>
</tr>
<tr>
<td><em>fugiō, fugere, fugē</em></td>
<td>flee, run away</td>
</tr>
<tr>
<td><em>interē</em></td>
<td>meanwhile</td>
</tr>
<tr>
<td><em>invida</em></td>
<td>envious (refers to <em>aetas</em>)</td>
</tr>
<tr>
<td><em>irreparābile</em></td>
<td>unrecoverable, irreparable</td>
</tr>
<tr>
<td><em>loquimur</em></td>
<td>we speak</td>
</tr>
<tr>
<td><em>mōrēs</em></td>
<td>customs, habits</td>
</tr>
<tr>
<td><em>rērum</em></td>
<td>“of things”</td>
</tr>
<tr>
<td><em>tempora</em></td>
<td>times</td>
</tr>
<tr>
<td><em>tempus</em></td>
<td>time</td>
</tr>
</tbody>
</table>
LATĪNA HODIERNA

Telling Time by the Romans

While our ability to tell time today is much more exact than the Roman method, Latin words are still used today in the modern vocabulary for telling time.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>French</th>
<th>Italian</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>hōra</td>
<td>hour</td>
<td>heure</td>
<td>ora</td>
<td>hora</td>
</tr>
<tr>
<td>hōrologia</td>
<td></td>
<td>l’horloge</td>
<td>l’orologio</td>
<td></td>
</tr>
<tr>
<td>minutia</td>
<td>minute</td>
<td>minute</td>
<td>minuto</td>
<td>minuto</td>
</tr>
<tr>
<td>secunda</td>
<td>second</td>
<td>seconde</td>
<td>secondo</td>
<td>segundo</td>
</tr>
<tr>
<td>diēs</td>
<td>day</td>
<td>día</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diurnus, -a, -um</td>
<td>jour</td>
<td></td>
<td>giornata</td>
<td></td>
</tr>
</tbody>
</table>

Business travellers often receive a *per diem* allowance. This is a set amount for daily expenses. The phrase literally means “through the day, daily.”
Now look at how some modern languages use the Latin word for the nightwatch:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>French</th>
<th>Italian</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>vigilia</td>
<td>Vigil</td>
<td>éveil</td>
<td>vigile</td>
<td>vigilia</td>
</tr>
<tr>
<td>watch, guard, patrol</td>
<td>a period of wakefulness; the night before a holiday</td>
<td>awakening, eve</td>
<td>watcher (used for fireman, traffic cop, etc.)</td>
<td>sleeplessness, watch, guard</td>
</tr>
</tbody>
</table>

The Latin word for today is less visible in the Italian oggi and Spanish hoy, but both of those words are derivatives of hodiē, itself a contracted form of an older Latin phrase hōc die, “on this day.”

The Latin word for tomorrow (crās) is not used in the modern Romance languages (which all use words derived from the Latin word for morning (mātūtīnus), but notice that English uses crās in “procrastinate.” If prō means “before, toward” and crās means tomorrow, what does “procrastinate” mean? Answer now – don’t put it off!

**MUNDUS RŌMĀNUS**

**Telling Time in Ancient Rome**

Romans had no mechanical clocks so telling time during the day was not an exact science. They did, however, have the sundial (sōlārium, -ī n.) and the water clock (hōrologium, -ī n.). The hōrologium was especially useful for telling time during the dark hours. It worked by calibrating the level of water flowing from one vessel into another.

The Romans divided daylight time into twelve equal hōrae or hours, rather than assigning a fixed amount of time for each hour. Nighttime was divided into four equal vigiliae or watches. Since there is more daylight in summer than in winter, a Roman hōra ended up being much longer in summer than it was in winter. Thus, if sunrise were at 6 AM, then prīmā hōrā, “at the first hour,” would be ca. 6-7 A.M. Secundā hōrā, “at the second hour,” was thus ca.7-8 A.M.

You can imagine that, lacking timepieces and with fluctuating values to an hour, making appointments must have involved a lot of good will and patience. If two friends agreed to meet at decimā (tenth) hōrā, about when would that be according to our reckoning? Sextā (sixth) hōrā? Octāvā (eighth) hōrā? What time does your class meet?
CAPUT VIII
Eānus Domum!

In his *Historia Nātürālis* (7.213) the first-century A.D. encyclopedist Pliny the Elder says that the Romans set up their first sundial at the temple of Quirinus in 291 B.C. Sundials eventually became very popular and were found in many public places and private homes, especially among the wealthy.

**Inscriptio Augusti**
Photos to Go 22294038

Augustus’s dedicatory inscription can still be read on this obelisk. See if you can read it with the help of the *Verba Útienda* below:

<table>
<thead>
<tr>
<th>IMP.CAESAR.DIVI.F.</th>
<th>F. = filius</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVGVSTVS.</td>
<td></td>
</tr>
<tr>
<td>PONTIFEX.MAXIMUS.</td>
<td></td>
</tr>
<tr>
<td>IMP.XII.COS.XI.TRIB.POT.XIV.</td>
<td>for the 12th time</td>
</tr>
<tr>
<td>AEGYPPTO.IN.POTESTATEM</td>
<td>pontifex priest</td>
</tr>
<tr>
<td>POPVLI.ROMANI.REDACTA</td>
<td>potestās, -tātis f. power</td>
</tr>
<tr>
<td>SOLI.DONVM.DEDIT</td>
<td></td>
</tr>
</tbody>
</table>

**Verba Útienda**

*Aegyptō...redactā “when Egypt had been brought back under the power of the Roman people”*

*COS XI = consul XI = consul for the 11th time.*

*dīvus, -a, -um divine (Understand Julius)*

*dōnum, -īn. gift*

*redāctā restored*

*sōlī to the sun*

*TRIB POT XIV = Tribūnī Potestās XIV = tribunician power for the 14th time*
ORBIS TERRARUM RÖMÄNA

Campus Martius

The Campus Martius ("Field of Mars") was an open, flat area north and west of the Capitoline hill. An early temple of Mars gave the area its name. Since it was located outside the pomerium (the official, religious boundary) of the city of Rome, the Campus Martius was used frequently for military gatherings and exercises. It was also the place where citizens gathered to vote in the comitia centuriata (a political assembly). In the Republican period several important structures were erected here including the Circus Flaminius (221 B.C.) and the Theatre of Pompey (52 B.C.), where Julius Caesar was assassinated.

In the Augustan period the Campus Martius saw several major building projects, including the Saepta Julia (a voting enclosure), Sōlārium Augustī (mentioned above), the Mausoleum of Augustus, the Ara Pacis, and the original Pantheon (built by Agrippa).

Mars
This statue of Mars, the Roman god of war, with helmet and breastplated, is in the Capitoline Museum in Rome.
Clipart Item #922199
QUID PUTĀS?
1. “Time flies” is not an accurate translation of Vergil’s *tempus fugit*. Can you give a better one based on what the verb *fugiō* really means? Which version do you like better and why?
2. Why does Vergil describe time as *irreparābile*? How is the literal meaning of the Latin word different from the English derivative “irreparable”?
3. Explain how each of the different possible meanings of the verb *carpō* adds new meaning to the phrase “Carpe diem.”
4. Where have you seen the phrase “Carpe diem” used today? Do you agree with this statement? Why or why not?
5. Compare the *sōlārium Augustī* illustrated in MUNDUS RÖMĀNUS with the meaning of the English word “solarium.” What do they have in common?
6. Compare the Campus Martius to a park or other open space in your home town. How are these spaces similar? How are they different?

EXERCEĀMUS!

VIII. E SCRĪBENDA
Directions: Retell in the past tense the meeting between Socrates and Chiron which you read in the last chapter. In order to do this replace all the present tense verb forms (marked in bold in parentheses) with perfect ones. We have done some for you.

*salīō, salīre, salī or saluī, saltum*

Tunc Chīrōn ā lūdō *abīvit* (abit) et ad tabernam Valeriae ______ (adit). Ubi Sōcratēs magistrum in tabernā _________ (videt), sīmia dē mēnsā ________ (currit) et in bracchia Chīrōnis ________ (salit). Sīmia dē bracchiās Chīrōnis et ad mensam _______ (currit). In mēnsā quattuor fīcī __________ (sunt) et Sōcratēs ēnum dē fīcīs ____________ (capit) et ad magistrum ________ (portat). Chīrōn fīcum __________ (capit) et ________ (clāmat)


VIII. F COLLOQUĀMUR
Directions: This is a Q and A exercise, to be done with a classmate or your instructor. Practice asking and answering the questions with other members of your class based on the pattern sentences we provide. Be sure to use the vocative with your question and answer.
DISCE LATĪNAM!

Here is some vocabulary you can use:

**Questions**
- *Quid hoc est?* (“What is this?)
- *Ubi est?* (“Where is ___)
- *Monstrā mihi...* (“Show me…)

**Addressee**
- *amicī* (friend, female)
- *amicī* (friend, male)
- *discipula* (female student)
- *discipule* (male student)
- *magister* (male teacher)
- *magistra* (female teacher)

**Classroom Objects**
- *charta* (paper)
- *fenestra* (window)
- *horologium* (clock)
- *liber* (book)
- *mēnsa* (table, desk)
- *porta* (door)
- *sella* (chair)
- *stilus* (pen or pencil)
- *tabula* (notebook)

**Words in Answers**
- *hīc* (here)
- *illic* (there)

**Pattern Sentences**

**Q:** Amīce, quid hoc est?  
**A:** Hoc est sella!

**Q:** Magistra, ubi est liber?  
**A:** Liber hīc est.

**VIII.G Verba Discenda**

Directions: Find the Latin word in the *Verba Discenda* which best answers each of the following questions.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>English Meaning</th>
<th>Latin Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ancilla, -ae f. female servant</em> [ancillary]</td>
<td>iam now, already</td>
<td>praeter + acc. along, beyond; except</td>
</tr>
<tr>
<td><em>ergō therefore</em></td>
<td><em>intrō</em> (1) enter</td>
<td><em>quoque also</em></td>
</tr>
<tr>
<td><em>familia, -ae f. family</em> [familiar]</td>
<td><em>magnus, -a, -um large, great, loud</em> [magnitude]</td>
<td><em>sedecim sixteen</em></td>
</tr>
<tr>
<td><em>fessus, -a, -um tired</em> [familiar]</td>
<td><em>negōtium, -ī n. business, task</em> [negotiate]</td>
<td><em>sistō, sistere, stēti / stīti,</em> statum stand still (desist)</td>
</tr>
<tr>
<td><em>filia, -ae f. daughter</em> [filial]</td>
<td><em>novus, -a, -um new</em> [novelty]</td>
<td><em>terra, -ae f. land</em> [terrestrial]</td>
</tr>
<tr>
<td><em>finīō, finīre, finīvī / finīī, finītum finish</em></td>
<td><em>portō (1) carry</em> [portor, portable]</td>
<td><em>vocō (1) call</em> [vocative, vocation]</td>
</tr>
</tbody>
</table>

1. Valeria would address Licinia with this word: *filia*

2. This noun can refer to the girl who accompanies Servilia:
3. This noun refers to Valeria, Licinia and her husband as a group:

4. Servilia’s age:

5. What is conducted in the Forum Romanum:

6. There are twelve of these in a Roman day:

7. How Valeria and Licinia feel at the end of a hard day’s work:

8. Use this verb to refer to an object which is no longer moving:

9. This noun is walked on:

10. An exclamation which can be added to a Latin vocative:

**ANGULUS GRAMMATICUS**  
More on 2\(^{nd}\) Declension Vocatives

As we saw earlier, the vocative case usually has the same endings as the nominative case and ALL vocative plurals are identical with the nominative plural forms.

The only significant exceptions occur in the 2\(^{nd}\) declension singular. Here are the rules:

- If the nominative singular ends in –r, the vocative is the same as the nominative.
  \(puer\) \(\hat{O} puer\)

- If the nominative singular ends in –us, the vocative is –e.
  \(am\acute{i}cus\) \(\hat{O} am\acute{i}ce\)

- If a nominative singular noun ends in –ius, the vocative is –ī.
  \(filius\) \(\hat{O} filiī\)

- Rarely, if a nominative singular adjective ends in –ius, the vocative is –ie. There are not many of these.
  \(filius tertius\) \(\hat{O} filiī tertie\)

- The vocative singular of \(meus\) is \(mi\).
  \(meus am\acute{i}cus\) \(\hat{O} mi am\acute{i}ce\)
DISCE LATĪNAM!

Here is a chart summarizing how this works:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>vir discipulus filius tertius meus</td>
<td>virī discipulī filīi tertīi</td>
</tr>
<tr>
<td>Vocative</td>
<td>vir discipule filīi tertīe mī</td>
<td>virī discipulī filīi tertīi</td>
</tr>
</tbody>
</table>

The interjection Ō is an easy way to recognize a vocative in a phrase, but it is not required. Just as, in English, we can say, “Hey, John, where are you?” or simply “John, where are you?” Latin say Ō Marce, ubi es? or Marce, ubi es?

LEGENDA
In this chapter Valeria, Licinia and Aurelia walk home through a lively ancient Roman neighborhood called the Subura, which was located in a valley between the Viminal and Esquiline hills (see map). The Subura was a lower-class area with lots of activity, both legal and illegal, taking place in the street. All sorts of businesses set up shop in the street, including barbers, as you shall see, and there were all sorts of street vendors and performers, as in many modern American cities.

As you read about life in the Subura, watch for more verbs in the perfect tense.
Uses of the Genitive Case

This reading also introduces you to two new uses for the genitive, the *genitive of description* and the *genitive of the whole*. We use a *genitive of description* in English in phrases like “a man of great wisdom.” Latin can say the same thing: *vir magnae sapientiae*.

Latin uses a *genitive of the whole* in expressions indicating the part of a whole, as in the phrase *plūs negotiī* (“no more of business” = “no more business”). You will find more details about these uses of the genitive in the *Grammatica* below.

Notes on the Reading

One of the topics of conversation on the street is an upcoming performance of a play called *Amphiṭryō* by a second-century B.C. author of comedic plays named Plautus. Later in this book, you will attend this performance.

*Note:* The following story intentionally mixes the present and perfect tenses. Be sure of the tense before you translate.

**EXERCEĀMUS!**

**IX.A Translating Genitives**

Directions: As you read *Lectī Prīma*, make a list of the genitives you encounter (you can include the word that is linked to the genitive). All genitives are in **bold**. Based on the brief description above, identify them either as a *genitive of possession, of description* or of *the whole*. We have done the first two for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Genitive</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>plūs negotiī</td>
<td>of whole</td>
</tr>
<tr>
<td>2</td>
<td>tabernā Valeriae</td>
<td>possession</td>
</tr>
</tbody>
</table>

*Ad Subūram*


Valeria Liciniaque tabernam clausērunt et per Argīlētum feōnae ambulāvērunt ad Subūram, ubi familia Valeriae habitat. Dum ambulant, feōnae multa varia vīdērunt.

Dum Valeria et Licinia per viās eunt, hominēs multōs et variōs vīdērunt. Prīmum, tabernam tonsōris vīdērunt. Tonsor, vir magnae
**CAPUT IX**

*Per Viās Rōmānās*

*statūrae*, prō tabernā suā statit et virum *parvae statūrae* rāsit dum aliī virī circumstant et multa dē multīs dicunt. In antiquitāte, sīcut hodiē, virī apud tabernās *tonsōrum* multa dicunt!


Et tertius “Quid dē rēbus *Augustī*?”

“St! Tacē, stulte!” monuit ūnus *virōrum*. “Nōlī audēre talia verba dīcere! Fortasse alīquis malī animī nōs audīre potest!” Nēmō *virōrum* magnā vōcē dīcere ausus est.

---

**Verba Útenda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>addō</em></td>
<td>add, addere, addidī add</td>
</tr>
<tr>
<td><em>alīcus</em></td>
<td>someone</td>
</tr>
<tr>
<td><em>alīus, -a, -um</em></td>
<td>other, another</td>
</tr>
<tr>
<td><em>animus</em></td>
<td>m. mind, spirit</td>
</tr>
<tr>
<td><em>antiquitāte</em></td>
<td>antiquity</td>
</tr>
<tr>
<td><em>apud</em> + acc. at the house of, at</td>
<td></td>
</tr>
<tr>
<td><em>X’s</em></td>
<td></td>
</tr>
<tr>
<td><em>audēō, audēre, ausus sum</em></td>
<td>dare ausus est = dared</td>
</tr>
<tr>
<td><em>audīō, audīre, audīvī,</em></td>
<td></td>
</tr>
<tr>
<td><em>audītum</em></td>
<td>hear</td>
</tr>
<tr>
<td><em>circumstō, circumstare, circumstētrī</em></td>
<td>stand around</td>
</tr>
<tr>
<td><em>claudō, claudere, clausī close, shut up</em></td>
<td></td>
</tr>
<tr>
<td><em>dum</em> while (used with present tense)</td>
<td></td>
</tr>
<tr>
<td><em>ergō</em> therefore</td>
<td></td>
</tr>
<tr>
<td><em>fābula, -ae f. play, story</em></td>
<td></td>
</tr>
<tr>
<td><em>fortasse perhaps</em></td>
<td></td>
</tr>
<tr>
<td><em>habēbimus “we will have”</em></td>
<td></td>
</tr>
</tbody>
</table>

**POSTQUAM LĒGISTĪ**

Answer the questions below, in Latin. You can easily find the material for your answer in the *lectīō*, but be sure your answers are in complete Latin sentences. We have done the first one for you and have included a few *Verba Útenda* for this exercise.

1. Quō ā Forō multī hominēs abīvērunt.
   Multī hominēs ad familiās abīvērunt.
2. Quid Valeria Liciniaque agunt?
3. Ubī familia Valeriae habitat?
4. Ubī virī multa dē multīs dicunt?
5. Quid mox in theatrō habēbimus?

**Verba Útenda**

<table>
<thead>
<tr>
<th>quid</th>
<th>what?</th>
<th>quō</th>
<th>to where?</th>
<th>ubi</th>
<th>where?</th>
</tr>
</thead>
</table>

**GRAMMATICA A**

Genitive of Description and Genitive of the Whole

You have already seen the genitive used in phrases like *Servīliī filius* (“Servilius’ son”), *Liciniae vir* (“Licinia’s husband”) and *Valeriae taberna* (“Valeria’s shop”) in which the genitive case was used to show possession. In addition to this *genitive of possession*, you can see two other uses of the genitive in this narrative the *genitive of description* and the *genitive of the whole*, also known as the *partitive genitive*.

The **genitive of description** is used to describe the general characteristics of a person or a thing. For example,

*vir magnae statūrae* “a man of great stature”

The **genitive of the whole** is used to indicate a part or portion of a larger whole.

*quid novī* “what of new” or “what new”
*plūs negōtīī* “no more of business” or “no more business”

Now look over the list you created while you were reading the *lectiō*. Is there anything from Exercise IX. A which you need to put in a different category?

**Nota Bene:**

- Notice how the genitive of the whole can be translated into English without “of,” as in “no more business” instead of “no more of business.” In fact, English prefers it that way!
- In English we might say “many of the men” but Latin would rather say *multī virī* (“many men”).

**EXERCEĀMUS!**

**IX.B Genitive Phrases**

Directions: Combine words from Col. A and words from Col. B to make genitive phrases. Translate each phrase you make, and feel free to translate into idiomatic English. Then indicate whether it is genitive of possession, genitive of description or genitive of the whole. There are many possible combinations. Use each choice no more than once. We have made two for you as samples.
Col A Genitives | Col B Word Linked with Genitive
---|---
Valeriae | taberna
Lūcī | vir
malī animī | paedagōgus
magnaе sapientiae (“of great wisdom”) | aliquis
virōrum magnōrum | puerōs
nōn magnaе sapientiae | parum
parvī pretī (“of small price”) | plūs
paucōrum verbōrum (“of few words”) | ūnus
paucae industrie (“of little ambition”) | vīnum
spatīī (“of space”) | fēminaе
magni spatīī (“of great space”) | filia
paucae pecūniæ | domus

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
<th>Type of Genitive</th>
</tr>
</thead>
</table>
1. Valeriae taberna | Valeria’s snackshop | possession |
2. taberna magnī spatīī | a shop with lots of space | description (“a shop of great space”) |
3. |
4. |
5. |
6. |
7. |
8. |
9. |
10. |

**LECTIŌ SECUNDA**

**ANTEQUAM LEGIS**

**Reflexive Adjectives**

As you read, did you notice how the barber stood prō tabernā suā (“in front of his shop”)? Suā is a form of the adjective suus, -a, -um, a word that has no fixed translation, but rather means “the subject's own.” This word is used to show possession by the
subject. So you can translate it as “his (own),” “her (own),” “its (own)” or “their (own)” depending upon the subject of the sentence. Nothing like it exists in English. Note the following phrases and their translations.

Valeria filiam suam amat. Valeria loves her (own) daughter.
Aelius uxor em suam amat. Aelius loves his (own) wife.
Licinia virum suum amat. Licinia loves her (own) husband
Sīmia domum suam amat. The monkey loves its (own) home.
Aelius et Licinia domum suam amant. Aelius and Licinia love their (own) home.

Watch for more forms of this adjective marked in bold as you read about all the people in the streets of the Subura.

EXERCEĀMUS!
IX.C Translating Reflexive Adjectives
Directions: As you read make a list of all the forms of suus, -a, -um in Lectō Secunda line by line. The identify the subject of the sentence in which the word is found. This subject will tell you whether to translate the word as “his,” “her,” “its,” or “their.”

<table>
<thead>
<tr>
<th>Line</th>
<th>Form of suus, -a, -um</th>
<th>Subject</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>suam</td>
<td>actōrēs</td>
<td>their</td>
</tr>
</tbody>
</table>

Via Occupāta

Porrō fēminae ambulāvērunt et multōs aliōs hominēs vīdērunt.
Hīc in viā sunt musicī et saltātōrēs. Actōrēs magnī ingenīi quoque in viā fābulam suam agunt. Illīc, in tabernae angulō, nōnnūlli virī paucae industriae āleās iēcērunt. Virī paucae industriae et paucae pecūniae semper multam pecūniam obtinēre spērant, sed saepe (aut semper!) pecūniam suam āmittunt.

In viā nōnnūlli puerī pilā lūdunt et ad lūdum amīcōs suōs vōcant. Puellae rīdent et dē suīs amīcīs narrant. Ūna puella cum amīcā suā ambulat et clārē canat.

Fēminae quoque sūtōrēs, unguentāriōs, laniōs, argentāriōs, librīrōs, et multōs aliōs vidērunt. Illī virī magnae industriae sunt et tōtam per diem in officīnīs suīs labōrant.

In aliā viae parte fullōnica est. Fullōnica est taberna ubi fullō tunicās, togās, et omnia alia vestīmenta ūrinā pūrgat. Dum prope fullōnicam ambulant, fēminae nāsōs texērunt propter odōrem fortem ūrināe é fullōnicā. 20 Fullō, vir natūrae laetae, eās salūtāvit, sed festīnāvērunt fēminae et mōx insulam suam conspexērunt. Propter odōrem fullō vir paucōrum amīcōrum est.

**Verba Õienda**
- actōrēs actors
- adiuō (1) to help
- ālea, -ae f. die, dice-playing
- alius, -a, -um other, another, aliī...aliī some...others;
- aliōs, “other people”
- amīca, -ae f. (girl) friend
- āmittō, āmittere, ēmittere, ēmissī, ēmissum lose
- angulus, -i m. corner
- ante ahead, before
- arca, -ae f. chest
- argēntāriōs, -ii m. banker
- canō (1) sing
- cavea, -ae f. cage
- clārē clearly, loudly
- conservus, -ī m. fellow slave
- conspicūa, conspicerē, conspexī, conspectum, catch sight of, look at, observe
- diem day
- dominus, -ī m. master
- dum while, as long as
- eās them (female)
- fābula, -ae f. story, play
- festīnō (1) hasten
- fortem strong
- fullō, -ōnis m. dry cleaner
- fullōnica, -ae f. dry cleaner shop
- hīc here, to this place
- homīniēs people
- iūciō, iūcere, iēcī to throw
- illī they
- illīcī there
- industria, -ae f. ambition
- ingēniūm, -ī n. talent
- insula, -ae f. island, apartment block
- labōrō (1) work
- laniūs, -īī m. butcher
- librīriōs, -iiī m. bookseller (they also copied books and documents for a fee)
- max soon
- musicus, -ī m. musician
- nasus, -īī m. nose
- natūrā, -ae f. nature, disposition
- nōmōnāliēs, -ae, -a some, several
- obtīneō, obtīnēre, obtīnum, obtīentum hold, support, gain
- occupāta busy
- odōrem odor, scent
- officīnā, -ae f. (work)shop
- omnia everything
- parte part, piece
- passerēm sparrow
- paucus, -a, -um few, little
- pilā, -ae f. ball
- porrō further
- propter prep. + acc. on account of
- pūrgō (1) clean
- rādō, rādere, rāsī, shave
- spērō (1) hope
- sūtōrēs cobblers,
- suus, -a, -um his / her / its / their own
- tegō, tegere, tēxī, cover
- toga, -ae f. toga
- tōnūs, a, um. entire, whole, all
- tunica, -ae f. tunic
- unguentāriōs, -ii m. perfume seller
- ūrīna, -ae f. urine

**Hīc in Viā Sunt Musicī et Salatōrēs.**
Clipart Item: #843781
POSTQUAM LĒGISTĪ
1. Where are the actors performing? What are the men doing in the corner of a shop?
2. What are the boys and girls doing in the street?
3. What are the various slaves doing?
4. What kinds of shops do Valeria and Licinia see?
5. Which shop do they dislike and why?
6. Describe the owner of this shop.
7. How does this street scene compare to a street in your hometown?

GRAMMATICA B

Reflexive vs. Personal Adjectives

“My,” “your”, “his,” “her,” “its,” “our” and “their” are all examples of personal adjectives. Can you see how these adjectives got their name?

Now consider these English sentences:

“Marcus loves his wife.”
The woman likes her house.

In the first sentence is Marcus a sweetheart or a cad? It depends on whether “his wife” refers to Marcus’ own spouse or someone else’s. In the second, whose house does the woman like? Her own or someone else's? In English it is impossible to tell. Latin is clearer because it possesses a 3rd person reflexive adjective. suus, -a, -um.

This is a lot easier to do in Latin:

Marcus uxōrem suam amat.
Marcus loves his (own) wife.

Marcus uxōrem eius amat.
Marcus loves his (somebody else's) wife.

Fēmina domum suam amat.
The woman likes her own house.

Fēmina domum eius amat.
The woman likes her (somebody else’s) house.

Summary

So Latin uses suus, -a, -um to refer to ”the subject's own.” And it only refers to the 3rd person, singular or plural. How we translate it depends on the subject.
CAPUT IX
Per Viās Rōmānās

Fēmina domum suam amat. The woman loves her own house.
Fēminae domum suam amant. The woman loves their own house.
Vir domum suam amat. The woman loves their house.
Virī domum suam amant. The men loves their house.

Compare the uses of the personal pronoun.

Fēmina domum eius amat. The woman loves her house.
Fēmina domum eius amat. The woman loves his house.
Fēmina domum eōrum amat. The woman loves the house of those men.
Fēmina domum eārum amat. The woman loves the house of those women.

Eius, eōrum and eārum are the genitive forms of the personal pronoun is, ea, id which you will see later. These forms are used to show possession in the 3rd person.

Suus, -a, -um is the third person singular and plural reflexive adjective. It is used to show "reflexive" possession, referring back to the subject of the sentence. In translating it, the word “own” is optional in English.

Notā Bene:
• With body parts and personal artifacts like clothing, suus, -a, -um is not used.; e.g., fēminae nāsōs texērunt propter odōrem fortēm ūrīnae ē fullōnicā. No suōs is needed here to tell you that the women cover their (own) noses!

Here is an overview of all personal adjectives. Words marked in bold are verba discenda and words marked with an asterisk are new to you.

<table>
<thead>
<tr>
<th>Person</th>
<th>Latin forms</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td>meus, -a, -um</td>
<td>my</td>
</tr>
<tr>
<td>1st</td>
<td>tuus, -a, -um</td>
<td>your</td>
</tr>
<tr>
<td>2nd</td>
<td>suus, -a, -um (reflexive)</td>
<td>his/her/its own</td>
</tr>
<tr>
<td>3rd</td>
<td>noster, -tra, -trum*</td>
<td>our</td>
</tr>
<tr>
<td>PLURAL</td>
<td>vester, -tra, -trum*</td>
<td>your</td>
</tr>
<tr>
<td>1st</td>
<td>suus, -a, -um</td>
<td>their own</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!
IX.D Translating Reflexive Adjectives
Directions: Remember that the meaning of a reflexive adjective depends upon the subject of the sentence. So the translation can change as the subject changes. Use the same sentences below as models for translating the forms of suus, -a, -um accurately in this exercise.
DISCE LATĪNAM!

Virī saepe pecūniam suam āmittunt. Men often lose their money.
Virī saepe pecūniam suam āmittunt. The man often loses his money.
Fēminae saepe pecūniam suam āmittunt. Women often lose their money.
Fēmina saepe pecūniam suam āmittit. The woman often loses her money.

1. Actōrēs in viā fābulam suam agunt.
   Actor in viā fābulam suam aget.
   Fēmina in viā fābulam suam agunt.
   Flāvia in viā fābulam suam aget.

2. In viā puerī ad lūdum amīcōs suōs vōcant.
   In viā Flāvia ad lūdum amīcōs suōs vōcat.
   In viā Marcus ad lūdum amīcōs suōs vōcat.

3. Licienia cum amīcā suā ambulat et clārē canat.
   Lūcius cum amīcā suā ambulat et clārē canat.
   Puerī cum amīcā suā ambulat et clārē canant.

4. Servus suī dominī magnam arcam portat.
   Servī suī dominī magnam arcam portant.
   Ancilla suī dominī magnam arcam portat.

5. Quisque in officīnā suā labōrat.
   Virī in officīnā suā labōrant.
   Fēmina in officīnā suā labōrat.

MUNDUS RŌMĀNUS

Fullōnica Rōmāna

A fullōnica or laundry was a place where clothes were cleaned. It was also sometimes a place to process cloth in other ways like starching and dyeing. Such facilities were noted for the stench of sulphur and urine, both of which were used in the cleaning process. Such a laundry was probably not a very healthy place to work.

The simplest Roman laundry consisted of a one- or two-room establishment with work tables and one or two basins where clothes were soaked. They were then put in large terracotta basins filled with detergents. Workers stomped on the clothes in these bowls to remove grease. The philosopher Seneca described this process as saltus fullōnicus or the launderer’s dance (Epistulae 15.4). Urine, both animal and human, was used for bleaching. Some laundries were adjacent to public rest rooms where urine was collected and piped into the laundry. Other laundries may simply have provided a large container outside the building to collect urine from passers-by. Burning sulphur was also used to clean the cloth. After the cleaning process the cloth was soaked again in the basins in order to remove the cleaning agents. Then it was dried in the sun.
Singing about a Roman Laundry

Here is a wall inscription from a laundry in Pompei (CIL IV, 9131)

*Fullōnes ululamque canō nōn arma virumq(ue)*

“I sing of fullers and the screech owl, not arms and the man.”

The whole line is a pun on the first line of Virgil's *Aeneid*:

*Arma virumque canō.*

The owl was the bird of the goddess Minerva, the patroness of craftsmen like fullers.

---

Verba Útenda

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>arma</em> (pl.) arms</td>
<td>commerce</td>
</tr>
<tr>
<td><em>canō</em> (1) sing</td>
<td>fullōnēs fullers, dry cleaners</td>
</tr>
<tr>
<td><em>ulula, -ae</em> f. screech owl</td>
<td></td>
</tr>
</tbody>
</table>

---

LATĪNA HODIERNA

The Romans in Modern Commerce

The Roman Empire was based as much on commerce as it was on Roman military might. Roman traders and merchants plied their wares all around the Roman empire and beyond. As a result, Latin remains an important presence in the vocabulary and the philosophy of commerce in the modern world.

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>commercium, -ītī n.</em> trade, commerce</td>
<td>commerce</td>
</tr>
<tr>
<td><em>merx, mercis</em> f. merchandise, goods, wares</td>
<td>mercantile, mercantilism</td>
</tr>
<tr>
<td><em>mercōr, mercāri</em> trade, buy</td>
<td></td>
</tr>
<tr>
<td><em>mercātor, -ōris</em> m. merchant</td>
<td>merchant</td>
</tr>
<tr>
<td><em>vendō, vendere</em> sell</td>
<td>vend, vendor</td>
</tr>
<tr>
<td><em>redemptīō, -īonis</em> f. buying up; bribing, ransoming captives; tax farming</td>
<td>redeem, redemption</td>
</tr>
</tbody>
</table>
redemptor, -ōris m. buyer, contractor, independent tax gatherer; savior.

credit

debit

contract

And don’t forget this Latin phrase which expresses a basic principal of modern capitalism:

*Caveat emptor.* “Let the buyer beware.”

So the next time you make a major purchase, read the fine print and think about the Romans.

**ORBIS TERRARUM RÖMÄNUS**

**Subūra**

Valeria and her family live in the Subura (*Subūra, -ae f.*), a working-class neighborhood (*vīcus, -ī m.*) between the Viminal and Esquiline hills in Rome. Despite the Subura’s reputation as a rough district in antiquity, the biographer Suetonius tells us, in his life of Julius Caesar (*Caes. 46*), that the future dictator grew up in this neighborhood. Many craftsmen worked in this part of the city and there were many tenement houses (*insula, -ae f.*) here. The late first-century Roman satirist Juvenal described the neighborhood as *fervēns* (“teeming,” XII,51). His contemporary Martial, who lived in Subura, called the area *clāmosa* (“noisy,” XII.18.2) and *sordida* (“filthy,” V.22.5). The Via Argiletum (now known as Via Leonina and Via della Madonna dei Monti) was the main road from the Forum through the Subura. There are also references to a synagogue here in the first century B.C.
QUID PUTĀS?
1. What impressions of the city of Rome do you get from the lectiōnēs in this chapter and, especially, the information about laundry techniques in MUNDUS RÕMĀNUS?
2. Have you ever experienced a situation in which the expression “caveat emptor” would apply?
3. What does it suggest about the city of Rome that there is still a neighborhood called “Suburra” there today?
4. Can you think of neighborhoods in modern large cities that are like the Subura? Why do people live there? How might this be the same for ancient Romans?

EXERCEĀMUS!
IX.E SCRĪBENDA
Directions: Here is a list of people and things Valeria and Licinia see on their walk through the Subura. Write a paragraph describing what they see. Keep it simple. All you need to do is link each phrase with vident (that is why the nouns are all in the accusative case.) For variety you could also put some of the nouns in the nominative case and use the phrase in viā est / sunt. (Don’t try to do this with nouns ending in –em or –ēs. These are 3rd declension nouns.) Occasionally link two phrases together with et. We have started the paragraph for you below.

tabernam tonsōris
actōrēs
virōs paucē pecūnīae
puērūm pilam
puellārum pictūrās
sūtōrēs
insulam suam
dominōs suōs in
lectīcīs
dominī magnam
arcam
passerem in caveā
unguentārīōs
laniōs
argentārīōs
librārīōs
virōs magnae
industriae
fullōnicam
fullōnem natūrae
laetae
Valeria et Licinia per viás eunt et populōs multōs et multa vident. Fēminae ________ vident. In viā sunt ___________ ……etc.

**IX.F COLLOQUĀMUR**

Directions: With a classmate, practice asking and answering questions based upon the phrases in Exercise IX.E. In order to make it more challenging and fun, here is a list of people and items Valeria and Licinia do not see in the street. Mix these in with the phrases above, so the person you question has to think about the answer and reply sīc (“yes”) or nōn (“no”).

sīmiam  
Servīliam in lecticā  
mē (in answer use tē “you”)  
Chīrōnis disciplūs  
Lūciī magistrum  

Chīrōnis pictūram  
multam pecūniam  
domum tuam  
paedagōgī saccum  
poculum vīnī

Here is one question/answer set to get you started:

Videntne in viā Valeria et Licinia ________ sīmiam?  
Nōn. Sīmiam nōn vident. (Respond with a full sentence not just sīc / nōn.)

**IX.G Verba Discenda**

Directions: Answer the questions below about the verba discenda.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>alius, -a, -um</td>
<td>other, [alienate]</td>
</tr>
<tr>
<td>āmittō, āmittere, āmīsi, āmissum</td>
<td>lose</td>
</tr>
<tr>
<td>audeō, audēre, ausus</td>
<td>dare [audacious]</td>
</tr>
<tr>
<td>audīō, audire, audīvī, audītum</td>
<td>hear [auditory, audible]</td>
</tr>
<tr>
<td>conspiciō, -ere, -ēxī, ectum</td>
<td>catch sight of, see, look at, observe [conspicuous]</td>
</tr>
</tbody>
</table>

fēstīnō (1) hasten  
fābula, -ae f. story, play [fable, fabulous]  
insula, -ae f. island, apartment block [insulate, insulin]  
laborō (1) work [laborious, laboratory]  
mox soon  
nōnnūlli, -ae, -a some, several  
obtineō, obtinēre, obtīnūī, obtentūm | hold, support, gain [obtain] |

paucus, -a, -um few, little [paucity]  
prō + abl. before, in front of [project]  
propter + acc. on account of  
spērō (1) hope  
suus, -a, -um  
his/her/its/their own
CAPUT IX
Per Viās Rōmānās

1. Write out the third principal part of each verb in the *Verba Discenda*. Then translate this verb form into English.
2. Give the genitive singular of the two nouns in the *Verba Discenda*.
3. Find the two prepositions and indicate what case each takes.
4. Why do you think that the Romans used the word for “island” to refer to a block of apartments?
5. Give at least one additional English derivative for five of the *verba discenda*.

**ANGULUS GRAMMATICUS**

**What Kind of Genitive Is That?**

**Genitives with Nouns and Adjectives**

At first glance the Latin genitive seemed straightforward and easy to translate, didn’t it? All you had to do was put an “of” in front of the word. But the phrase *Serviliī filius* is most readily translated into English as “Servilius’ son.” In fact, only the genitive of possession can be translated with an ’s or s’ into English and this is one way to know you have a genitive of possession. So compare these genitive phrases:

Valeriae taberna (“the shop of Valeria”) genitive of possession
virī paucae pecūniae (“men of little money”) genitive of description
ūnus virōrum (“one of the men”) partitive genitive

Only the first of these can be translated with ’s.

Some grammarians distinguish several other kinds of genitives:

- **Subjective genitive**, in which the noun in the genitive can be the subject of the action described. For example, *odor ūrīnae* means “the smell of urine.” You could argue that this is a genitive of possession, but others might say that urine is the subject emitting the odor.

- **Objective genitive**, in which the noun in the genitive can be the object of the action described. For example, *amōr Valeriae* means “love for Valeria” rather than Valeria’s love for someone else. A very famous example of an objective genitive is the phrase *lacrimae rērum* (“the tears of things”) in Vergil’s *Aeneid* (I.462) where the better translation would be “here are things worth crying over.”

- **Genitive with Adjectives**, in which the noun in the genitive answers the question “how.” This genitive is usually not translated with “of.” For example, *sagāx lūdōrum* (“wise in games” or “wise in respect to games”) in which the genitive

---

**GEMMA**

*audeō, audēre, ausus sum dare*

The third principal part of this verb is a special form which you will learn later. You will not be asked to use it until then.
DISCE LATĪNAM!

lūdōrum explains “how” the person is wise. This is a poetic expression which you will not find very often.

These genitives are relatively rare and you can usually get by with translating a genitive with “of.”

LEGENDA
In this lectiō you will find several words in bold. All are in the dative case. It is one of the easiest cases to learn, and the last major case you will encounter. The dative is best translated by using “to” or “for” to translate the noun.

Valeriae sellam fabricāvī. I made a chair for Valeria.
Virō pecūniam dedī. I gave money to the man.

In Lectiō Prīma you will see the dative used in the following ways:
DISCE LATĪNAM!

You will learn names for several uses of the dative below. For now, just remember “to” and “for.”

Expressions of Cost

In this story Valeria negotiates the cost of several items she wants to buy. In Latin you use the genitive case to ask how much something costs and the ablative case to give the price. Here are some examples:

<table>
<thead>
<tr>
<th>We say</th>
<th>Romans said</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How much does that cost?”</td>
<td>“Of how much does it cost?”</td>
</tr>
<tr>
<td>Romans said</td>
<td>“Quantī id constat?”</td>
</tr>
<tr>
<td>“It costs five dollars.”</td>
<td>“It costs at five denarii.”</td>
</tr>
<tr>
<td>Romans said</td>
<td>“Quīnque dēnāriīs constat.”</td>
</tr>
</tbody>
</table>

Rules: “Genitive of cost..........ablative of price” The names make sense!

Cost = genitive and price = ablative. Remember it!

EXERCEĀMUS!

X.A Dative Case

Directions: As you read Lectīō Prīma group all the words in the dative case by similar endings. For example, all the words in bold in lines 1-2 would be in two groups – an "o" group and an "īs" group. See how many groups you end up with.

Antīqua Ōva?


“Salvē !” inquit venditor.

“Et tū, salvē,” inquit Valeria, “Quantī ista holera mala constant? 10 Idonea equīs sunt!”
CAPUT X
Quantō Id Constat?

“Mala holera? Quid dicas!? Nōn mala sunt sed bona. Augustō idōnea! Hodiē māne in agrō meō haec holera fuērunt! Cenae bona sunt! Tribus assibus constant.”

Illa “Nimium pecūniae rogās,” inquit. Venditor et Valeria longē arguerunt et dēnum Valeria virō duōs nummōs dedit et venditor Valeriae holera dedit.


Valeria et venditor iterum arguerunt et, dēnum venditor Valeriae concessit. Valeria virō duōs nummōs dedit et venditor Valeriae quīnque ōva dedit. Ita Valeria quīnque ōva duōbus assibus ēmit.

Verba Útenda

ager, agrī m. field
aliīs others (other eggs)
aliqua some (things)
aliquis someone
animālium “of animals”
antīquus, -a, -um old, ancient
appropinquō (1) to approach, come near (+ dat.)
arguō, arguerē, arguī to argue
asinus, -ī m. donkey
assibus asses (An “as” is a small Roman coin, like a penny.)
astō, -āre, astīō, stand (up)
canēs dogs
carnis “of meat”
cēna, -ae f. dinner
cōgitā (1) think
concēdō, concēdere, concessī, concessīm to grant, give (accusative plural)
constō, constūre, constīō, constūtum to cost
dēnum at last, finally
duōbus two
ecce Behold! Look!
equus, -ī m. horse
faēnum, -ī n. hay
fortēs strong, loud
gallīna, -ae f. hen
haec these (eggs)
hīc here, in this place
holera vegetables (nominative and accusative plural)
hominum of men, of people
idōnea suitable, fit
illa she
illīc there
inspiciō, -ere, -ēxī, -ectum look closely at
ista those
īta so, thus; yes
lanīus, -īī m. butcher, butcher shop
longē for a long time
macellum, -īn n. grocery shop
mūlus, -ī mule
nummus, -īn m. coin
nimum too much
ōdōrem odor
omnibus all
ossa bones
ōvum, -īn. egg ōva = eggs (nominative and accusative plural)
pārvis, -a, -um small
piscium “of fish”
pōnum, -īn. apple
pōma = apples (accusative plural)
praestō, praestūre, praestīō, praestūtum to be superior to; stand out from; surpass (+ dat.)
prōcedō, prōcēdere, prōcessī, prōcessuum to proceed quantī constat? How much does it cost?
quantus, -a, -um how much
quattuor four
quīnque five
rogō (1) ask (for)
sentīō, sentīre, sentī smell
sex six
spectā (1) look at
stercoris “of dung”
super + acc. over
timēō, timēre, timūi fear, be afraid
tunc then
trēs, tribus = three
ubique everywhere
venditor merchant
vōcēs voices
Tabernae Rōmānae
Clipart Item #898503

**POSTQUAM LĒGISTĪ**
1. Describe the scene around the grocery store. Would this be true today?
2. How does the grocer respond when Valeria suggests the vegetables are not fresh? And what about his eggs?
3. What price does the grocer quote for eggs? How much does Valeria want to pay? How much does she pay in the end?
4. According to the grocer’s first price quote, how much would two eggs cost? Three? Try to answer in Latin.

**GRAMMATICA A**

**Datives**

Here is a chart for the 1st and 2nd declension with the dative case added. This completes your chart of case endings for the 1st and 2nd declensions!

<table>
<thead>
<tr>
<th></th>
<th>1st Declension</th>
<th>Singular</th>
<th>2nd Declension</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>-a</td>
<td>-us, -er, -ir</td>
<td>discipulus</td>
<td>vir</td>
</tr>
<tr>
<td>Genitive</td>
<td>-ae</td>
<td>-ī</td>
<td>discipulī</td>
<td>virī</td>
</tr>
<tr>
<td><strong>Dative</strong></td>
<td>-ae</td>
<td>-ō</td>
<td>discipulō</td>
<td>virō</td>
</tr>
<tr>
<td>Accusative</td>
<td>-am</td>
<td>-um</td>
<td>discipulum</td>
<td>virum</td>
</tr>
<tr>
<td>Ablative</td>
<td>-ā</td>
<td>-ō</td>
<td>discipulō</td>
<td>virō</td>
</tr>
<tr>
<td>Vocative</td>
<td>-a</td>
<td>-e, or -ē</td>
<td>discipule</td>
<td>vir</td>
</tr>
</tbody>
</table>

172
CAPUT X
Quantī Id Constat?

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>-ae</td>
<td>fēminaee</td>
<td>-ī</td>
</tr>
<tr>
<td>Genitive</td>
<td>-ārum</td>
<td>fēminārum</td>
<td>-ōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>-īs</td>
<td>fēminīs</td>
<td>-īs</td>
</tr>
<tr>
<td>Accusative</td>
<td>-ās</td>
<td>fēminās</td>
<td>-ōs</td>
</tr>
<tr>
<td>Ablative</td>
<td>-īs</td>
<td>fēminīs</td>
<td>-īs</td>
</tr>
<tr>
<td>Vocative</td>
<td>-ae</td>
<td>fēminaee</td>
<td>-ī</td>
</tr>
</tbody>
</table>

Notā Bene:

- In any given declension, the dative and ablative plurals are always identical.
- In the 2nd declension, the dative and ablative singular are identical.

GEMMA

Words like fēminaee can be three things—genitive sing., dative sing., nominative pl. Virī or virō can each be two things. Do not worry. Usage and word order make it hard to confuse them in a sentence. This is part of the beauty of Latin, that there is so little room for confusion and still a relative economy of endings.

Uses of the Dative: The Indirect Object

Basically the dative case is used to indicate someone or something indirectly affected by an action or a situation. A major use of the dative is the indirect object, as in the following sentence:

D.O. I.O.

The vendor gave five eggs to Valeria.

We would say in English that “eggs” is the direct object and “to Valeria” is the indirect object. In Latin, as you already know, the direct object is in the accusative case. The indirect object is in the dative case and usually comes before the direct object.

\[
\text{Venditor } Valeriae \ quīnque \ ēva \ dedit.
\]

But changing the word order does not change the meaning of the sentence.

\[
\text{Venditor quīnque ēva } Valeriae \ dedit.
\]

This still means

The vendor gave five eggs to Valeria.
In English we can also say:

The vendor gave Valeria five eggs.

But be careful. As usual, Latin is clearer than English. Without endings (and without using the “to”), English sentences can be seriously altered by changing their word order. Compare these two English sentence:

He gave his daughter a puppy.

vs.

He gave a puppy his daughter.

In Latin there is no confusion. Changing the word order does not affect the meaning:

Catulum filiae dedit.

vs.

Filiae catulum dedit.

What do both of these Latin sentences mean in English? Here are a few more datives you have seen already:

Venditor mihi quīnque ōva dedit.
The vendor gave me five eggs.

Venditor tibi quīnque ōva dedit.
The vendor gave you five eggs.

Mihi and tibi are the dative forms for mē (me) and tē (“you” singular).

Indirect objects are very common with the English verb “give” and the Latin verb dō, dare. In fact, the word “dative” comes from dō, dare.

**GEMMA**

You can now count from one to six in Latin:

<table>
<thead>
<tr>
<th></th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ūnum</td>
</tr>
<tr>
<td>II</td>
<td>duo</td>
</tr>
<tr>
<td>III</td>
<td>tria</td>
</tr>
<tr>
<td>IV</td>
<td>quattuor</td>
</tr>
<tr>
<td>V</td>
<td>quīnque</td>
</tr>
<tr>
<td>VI</td>
<td>sex</td>
</tr>
</tbody>
</table>

Like most Latin cardinal numbers, quattuor and quīnque are indeclinable; that, is they show no case. Ūnum, duo and tria, however, are adjectives that agree with nouns. You will learn more of this below.

**Dative with Compound Verbs**

Latin is very fond of compound verbs. These are common verbs that are combined with a preposition to change their meaning slightly. Many of these verbs take a dative where we would expect an accusative direct object in English. Watch for datives especially if the compound is formed with one of the following prepositions: ad, ante, circum, con, in, inter, ob, post, prae, sub or super.

Here are the compound verbs you saw in Lectiō Prīma. Note the datives (marked in **bold**) in the phrases which accompany them.
CAPUT X
Quantī Id Constat?

ad (“to”) + propinquāre (“to draw near”) → appropinquāre (“to draw near to, approach”)

Nunc fēminae macellō appropinquāvērunt.
Now the women approached the grocery store.
Now the women drew near to the grocery store.

Notā Bene:
• Notice how “grocery store” is the object of the verb “approached” in English. But if you remember that appropinquō also means “draw near to” it is easier to understand the dative in Latin.

con (“very”) + cēdere (“to yield, give way”) → concēdere (“to yield to, give in to, to concede”)

Venditor Valeriae concessit.
The grocer gave in to Valeria.

prae (“before”) + stare (“to stand”) → praestāre (“to stand before, surpass”)

Haec ōva omnibus aliīs praestant!
These eggs surpass all others!

And here is one more that you will see soon:

ad (“to”) + esse (“to be”) → adesse (“to be present for to be there for someone, to support, to help”)

Fēminīs adesse voluit.
He wanted to help the women.
He wanted to be there for the women.

Such verbs will have a notation in the vocabulary that reads “+ dat.”

Hint: Pay attention to the way the preposition changes the spelling of the forms. More on this in Angulus Grammaticus.

Dative with Adjectives

The dative can go with adjectives as in these phrases:

Augustō idōneum “fit for Augustus” (“good enough to eat”)  
bona mihi “good to/for me”  
vía tuta fēminīs “a road safe for women”
Note again that the English adjective also suggests the dative: “good for” and “safe for.”

EXERCEĀMUS!

X.B  Dative
Directions: Underline the dative in each sentence and translate it. For example:

Venditor mihi quattuor ōva dedit. _____

1. Fēminaes emere aliqua cēnae bona voluĕrunt. _____________________
2. Venditor Valeriae holera dedit. _____________________
3. Valeria ōva tria familiae emit. _____________________
4. Valeria ūnum ōvum virō emit. _____________________
5. Nunc fēminaes macellō appropriquāvĕrunt. _____________________
6. Valeria tibi duōs nummōs dedit. _____________________
7. Aliquis mūlis, equīs, et asinīs faenum dat. _____________________
   (Hint: This last one has more than one dative.)

LECTIŌ SECUNDA

ANTEQUAM LEGIS

Neuter Nouns

You have already learned the following Verba Discenda:

forum, -ī forum
ōvum, -ī egg
vīnum, -ī wine

It is time you learned why they have nominative singulars ending in –um. The –um ending tells you that these three second declension nouns are neuter rather than masculine.

Neuter Gender

So far gender has meant this for you:

| first declension nouns | feminine |
| second declension nouns | masculine |
There are, however, a number of second declension neuter nouns. They have the same endings as masculine nouns in most cases except:

- The nominative neuter singular always ends in –um in the 2\textsuperscript{nd} declension.
- Nominative and accusative neuter plurals always end in –a.

Some of the items Valeria sees at the market are good examples:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ōvum, -ī n. egg</td>
<td>ōva eggs</td>
</tr>
<tr>
<td>pōmum, -ī n. apple</td>
<td>pōma apples</td>
</tr>
</tbody>
</table>

Watch for neuter nouns in Lectiō Secunda. We have put them in \textbf{bold}. We will talk more about them later.

**EXERCEĀMUS!**

\textbf{X.C Neuter Nominative or Accusative?}

Directions: Make a list line by line of all the neuter nominatives and accusatives marked in \textbf{bold} in Lectio Secunda. Then determine the case from context of the sentence. Remember that subjects need to agree with the main verb in number. So, for example, a neuter noun ending in –a cannot be the subject of a singular verb. Also give the meaning of the neuter word. We have done the first one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Neuter Word</th>
<th>Number</th>
<th>Case</th>
<th>Reason</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>holera</td>
<td>plural</td>
<td>acc.</td>
<td>object of ēmit</td>
<td>vegetables</td>
</tr>
</tbody>
</table>

**Astrologus**

Valeria \textit{holera} et \textit{ōva} et \textit{vīnum} ēmit. Tunc domum fēminaē proccērunt.

Domus in insulā magnā fuit et sōlum duās cellās parvās continuēt. In duābus cellīs quīnque hominēs habitānt—Valeria, Liciā, Aelius (Liciāe vir), Plōitia (Valerīae māter) et ancilla Flāvia—et mox īnfāns!

Priorquam fēminaē insulam suam intrāvērunt, dēlūbrō Iūnōnis Lūcīnae appropinquāvērunt.


“Salvēte!” inquit. “Vultisne dē īnfante tuō aliquid scīre?”
“Certē!” clāmāvērunt. Astrologō nummōs paucōs dedērunt et silenter stetērunt.

Astrologus oleum super aquam effūdīt. Oleum lentē in aquam diffūdīt et fōrmās ēgūrāsque variās fėcit. Fōrmās ēgūrāsque īnspexit et diū nihil dixit. Dēnique praedictum astrologus Liciniae dīxit:


Maximus Hērōs Graecus Perseus
The Greek hero Perseus holding the head of the Gorgon Medusa.
Bronze statue by Benevuto Cellini,
Florence (17th century)
Drawing by Julia A. Sienkewicz

Verba Ėtenda

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aliqua</td>
<td>something</td>
</tr>
<tr>
<td>appropinquō (1)</td>
<td>approach, draw near (+ dat.)</td>
</tr>
<tr>
<td>astrologia, -ae f.</td>
<td>astrology</td>
</tr>
<tr>
<td>astrologus, -ī m.</td>
<td>astrologer</td>
</tr>
<tr>
<td>cella, -ae f.</td>
<td>room</td>
</tr>
<tr>
<td>certē</td>
<td>certainly</td>
</tr>
<tr>
<td>Chaldaeus, -a, -um</td>
<td>Chaldaean, an inhabitant of Mesopotamia</td>
</tr>
<tr>
<td>contineō, continere, continuō, contain, hold</td>
<td></td>
</tr>
<tr>
<td>dea, -ae f.</td>
<td>goddess</td>
</tr>
<tr>
<td>delībrum, -ī n.</td>
<td>shrine</td>
</tr>
<tr>
<td>diffundō, diffundere, diffūdi, spread out</td>
<td></td>
</tr>
<tr>
<td>duābus</td>
<td>two</td>
</tr>
<tr>
<td>ecce</td>
<td>Behold! Look!</td>
</tr>
<tr>
<td>erit</td>
<td>“he will be”</td>
</tr>
<tr>
<td>diū</td>
<td>for a long time</td>
</tr>
<tr>
<td>effundō, effundere, effūdi, pour out</td>
<td></td>
</tr>
<tr>
<td>faciet</td>
<td>“he will do”</td>
</tr>
<tr>
<td>fātum, -ī n.</td>
<td>fate, destiny</td>
</tr>
<tr>
<td>fōrma, -ae f.</td>
<td>shape, form</td>
</tr>
<tr>
<td>figūra, -ae f.</td>
<td>shape, figure</td>
</tr>
<tr>
<td>fortīs</td>
<td>strong</td>
</tr>
<tr>
<td>futūrō</td>
<td>future, coming</td>
</tr>
<tr>
<td>gravidus, -a, -um</td>
<td>pregnant</td>
</tr>
<tr>
<td>habitō (1)</td>
<td>live in</td>
</tr>
<tr>
<td>hērōs</td>
<td>hero</td>
</tr>
<tr>
<td>holera vegetablesīnfāns</td>
<td>infant</td>
</tr>
<tr>
<td>infante (abl.)</td>
<td>look closely at</td>
</tr>
<tr>
<td>īnspiciō, -ere, -ēxī, -ectum</td>
<td>look closely at</td>
</tr>
<tr>
<td>Iūnō, Iūnōnis f.</td>
<td>June, queen of the gods. Iūnōni “to Juno.”</td>
</tr>
<tr>
<td>iuxtā + acc. near</td>
<td></td>
</tr>
<tr>
<td>lentē</td>
<td>slowly</td>
</tr>
<tr>
<td>māter</td>
<td>mother</td>
</tr>
<tr>
<td>maximus</td>
<td>very great</td>
</tr>
<tr>
<td>Mesopotamia, -ae f.</td>
<td>Mesopotamia, the land between the Tigris and Euphrates rivers</td>
</tr>
<tr>
<td>nummus, -ī m.</td>
<td>coin</td>
</tr>
<tr>
<td>offerāmus “Let us offer.”</td>
<td></td>
</tr>
<tr>
<td>offerō, offerre, obtuli, oblātum bring before, offer</td>
<td></td>
</tr>
<tr>
<td>(+ dat.)</td>
<td></td>
</tr>
<tr>
<td>oleum, -ī n.</td>
<td>oil</td>
</tr>
<tr>
<td>omnia</td>
<td>everything</td>
</tr>
<tr>
<td>opera</td>
<td>works, deeds</td>
</tr>
<tr>
<td>ōvum, -ī n.</td>
<td>egg</td>
</tr>
<tr>
<td>pater</td>
<td>father</td>
</tr>
<tr>
<td>parvus, -a, -um</td>
<td>small</td>
</tr>
<tr>
<td>Perseus, -ī m.</td>
<td>Perseus, who decapitated Medusa</td>
</tr>
<tr>
<td>praedictum, -ī n.</td>
<td>prophecy, prediction</td>
</tr>
<tr>
<td>praestō, praestāre, praestāt, praestātum</td>
<td>be superior to; stand out from; surpass (+ dat.)</td>
</tr>
<tr>
<td>priusquam</td>
<td>beforequam than</td>
</tr>
<tr>
<td>quam</td>
<td>See tam</td>
</tr>
<tr>
<td>relinqquō, reliquere, reliquī, leave</td>
<td></td>
</tr>
<tr>
<td>sānus, -a, -um</td>
<td>healthy</td>
</tr>
<tr>
<td>scīō, scire, sciī / sciēvī, know</td>
<td></td>
</tr>
<tr>
<td>silenter</td>
<td>silently</td>
</tr>
<tr>
<td>timō, tīmēre, tīmū</td>
<td>fear, be afraid</td>
</tr>
<tr>
<td>varius, -a, -um</td>
<td>mixed, varied</td>
</tr>
</tbody>
</table>
Chaldea
Map of the Near East
Rome was filled with people who came from far and wide to make their fortune at the center of the known world. The astrologer is from Chaldea. Can you find Chaldea on the map? What country would it be called today?
Clipart Item: #24903945

POSTQUAM LĒGISTĪ
1. Describe Valeria’s home. What does this residence tell you about the family’s social status?
2. Where do the women stop as they near their apartment house? Why?
3. Describe some of the religious practices which occur in this lectīō. Do they have any modern parallels?
4. What is the fate predicted for the child?
5. How do Licinia’s efforts to learn about her child’s future compare to the things parents do in various modern cultures?

GRAMMATICA B
Nouns—Neuter Gender
In the readings above did you have any trouble understanding the following sentences?

Quantī īsta holera mala constant?
(How much are these rotten vegetables?)

or

Quantī constat ūnum ex istīs antīquīs ōvīs?
(How much is one of these old eggs?)

If you remember that Latin uses the genitive to ask about cost, you will recognize that quantī is a genitive and not a nominative plural. Then it is clear from the context and word order that holera is actually the subject even though it ends in –a .Since the verb ends in –nt, you also have a hint that holera is, in fact, neuter plural.

2nd Declension neuter nouns have the same endings as masculine nouns, with three exceptions. Look at the chart first, spot the exceptions, and then learn the “Neuter rule.”
Neuter Rules:
   a) The nominative and accusative of every neuter noun are identical.
   b) All neuter nominative and accusative plurals end in “-a.”

These rules are true not only in the second declension but in other declensions which you will learn later. In *fact holera* is a third declension noun but you can recognize its case and number because it is neuter and all neuter nominative and accusative plurals end in –a, no matter what declension they are in.

**Notā Bene:**
- If what seems to be the subject ends in “a” but the verb is plural, you probably have a neuter noun. Check to be sure.
- If a subject seems to end in “um”, check to see if it is a 2nd declension neuter.

### A Word on Adjectives

You may have noticed that for a while we have been listing adjectives with three forms, as in *magnus, -a, -um*. This is typical of dictionaries. These forms are used to help adjectives “agree” with their nouns. You will learn more about this later.

The –us, –a, –um endings for all adjectives are listed in the *Verba Útenda*. These three forms are “masculine,” (-us), “feminine” (-a), and “neuter” (-um).

These three classifications represent the **gender** of the adjectival form and you’ll learn all about it below.
**CAPUT X**

*Quantī Id Constat?*

<table>
<thead>
<tr>
<th>GENDER</th>
<th>MASCULINE 2nd Declension</th>
<th>FEMININE 1st Declension</th>
<th>NEUTER 2nd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>magnus</td>
<td>magna</td>
<td>magnum</td>
</tr>
<tr>
<td>Genitive</td>
<td>magnī</td>
<td>magnae</td>
<td>magnī</td>
</tr>
<tr>
<td>Dative</td>
<td>magnō</td>
<td>magnae</td>
<td>magnō</td>
</tr>
<tr>
<td>Accusative</td>
<td>magnū</td>
<td>magnam</td>
<td>magnum</td>
</tr>
<tr>
<td>Ablative</td>
<td>magnō</td>
<td>magnā</td>
<td>magnō</td>
</tr>
<tr>
<td>Vocative</td>
<td>magne</td>
<td>magna</td>
<td>magnum</td>
</tr>
</tbody>
</table>

| PLURAL |                           |                          |                        |
|---------|---------------------------|--------------------------|                        |
| Nominative | magnī                   | magnae                   | magna                  |
| Genitive    | magnīorum               | magnīorum               | magnīorum             |
| Dative      | magnīs                   | magnīs                   | magnīs                |
| Accusative  | magnīs                   | magnīs                   | magnī                 |
| Ablative    | magnīs                   | magnīs                   | magnī                |
| Vocative    | magnī                    | magnae                   | magna                 |

**GEMMA**

Remember – not all “things” are neuter in Latin. A *mēnsa* (“table”) is feminine, for example, while *cibus* (“food”) is masculine.

Grammatical gender ≠ natural gender.

**EXERCEĀMUS!**

**X.D Declining 2nd Declension Masculine and Neuters**

Directions: Use discipulus (m.) and vīnum (n.) as guides (see charts above) to decline populus (m.) and ōvum (n.). Underline those masculine and neuter endings which are different from each other. We have done the nominative singular for you.

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>populus</td>
<td>ōvum</td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Emperor Vespasian on Money

In 69 A.D. Nero died, leaving an empire in chaos as he had no heirs. Vespasian (emperor 69-79 A.D.) emerged from a pack of four hopefuls to lead the empire back to stability. Vespasian was known for his caustic wit and once, when his son Titus criticized him for introducing a urine tax on public toilets, the emperor is said to have asked for a coin, smelled it, and then to have told his son Titus:

Pecūnia nōn olet.
(Suetonius, *Vesp.* 23)

The emperor was suggesting to his son that any tax revenue was good revenue.

Here is the inscription around the edge of the coin issued by the emperor Vespasian:

**IMPVAESARVESVSPISIAUGPMTRPPPCSIII**

Once the abbreviations are expanded you see

Imp(erator) Caesar Vespāsiān(us) Aug(ustus) P(ontifex)M(aximus) Tr(ibūniciā)
P(otestate) P(ater) P(atiae) C(n)s(ul) III

Many of these imperial titles began with Augustus, the emperor at the time of our story, and were routinely held by later emperors. Each office carried not only a certain prestige, but also some actual power.

<table>
<thead>
<tr>
<th>Verba Útenda</th>
<th>oleō, olest smell, stink</th>
<th>pontifex m. priest</th>
</tr>
</thead>
<tbody>
<tr>
<td>consul m. consul</td>
<td></td>
<td>tribūnicius, -a, -um m.</td>
</tr>
<tr>
<td>imperātor, -ōris m.</td>
<td>pater m. father</td>
<td>belonging to a tribune</td>
</tr>
<tr>
<td>commander, general</td>
<td>patria, -ae f. country</td>
<td></td>
</tr>
<tr>
<td>III = three times</td>
<td>potestāte f. (with the power, authority)</td>
<td></td>
</tr>
<tr>
<td>maximus, -a, -um chief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Latin word for money is *pecūnia, -ae* (f.), and is actually related to *pecus*, a word for cattle, since wealth was once measured in livestock. But because Roman coins were minted in the Temple of Juno Moneta on the Capitoline Hill in Rome, the Latin word for “coinage” is *monēta, -ae* (f.). Many coins were mentioned in the *lectiōnēs*. Here is a list of major Roman denominations. To help put it into context, consider that a Roman
legionary in the time of Augustus earned 225 dēnārī a year. An *astrologus* like the one in the story earned much less.

<table>
<thead>
<tr>
<th>Name of Coin</th>
<th>Material</th>
<th>Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>uncia</em></td>
<td>bronze</td>
<td>= 1/12 <em>as</em></td>
</tr>
<tr>
<td><em>quadrans</em></td>
<td></td>
<td>= 1/4 <em>as</em></td>
</tr>
<tr>
<td><em>ās</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>dupondius</em></td>
<td>bronze or copper</td>
<td>= 2 <em>asses</em></td>
</tr>
<tr>
<td><em>sestertius</em></td>
<td>metal alloy</td>
<td>= 4 <em>asses</em></td>
</tr>
<tr>
<td><em>dēnārius</em></td>
<td>silver alloy</td>
<td>= 16 <em>asses</em></td>
</tr>
<tr>
<td><em>argentum</em></td>
<td><em>aurum</em>, -īn. (silver)</td>
<td></td>
</tr>
<tr>
<td><em>aureus</em></td>
<td>Gold</td>
<td>= 400 <em>asses</em></td>
</tr>
</tbody>
</table>

**LATĪNA HODIERNA**

**Roman Money Today**

Look at how four Latin words dealing with money are borrowed into modern European languages:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>French</th>
<th>Spanish</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pecūnia</em>, -ae</td>
<td>impecunious,</td>
<td><em>impécunieux</em>,</td>
<td>la moneda</td>
<td><em>la moneta</em></td>
</tr>
<tr>
<td>(f.) “money”</td>
<td>“broke”</td>
<td>“broke”; impécuniosité</td>
<td>“money”</td>
<td>“money”</td>
</tr>
<tr>
<td><em>monēta</em>, -ae</td>
<td>money (English)</td>
<td><em>la monnaie</em>,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f.) “coin”</td>
<td></td>
<td>“money, small change”</td>
<td>la <em>moneda</em></td>
<td></td>
</tr>
<tr>
<td><em>argentum</em>, -ī</td>
<td>l’argent</td>
<td>“money”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n.) “silver”</td>
<td></td>
<td></td>
<td></td>
<td><em>il denaro</em></td>
</tr>
<tr>
<td><em>dēnārius</em>, -īī</td>
<td></td>
<td><em>el dinero</em>, “money”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n.)</td>
<td></td>
<td></td>
<td></td>
<td><em>il denaro</em></td>
</tr>
</tbody>
</table>

**ORBIS TERRĀRUM RŌMĀNUS**

**Templa in Capitōliō**

Two important temples stood on the Arx (*arx, arcis* n. summit) of the Capitoline Hill. The one known as the Temple of Juno Moneta (*Templum Iūnōnis Monētae*) was built by L. Furius Camillus in 344 B.C. as a result of a vow. By tradition, this was the spot where Juno’s sacred geese warned the Romans of danger during a siege by the Gauls in 390 B.C. Juno’s epithet *Monēta* (related to the verb *moneō*, to warn) seems to refer to
this event and to the goddess’ protective role in Roman society. However, a workshop for minting coins built near this temple came to be known as the *Monēta* (“the Mint”), leading to the derivation of the English word “money.”

The second temple was the Capitolium or Temple of Juppiter Optimus Maximus (*Templum Iovis Optimī Maximī Capitōlinī*), the largest temple in Rome. Here Juppiter was worshipped together with the goddesses Juno and Minerva. For this reason the temple is also called the Capitoline Triad. Each deity had a separate room in the temple. Traditionally, this temple is said to have been built in the 6th century B.C. by Tarquin the Proud, the last king of Rome.

Many cities throughout the Roman Empire had Capitolia in their fora.

---

**Capitōlium Hodiē**

Excavations begun in 1998 in the Roman Garden inside the Palazzo dei Conservatori of the Capitoline Museums have uncovered some of the foundations of the Temple of Capitoline Jupiter.

Photograph by Thomas J. Sienkewicz TJS

http://department.monm.edu/classics/images/roma2004/ACMatAC TFL2005%20133.jpg

---

**Templum Iūnōnis Monētae Hodiē**

The remains of the Temple of Juno Moneta lie within and under the Church of Santa Maria in Aracolei (*Ara Coeli* “Altar of Heaven”). The modern monument to King Victor Emmanuel I is at left and the church is seen here at the top of the long flight of stairs.

Photos.com 23883339
1. Explain to a friend what the emperor Vespasian meant when he said that “the money doesn’t stink.”

2. Look at what the Romans chose to put on their coins. Compare this with, say, the American penny to get a sense of each society’s numismatic propaganda. How are they alike or different?

3. Why would Christians have built a church dedicated to Mary the mother of Jesus on the site of the Temple of Juno Moneta?

4. What modern country or countries comprise the area of ancient Chaldea?

**EXERCEĀMUS!**

**X.E SCRĪBENDA**

Directions: So far you have learned the numbers I-VI in Latin.

<table>
<thead>
<tr>
<th>ūnum</th>
<th>duo</th>
<th>tria</th>
<th>quattuor</th>
<th>quīnque</th>
<th>sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td>VI</td>
</tr>
</tbody>
</table>

Using the sample below, create a series of at least five addition problems based upon these numbers. (Be sure your answers don’t go higher than six!)

\[ ūnum et ūnum sunt: \]

\[ Responsorum: duo. \]

1. 
2. 
3. 
4. 
5.
X.F  **COLLOQUĀMUR**

Directions: Each member of the class has six tokens. One person poses in Latin one of the mathematical problems in Exercise X.E to another member of the class. If the person responds correctly in Latin, the questioner gives the responder a token. If not, the responder gives the questioner a token. Change partners after each question. The first person to win ten tokens wins.

X.G  **Verba Discenda**

Directions: Use the meaning of the verba discenda to explain the meaning of each of the following English derivatives. If you need help, consult an English dictionary.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>antiquus, -a, -um old, ancient [antique]</th>
</tr>
</thead>
<tbody>
<tr>
<td>cōgitō (1) think</td>
<td>offerō, offerre, obtulī, oblātum bring before, offer [offering]ōvum, -ī</td>
</tr>
<tr>
<td>constō, constāre, constītū, constātum to cost</td>
<td>parvus, -a, -um small</td>
</tr>
<tr>
<td>figūra, -ae f. shape, figure [configure]</td>
<td>praestō, praestāre, praestītū, praestātum</td>
</tr>
<tr>
<td>hīc here, in this place</td>
<td>prōcēdō, prōcēdere, prōcessī, prōcessum to proceed [procession]</td>
</tr>
<tr>
<td>inspiciō, -ere, -ēxī, -ectum look closely at</td>
<td>quam than</td>
</tr>
<tr>
<td>[inspect]</td>
<td>quantus, -a, um how</td>
</tr>
</tbody>
</table>

antiquarian someone who studies or deals with old artifacts, especially books
oblation
ovary
processional
quantify
interrogatory
sextuplet
supernumerary
timid
figuration
parvovirus
quaternary
timidity
ANGULUS GRAMMATICUS

Forming Compound Verbs

Note the spelling changes which occur in compound verbs:

- *ad-* + *fuī* = *affuī*
- *cum-* + *cēdō* = *concēdō*
- *ob-* + *ferō* = *offerō*

These changes are called assimilation. Typically the prepositional prefix changes to be more similar in sound to the verb form. Here are some rules for assimilation that apply to nouns, verbs, adjectives, etc.:

- **ad**: when added to a word beginning with a vowel, *ad-* remains the same; for example, *adesse*.

  When added to a word beginning with a consonant, the “d” usually changes to match the consonant at the beginning of the verb; for example, *appropinquāre* and *affuī* (but not in *adsum*).

- **cum**: usually becomes *con-* as a prefix; for example, *concēdō*. But before a word beginning with “m,” the “n” becomes “m;” for example, *committō*.

  Note that English follows Latin here: “concede” but “commit.”

- **in**: before a vowel, is unchanged. Before other letters, e.g. “m” it becomes “m;” e.g., *immitō*.

- **ob**: unchanged before a vowel, doubles before a consonant. Thus, *offerō*.

Knowing about compound verbs may save you many unnecessary trips to the dictionary; for example, note how the assimilation can change if the principal parts of the verb change:

- *adsum, adesse, affuī*
- *afferō, afferre, attulī, allātum*

Also you can determine the general meaning of the compound verb by combining the meaning of the verb with the meaning of the prepositional prefix. For example:

- *adsum* = *sum* (“I am”) + *ad* (“to, at”) = “I am at”
  
  If you look this word up in the dictionary, it means “I am present.”

- *offerō* = *ferō* (“I carry”) + *ob* (“for”) = “I carry for” or “I bring before”
LEGENDA

Suetonius. *Life of Vespasian*
ANTEQUAM LEGIS

In Lectīō Prīma Valeria and Licinia are mugged as they approach their insula. As you read about how the women escape from the muggers, you will learn more about infinitives.

Watch for Infinitives

Earlier you saw how Latin uses infinitives with words like possum and volō in phrases like

\[
\begin{align*}
\text{Vīnum potāre possum} & \quad \text{I can drink wine / I am able to drink wine} \\
\text{Vīnum potāre volō} & \quad \text{I want to drink wine}
\end{align*}
\]
In this chapter you will see other ways Latin uses infinitives, including phrases like

\[
\text{Vinum potäre debeō} \quad \text{I ought to drink wine}
\]

\[
\text{Vinum potäre Marcum iubeō} \quad \text{I order Marcus to drink wine}
\]

and

\[
\text{Vinum potäre bonum est} \quad \text{Drinking wine is good.}
\]

**EXERCÉĂMUS!**

XI.A Before you read the entire lectiō, scan it and try to find the answer to these questions. It will help you translate. We give you a line range within which to find your answer. We have done the first one for you.

**Lines 1-5**

1. Why are Licinia and Valeria happy?
2. Why is Flavia happy?
3. Why is Socrates happy?

**Lines 6-8**

4. Whom do the ladies see as they near home?
5. Where is he?

**Lines 9-13**

6. How does Socrates try to defend the ladies from the muggers?
7. How does Aelius do the same? With what?

**Lines 14-21**

8. What do the muggers see that scares them off?

---

**Latrōnēs**

Licinia et Valeria laetae fuērunt propter verba bona astrologī dē infante. Ab lūnōne dēa beneficia petīvērunt et grātiās maximās astrologō ēgērunt. Flāvia quoque laeta fuit quod nunc insula nōn longinquā fuit. Flāvia fessa fuit quod saccum (et Sōcratem!) longē per viās **portāre débuit.** Et Sōcratēs laetus fuit quod iēīnus fuit et cibus domī fuit.

Dum fēminae insulae suae appropinquāvērunt, fabricam Aelī vīdērunt. Aelius prō fabricā suā stetit et labōrāvit. Licinia laeta virum suum salūtāre et virō suō omnia dē verbīs astrologī **narrāre voluit.**

CAPUT XI
Domum

Aelius vōcēs in viā audivit. Fēminās in angustiās vīdit et in latrōnēs magnā cum ūrā cucurrit. Malleum magnum tenuit.


Sīc semper est. Viae Rōmānae, praeṣertim in Subūrā, fēminīs (atque virīs!) tūtae nōn sunt. Vivere Rōmæae valēdī difficile est!

Verba Útenda

adsum, adesse, afū to be present, + dat. be “there for” someone, be of assistance, help, aid
appropinquō (1) (+ dat.) approach, come near to atque and, and also, and even angiportum, -īm. alley angustiae, -ārum f. pl. trouble, difficulty beneficium, -īn. n. kindness, favor celeriter quickly concēdō, concēdere, concessī, go away, withdraw curro, -ere, cucurrī run dea, -ae f. goddess difficile hard, difficult domī at home etiam and also, too fabrica, -ae f. workshop fortiter loudly fugiō, fugere, fūgi flee in + acc. “against” infānte infant īra, -ae, f. anger iēiūnum, -a, -um hungry lūnō, lūnōnis f. Juno, queen of the gods latrō, latrōnis m. thief, robber longē a long distance longinquus, -a, -um far away malleus, -īm. hammer maximus, -a, -um greatest mordeō, mordère, momordī, bite musculus, -ī m. muscle narrō (1) tell, seek omnīa everything petō, petere, petīvī / petīī ask for, request praesertim especially, pugnō (1) fight rapiō, rapere, rapuī snatch, seize Rōma, -ae f. Rome Rōmæae at Rome Rōmānus, -a, -um Roman saccus, -īm. wallet, sack, bag, pocket book salīō, salīre, salī or saluī, saltum leap, jump sīc thus, in this way; yes subitō suddenly teneō, -ere, tenū hold tūtus, -a, -um safe valdē very, a lot verbum, -īn. word vetō, -āre, vetuī forbid vīvē, vivere, vīxī live vōcēs voices

GEMMA

The Latin word musculum is the origin of the English word “muscle.” Literally, in Latin it means “little mouse” (mīs).

This reading offers two perfect forms which have unfamiliar types of stems – momordīt and cucurrit. The repetition of the initial syllables mo- and cu- on a perfect stem is fairly rare in Latin, but is the norm in Greek, Latin’s linguistic cousin. It is, not surprisingly, called a “reduplicated stem.”

POSTQUAM LĒGISTĪ

1. How does this scene compare with life in a modern American city?
2. Does this scene remind you of any episodes in movies you have seen? How?
3. Have you or someone you know ever been in a similar situation? How was the situation the same? How was it different?
DISCE LATĪNAM!

GRAMMATICA A

Three Kinds of Infinitive

Grammarians divide infinitives into three types: complementary, subjective, and objective. Here are some sentences with infinitives from the story you just read. The infinitives are in bold.

Licinia laeta virum suum salūtāre voluit.
Aelius fēminīs adesse volūt.
Flāvia saccum (et Sōкратem!) longē per viās portāre dēbuit.

All of these sentences contain complementary infinitives. A complementary infinitive is used to complete the action of certain verbs, like volō, nōlō, mālō, possum and dēbeō. Generally it is easy to recognize and translate complementary infinitives because these verbs work the same way in Latin and in English.

scribere volō I want to write
scribere nōlō I do not want to write
scribere mālō I prefer to write
scribere possum I am able to write. I can write.
scribere dēbeō I ought to write.

Actually grammarians often state that the infinitive is a verbal noun; that is, it is a verb which functions like a noun in the sentence. Thinking about an infinitive as a noun helps you to understand two other kinds of infinitive:

An objective infinitive is used as the direct object of certain verbs, like cupiō (“I wish”), doceō (“I teach”), vetō (“I forbid”) and iubeō (“I order”). Just as you can want an apple, you can want someone to do something. Consider these examples:

Valeria Flāviam saccum portāre iussit. Valeria ordered Flavia to carry the sack.
Valeria Flāviam saccum portāre cupit. Valeria wishes Flavia to carry the sack.
Valeria Flāviam saccum portāre vetat.. Valeria forbids Flavia to carry the sack.

Why all the accusatives?

Even though you can translate the sentences above easily, you might ask why are Flāviam and saccum both accusative? The answer is important because it lies at the basis of a construction that you will learn later on (Indirect Statement). Here are the basics.

- The object of the main verb (iussit, cupit, vetat) is actually the infinitive, portāre. The subject is ordering/wanting/forbidding "carrying." And you may recall that an infinitive is a verbal noun.
- But, in Latin, the subject of an infinitive is always in the accusative case. That is why Flāviam is accusative in each sentence.
But the “verbal part” of the infinitive can also take a direct object – that is, Flavia is carrying something. This too has to be in the accusative, and in these sentences, that word is saccum.

In situations like this, where you have two accusatives in a row with an infinitive, the **first one is the subject** of the infinitive and the **second one is the object** of the infinitive. It makes a difference! Compare these two sentences:

*Flāviam sīmiam portāre iubeō.*
*Sīmiam Flāviam portāre iubeō.*

There is also something called the **subjective infinitive.** As you might guess, it is when the infinitive is the subject of a sentence. In such a case, the infinitive is commonly accompanied by a form of *est.* And remember that infinitives are neuter!

*Pecūniam rapere malum est.* To steal money is bad.
*Errāre hūmānum est.* To err is human.

**Notā Bene:**

- English can avoid an infinitive here by saying “Stealing money is bad.”
- Infinitives used this way are neuter (hence “malum” but more on this later). Think of it this way: “To steal money is a bad thing.”

**EXERCEĀMUS!**

**XI.B Infinitives**

Directions: Find the infinitive in each of the following sentences and indicate whether it is complementary, subjective or objective. Hint: Look for verbs like *volō* and *possum* for complementary infinitives, *est* for subjective infinitives, and *cupidō* for objective infinitives. For example:

*Vivere Rōmae difficile est!*  *Vivere* is a subjective infinitive because it is the subject of *est.*

1. Latrōnēs sacram rapere volunt.
2. Latrōnēs Aelium pugnāre noluērunt.
3. Amācōs salūtāre bonum est!
4. Fēminae Sōcratem clāmāre cupidērunt.
5. Aelium pugnāre nōluērunt.
6. Aelius Liciiae verba astrologī narrāre cupidēvit.
7. Licinia verba astrologī narrāre potest.
8. Verba astrologī narrāre difficile est.
DISCE LATĪNAM!

LECTĪŌ SECUNDA

ANTEQUAM LEGIS

Perfect Tense—All Persons

You already know the third person perfect active endings: -it and –ērunt as in vēnit and vēnērunt. In this next reading, in which Lucius tells his mother what happened today at school, you are introduced to the remaining perfect active endings. Before you read Lectio Secunda, be sure to do the exercise below, as it will teach you the other forms of the perfect tense.

EXERCEĀMUS!

XI.C Recognizing the 1st and 2nd Person Perfect Forms

Directions: This exercise is designed to let you discover the endings for the 1st (I, we) and 2nd (you, y’all) person of the Perfect Tense Active. The chart below lists the stems of all the verbs in Lectīō Secunda with 1st or 2nd person perfect active endings. These words are marked in bold in the reading. Your job is to supply the endings from the readings and to use hints and context from the lectīō to translate the words in the correct person. Here are some clues to finding the endings in the text. For example:

- all the endings you are seeking begin with the letter –i
- when you see the pronoun ego you can expect a 1st person singular verb.
- the 1st plural ending looks a lot like the present 1st plural
- look for 2nd person verb endings with vocatives.

Fill out the following chart as you read. We will return to this chart right after the reading.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>audiv-</td>
<td>audiv-</td>
</tr>
<tr>
<td></td>
<td>fodicāv-</td>
<td>vīd-</td>
</tr>
<tr>
<td></td>
<td>vīd-</td>
<td>sēd-</td>
</tr>
<tr>
<td></td>
<td>rīs-</td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>cucurr-</td>
<td>audiv-</td>
</tr>
<tr>
<td></td>
<td>nōv-</td>
<td>vīd-</td>
</tr>
</tbody>
</table>

Cave!! Be very attentive to the tenses of the verbs in this reading. Lucius is a young lad and, like many younger speakers, he switches tenses at the drop of a hat, especially when he is excited.
CAPUT XI
Domum

Quid Accidit Hodiē?


“Et ego nōn audīvī, mī frāter,” addit Marcus, “Dīc mihi! Quid vīdisti?”


**Verba Ûtenda**

accidō, accidere, accidī, happen
addō, addere, addidī add,
advenīō, advenīre, advenē,
adventum arrive at, come to
albus, -a, -um white
aperiō, aperīre, aperuī, apertum open
approquinquō (1) (+ dat.)
approach, come near to
atrium, -i n. atrium, public greeting room of a Roman house
canis, “of the dog”
clāmōrem shout
crēdō, crēdere, crēdīdī believe
cūr why
dēnique finally, at last
dormiō, dormīre sleep
fodicō (1) poke latus fodicāre to poke in the ribs
erat “it was”

**fodicō (1) poke latus fodicāre** poke in the ribs
frāter brother
hunc “this” (refers to sīmiam)
iānua, -ae f. door
illum adj. that
iocōsus, -a, -um funny
īuxtā + acc. near to
latus side, ribs
legō, legere, légī, read
liber, librī m. book
māter mother
mātercula, -ae f. dear mother, mommymī my (vocative)
neque…neque neither…nor
niger, nigra, nigrum black
nōscō, nōscere, nōvī, nōtum know, get to know
nōvīstī “you know” See Angulus Grammaticus for explanation.
oculus, -ī m. eye
permaximē “very loudly”
priēnum first, at first
rēs thing
saccus, -ī m. wallet, sack, bag, pocket book
saliō, salīre, salī or saluī, saltum leap, jump
subīō suddenly
surgō, surgere, surrēxī get up, rise
taedet, taedere be tired of, sick of. Note construction: mē (acc.) studiōrum (gen.)
taedet → “it tires me of studies” → “I’m sick of studies.”
umquam at any time, ever
ut as
valdē very, a lot

**GEMMAE**

- Note "ad domum" in line 1. Domum w/o a preposition means "home" as "I am going home." Sometimes, Latin authors used a preposition when the word domus just meant "house."
- Lucius calls his mother mātercula instead of māter as a term of endearment. Add -culus, -a, -um to a Latin word to make it smaller or dearer. You already saw this with musculum (“little mouse”).

**POSTQUAM LĒGISṬĪ**

1. What is the name of the dog of the Servilius family? Why is this name a joke? Do you know any pets with similarly funny names?
2. With what event does Lucius begin as he describes his day to his mother and brother?
3. What event is the highlight of his day? What did Lucius like about this event?
More on the Perfect Active

The chart you filled in as you read Lectūš Prīma should have given you the following new endings (marked with an asterisk) for the perfect active tense. You now know the full perfect active. Note the infinitive form, also.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person*</td>
<td>vēnī  I came</td>
<td>vēnīmus  we came</td>
</tr>
<tr>
<td>2nd person*</td>
<td>vēnīstī you came</td>
<td>vēnīstīs  you all came</td>
</tr>
<tr>
<td>3rd person</td>
<td>vēnīt he/she/it came</td>
<td>vēnērunt they came</td>
</tr>
<tr>
<td>infinitive</td>
<td>vēnisse</td>
<td>to have come</td>
</tr>
</tbody>
</table>

Notā Bene:

- All the personal endings in the perfect active begin with –i- except the third person plural which begins with –ē-.
- The present and perfect active share some common endings. This means that, with some verbs, the only difference between a present and a perfect may be a long vowel. It can make quite a difference:

\[ Ille ignāvus hodiē fugīt sīcūt semper fūgit. \]
That coward is fleeing today just as he always has fled.

- Some verbs, like accido, have an identical present and perfect stems. These can be troublesome.
- Don’t worry about the perfect active infinitive now. You will not see it used in Latin for many chapters. For now, just be aware of its existence.

Here are some more present and perfect forms which appear very similar to each other and require that you pay careful attention to the stems:

- **present** vs. **perfect**
  - habēmus vs. habuimus
  - habet vs. habuit
  - videt vs. vīdit
  - dīcit vs. dīxit
  - venit vs. vēnit
**EXERCEĀMUS!**

**XI.D  Presents and Perfects**

Directions: Match the Latin form in Col. A with the best translation from Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. audīvimus</td>
<td>A. he shouted</td>
</tr>
<tr>
<td>2. audīmus</td>
<td>B. he shouts</td>
</tr>
<tr>
<td>3. vīdistis</td>
<td>C. he wished</td>
</tr>
<tr>
<td>4. vidētis</td>
<td>D. she can</td>
</tr>
<tr>
<td>5. currit</td>
<td>E. she could</td>
</tr>
<tr>
<td>6. currit</td>
<td>F. she ran</td>
</tr>
<tr>
<td>7. clāmāvit</td>
<td>G. she runs</td>
</tr>
<tr>
<td>8. clamat</td>
<td>H. she wishes</td>
</tr>
<tr>
<td>9. voluit</td>
<td>I. we hear</td>
</tr>
<tr>
<td>10. vult</td>
<td>J. we heard</td>
</tr>
<tr>
<td>11. potuit</td>
<td>K. you have seen</td>
</tr>
<tr>
<td>12. potest</td>
<td>L. you see</td>
</tr>
</tbody>
</table>

**RŌMĀNĪ IPSĪ**

**Julius Caesar Uses the Perfect**

*Vēnī Vīdī Vīcī*

Caesar used this phrase to describe his lightning victory over king Pharmaces II of Pontus (in what is now Turkey) in the battle of Zela in 47 B.C. The brevity of the statement is telling. The lack of conjunctions (like *et*), the avoidance of detailed description and the quick succession of verbs were intended to emphasize not only the speed of Caesar’s victory but also his decisiveness. Also note the assonance of the phrase, i.e., the repetition of the sounds “v” and “ī.”

His use of the perfect tense is significant here and further demonstrates Caesar’s boastfulness. Compare these possible variations of Caesar’s statement:

- I came. I saw. I conquered.
- I have come. I have seen, I have conquered.
- I did come. I did see. I did conquer.
- When I came (to Pontus), I saw (the situation) and I conquered (Pharnaces).

Which of these four translations do you think comes closest to expressing the simplicity of Caesar’s three simple words?

Watch for Caecilia, the wife of Servilius, to use a variation of this famous phrase in the next chapter. This phrase quickly became proverbial, so it is no surprise that she would use it in everyday conversation.
MUNDUS RÖMÄNUS

Iūno Dea

You have already met Iūnō Monēta above, but the Roman goddess Juno was best known as the wife of the sky god Jupiter and queen of the gods. For this reason the Romans often depicted her wearing a crown and carrying a scepter. Her sacred bird was the peacock. Many of the myths associated with her emphasized the jealousy she displayed towards her husband’s numerous lovers, including Danae (mother of Perseus), Semele (mother of Dionysus), and especially Alcmene (mother of Hercules).

To the Romans, however, also a major divine force in their lives. Along with Jupiter and Minerva Juno was one of the Capitoline Triad worshipped by the Romans on the the Capitoline hill.

For pregnant women like Licinia, Juno was most important as Iūnō Lūcīna, or “she who brings to light (lux).” In other words, Juno was the goddess of childbirth.

On March 1st the Romans celebrated the Mātrōnālia, the anniversary of the founding of Juno’s temple on the Esquiline hill. On this feast day Roman wives were honored by their husbands with gifts in honor of Juno the wife of Jupiter. Licinia and Valeria visit a small roadside shrine dedicated to Juno Lucina, rather than a major temple. Juno is depicted as Lucina on the coin at right. You can read the last part of the word “Lucina” around the rim.

LATĪNA Hodierna

Caesar Conquers Mardi Gras

Julius Caesar’s phrase Vēnī Vīdī Vīcī has become part of our modern culture and you will find it used in many unexpected places. Here is one example: This token from the 1975 Mardi Gras in New Orleans is modeled on an ancient coin with Caesar’s famous saying.
Several other sayings by Caesar are sometimes quoted in Latin today:

*Alea iacta est.* “The die has been thrown.” By tradition, Caesar said this as he crossed the Rubicon river and entered Italy with his army in 49 B.C. By law Caesar was not supposed to bring his army into Italy without the permission of the Senate. By saying *Alea iacta est.* Caesar was suggesting that there was no turning back and war was inevitable.

*Et tu Brutē?* “Even you too, Brutus?” According to the Greek historian Plutarch, Caesar said (in Greek) “Even you too, son?” to Brutus, one of his assassins, on the Ides of March, in 44 B.C. Caesar had considered Brutus one of his closest friends. So Brutus’ involvement in the assassination came as a great surprise to Caesar. This expression is often used today to refer to an especially unexpected act of disloyalty. The Latin version of this saying was made famous by William Shakespeare in *Julius Caesar*.

*Gallia est omnis dīvīsa in partēs trēs.* “All Gaul is divided into three parts.” These are the famous first words in Caesar’s *Dē Bellō Gallicō* (*On the Gallic War*). His succinct style is reflected in this short but memorable beginning.

*Saepe in bellō parvīs mōmentīs magnī cāsūs intercēdunt.* “Often in war great catastrophes come about from small events.” This quote, slightly modified from a passage in *Dē Bellō Civili* (*On the Civil War* I, 21), is often cited by military strategists and historians. The idea is that in war seemingly unimportant events may lead to much more serious consequences.

*Ferē libenter hominēs id quod volunt crēdunt.* “In general people willingly believe what they want (to believe).” This quote from *Dē Bellō Gallicō* (III, 18) is a timeless observation about human behavior.

Two other English expressions are associated with events from Caesar’s life. For example, when rumor had implicated his wife in a religious scandal that also involved adultery, Caesar divorced her. Even though she might be innocent, Caesar is supposedly to have said that “Caesar’s wife must be above suspicion.” In other words, people associated with a person of prominence must avoid scandal. (The *History of Rome* of Dio Cassius 37.45 and Suetonius’ *Life of Julius* 6.2 are the original sources.)

And then there is the famous “Beware of the Ides of March.” Caesar was assassinated on the Ides of March (March 15th) in 44 B.C. The words are from Act I Scene ii of Shakespeare’s *Julius Caesar* and were spoken, to no avail, to Caesar by a soothsayer.
For the Romans Gallia (“the land of the Gauls”) encompassed not only to modern France, but also Belgium, parts of Switzerland and even northern Italy. The Gauls were a constant threat to Rome for many centuries. According to the Roman historian Livy, the Gauls invaded Rome ca 390 B.C. and the Roman defenders on the Capitoline hill were saved only by the honking of Juno’s sacred geese. In the Second Punic War (218-201 B.C.) the Gauls in northern Italy sided with the Carthaginian invader Hannibal. At one point there were three provinces of Gaul: Gallia Cisalpīna (“Gaul on this side of the Alps”); Gallia Trānsalpīna (“Gaul on the other side of the Alps”), what is now southern France; and Gallia Narbōnēnsis, named after the city of Narbō (modern Narbonne). Because the Romans often referred to this province simply as Prōvincia Nostra or simply Prōvincia (“the Province”), this region of France is known today as Provence.

It was as governor of Gallia Narbōnēnsis that Julius Caesar began the conquest of the rest of Gaul in 58 B.C. This long and brutal war ended only in 52 B.C. with the defeat of the Gallic chieftain Vercingetorix at the battle of Alesia. About one fourth of the inhabitants of Gaul died during Caesar’s campaign and many more were enslaved. In the next centuries Gaul became fully Romanized and the Celtic language was replaced by Latin (and eventually its descendent, modern French).

When Julius Caesar began his history of his wars in Gaul (Dē Bellō Gallicō) with the words Gallia est omnis divīsa in partēs trēs he was talking about the non-Roman regions of Gallia Trānsalpīna. These were Belgica (approximately modern Belgium), Aquitania (approximately the French region of Aquitaine) and Celtica (most of France).

In imperial times there were seven Gallic provinces in Gallia Trānsalpīna:

- Aquitānia
- Gallia Lugdunensis, with a capital at Lugdunum (modern Lyons)
- Belgica
- Gallia Narbōnēnsis, with its major city Massilia (modern Marseilles)
- and small provinces around the Alps (Alpēs, -ium f.): Alpēs Maritimae, Alpēs Pennīnae, and Alpēs Cottiae.
Paris, the capital of modern France, was only a minor town (*Lutetia*) in Roman times.

*Gallia est omnis divisa in partēs trēs*

Clipart item #53124 60

**Maison Carrée**
One of the best preserved Roman temples, in Nemasus (modern Nîmes). It was built by Agrippa in 19-16 B.C.  
Photos.com 11301260

**Theatrum Rōmānum**
**Lugdunī Hodiē**
The Roman theatre in Lugudunum (modern Lyons)  
Fotosearch.com K0404803
QUID PUTĀS?
1. Do you agree with Julius Caesar’s assessment of human nature in the following statement: Ferē libenter hominēs id quod volunt crēdunt. Why or why not?
2. Can you give an example of historical events to illustrate Caesar’s point in saying Saepe in bellō parvīs mōmentīs magnī cāsūs intercēdunt?
3. Do you think that Caesar’s statement that “Caesar’s wife must be above suspicion” applies to prominent people today? The statement is decidedly sexist, implying that the men could get away with anything. Today, must “Caesar’s wife,” so to speak, also be above reproach?

EXERCEĀMUS!
XI.E SCRĪBĀMUS
Directions: Retell this episode from Caput VI in the perfect tense. In order to do this you need to change the words marked in bold from present to perfect tense. You have already seen all of these words as Verba Discenda, so if you do not remember the perfect stem, look it up! If you are really ambitious, try adding a bit more to the story in your own words. We have started the retelling for you below.


Chīrōn īrātus prō Lūciō stetit.

XI.F COLLOQUĀMUR
Directions: Now ask your classmate a “Who?” question based upon the narrative you rewrote for Exercise XI.E. In order to do this simply replace a singular subject with quis or a plural subject with quī. For example:

Chīrōn īrātus prō Lūciō stetit. → Quis prō Lūciō stetit?
The reply, of course, is Chīrōn prō Lūciō stetit.

XI.G VERBA DISCENDA
Directions: Below are some words and phrases that are related to these verba discenda. They may share a root or may have come through Latin into another language. First, list the meaning of the English word. You may need a dictionary or the internet to do this. Then list the verbum discendum that is somehow related to the English word.
Verba Discenda

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>adveniō, advenire,</td>
<td>arrive at, come to</td>
</tr>
<tr>
<td>advēnī, adventum</td>
<td>[advent, adventure]</td>
</tr>
<tr>
<td>appropinquō (1)</td>
<td>approach, come near to (+ dat.)</td>
</tr>
<tr>
<td>cūr why</td>
<td></td>
</tr>
<tr>
<td>dea, -ae f. goddess</td>
<td>[deify]</td>
</tr>
<tr>
<td>ecce</td>
<td>Behold! Look!</td>
</tr>
<tr>
<td>fortasse</td>
<td>perhaps</td>
</tr>
</tbody>
</table>

longē far off, far, a long distance
nōscō, nōscere, nōvī, nōtm know, get to know [notation]
Rōma, -ae f. Rome
Rōmānus, -a, -um Roman
saccus, -ī m. wallet, sack, bag, pocket book
saliō, salire, salī or salūī, saltum leap, jump [salient]
sīc thus, in this way; yes
subitō suddenly
tam so, so much (as)
tollō, tollere, sustulī, sublātum lift, raise
valdē very, a lot
verbum, -ī n. word [verbose]

1. elongate
2. notable
3. extole
4. egg sac
5. novice
6. propinquity
7. veal salt im bocca
8. souvenir
9. cognizant
10. convent

ANGULUS GRAMMATICUS

Noscō/Nōvī:
The “Present Perfect” and the “Inchoate Suffix” -scō

The normal use of the perfect tense is to indicate a single act that was finished some time in the past: “I painted the house,” “We have gone there before,” and the like. But, in Latin, the perfect tense can also have a sense that the thing that was done has an effect on the present. Consider these sentences:

I have come to save you!   ( = I am here to save you)
I’ve learned that lesson!  ( = I’m too smart for that now)

This concept will recur as you learn some things later on. For now it affects your understanding of some very common verbs. The most common one that you have encountered is nōvī, which, while a perfect in form, is always translated in the present.
CAPUT XI
Domum

Nōvisštē eum? Ita, eum nōvī.
Do you know him? Yes, I know him.

How did this happen? The full verb is nōscō, -ere, nōvī, nōtum which, in the present tense, means “to come to know something.” Thus, the perfect of nōscō means “I have come to know something,” and if you have come to know something, then you do in fact know it. That is how the perfect forms of nōvī come to be translated into English in the present tense. There are some other verbs that are perfect tense in form, but translated as present tense:

meminī literally means “I have reminded myself” and therefore, “I remember”
ōdī is perfect in form but is translated into English in the present tense: “I hate.”

In his famous poem #85, Catullus says Ōdī et amō (“I hate and I love”)—both at the same time. Typically, he has captured the essence of many love affairs.

Note the –sc- in the first principal part of the verb noscō. This suffix is added to Latin verbs to show that the action is just starting or beginning. That is why noscō is translated as “come to know, get to know.” This verbal suffix is called an inchoate from the Latin verb inchoō (1) “to begin.”

You will find this inchoate suffix in several English derivatives. See if you can figure out how each of these indicates the beginning of an action. We have done the first one for you.

<table>
<thead>
<tr>
<th>Latin word</th>
<th>verb meaning</th>
<th>English derivative</th>
<th>“beginning to_______’</th>
</tr>
</thead>
<tbody>
<tr>
<td>adulēscō</td>
<td>grow up, mature</td>
<td>adolescent</td>
<td>beginning to grow, be an adult</td>
</tr>
<tr>
<td>crēscō</td>
<td>grow</td>
<td>crescent</td>
<td></td>
</tr>
<tr>
<td>nāscor</td>
<td>be born</td>
<td>nascent</td>
<td></td>
</tr>
<tr>
<td>quiēscō</td>
<td>be quiet</td>
<td>quiescent</td>
<td></td>
</tr>
</tbody>
</table>

Nōscō is a common verb and is found in a lot of Latin compound verbs:
agnōscō to recognize
cognōscō to get to know someone
ignōscō to pardon, excuse (literally “getting not to know any more”)

LEGENDA
For the original context of Caesar’s use of the phrase Vēnī Vīdī Vīcī, see Suetonius, Julius Caesar 37, 2.

On debunking the Napier tale, see Wendy Doniger, "I Have Scinde": Flogging a Dead (White Male Orientalist) Horse,” The Journal of Asian Studies 58 (1999), 940-960.
In Domō Magnā

**ARGUMENTUM FĀBULAE**
Lucius finishes telling his family about his day and the family of the Servilii is described.

**GRAMMATICA**
Dative with Special Verbs
Impersonal Verbs
Adjective Agreement
Positive Adverbs Ending in -ē

**RŌMĀNĪ IPSĪ**
Rōmānī dē Dōmis

**CULTŪRA RŌMĀNA**
Domī Rōmānae

**LATĪNA HODIerna**
The Vocabulary of a Roman House in Modern English

**ORBIS TERRĀRUM RŌMĀNUS**
Pompēii et Herculāneum

**ANGULUS GRAMMATICUS**
Natural vs. Grammatical Gender

**LECTĪŌ PRĪMA**

**ANTEQUAM LEGIS**
At the Home of the Servilii

In this chapter you will visit the home of the wealthy and upwardly-mobile Servilii, who share the events of their day. As you read, you should look for the following:

- new uses of the dative
- impersonal verbs
- adverbs
Dative with Special Verbs

Watch in the readings for special verbs like parcō, parcere “to spare” which take dative rather than accusative objects. These verbs are marked in bold in *Lectīō Prīma*. Do not worry right now about why these verbs take the dative rather than accusative. You can easily understand what they mean; for example, in *Lectīō Prīma*, Hermes tells his family

Sīmiae nocēre nōn potuī.
I was not able to harm the monkey.

The words marked in bold in *Lectīō Prīma* are special verbs, so just look for a dative object when you see one of these words and you will be all set for now.

Impersonal Verbs and Expressions

“It is going to rain.” Easily understood in English, but hard to define grammatically. What is the subject of the verb? “It.” Such verbs are called impersonal because no “person” is the subject, just a sort of vague “it.” Latin has the same construction.

Consider these sentences:

*Paedagōgum sīmiam capere oportet!*
It is fitting for the pedagogue to catch the monkey.
The pedagogue ought to catch the monkey.

*Paedagōgō sīmiam capere necesse est!*
It is necessary for the pedagogue to catch the monkey.
The pedagogue has to catch the monkey.

All of the impersonal expressions in *Lectīō Prīma* are marked in **bold italics**. When you see them remember to make the subject “it” and look for an infinitive to go with the impersonal expression. One is commonly, but not always, present.

Adverbs

The part of speech introduced in this chapter is the adverb, a word which describes a verb, an adjective or another adverb. Many English adverbs are made from adjectives with an –ly added. So

- **adjective**
  - quick
  - sad

- **adverb**
  - quickly
  - sadly
Latin can make adverbs in a similar way, by adding –ē to an adjective’s stem!

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>maximus</td>
<td>maximē</td>
</tr>
<tr>
<td>validus</td>
<td>validē and valdē</td>
</tr>
</tbody>
</table>

See how many adverbs ending in –ē you can find in *Lectiō Prīma* and identify the adjectives from which they are made.

**EXERCEĀMUS!**

**XII.A Dative and Accusative Objects**

Directions: As you read *Lectiō Prīma*, make two lists. In the first list (with line numbers) special verbs which take the dative (marked in **bold**). List the verb and its dative object. In the second, list (also with line numbers) impersonal expressions (marked in **bold italics**). Also list the the infinitives which are their subjects if one is present. Finally, translate the two words together. We have done one of each for you.

### Special Verbs

<table>
<thead>
<tr>
<th>Line</th>
<th>Verb</th>
<th>Dative Direct Object</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>crede</td>
<td>mihi</td>
<td>believe me</td>
</tr>
</tbody>
</table>

### Impersonal Expressions

<table>
<thead>
<tr>
<th>Line</th>
<th>Verb</th>
<th>Infinitive Subject</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>placet</td>
<td>audīre</td>
<td>it is pleasing to Marcus</td>
</tr>
</tbody>
</table>

**Hermēs et Sīmia**

Fābulam audīre dē sīmiā in Forō Marcō **placet**. Marcus rīdet et Hermem rogat, “Cūr tam valdē īrātus fuistī, ē paedagōge? Cūr tam strēnuē cucurristī?”

“Ah, domine,” Marcō respondit, “Sīmia malus fūrtīvē saccum meum cēpit et ad Forum fūgit. Illa pecūnia patris tuī est et mē saccum custōdīre **necesse est**. Nōn sīmiēs pecūniām habēre **licet**! Hōc officium meum est. Mihi sīmiām capere **necesse erat** sed mihi **crede** --- sīmiēs nōn **nocuī**, sed **ignōvi**!”

“Quōmodo sīmiām capere potuistī?”

“Sīmiēs **imperāvī** sed semper cucurrit. Tōtum per Forum longē cucurrimus, sed eum capere nōn potuī. Dēnum, sīmiā fessus fuit et ad āram Dīvī Iūlī cucurrit ubī sēdit, tremuit, et timidē clāmāvit. Eum tunc īrātē cēpī sed sīmiēs **nocēre** nōn potuī. In illō locō sacrō et sīmiēs **parcere oportet**.”
CAPUT XII
In Domō Magnā

“Euge!” Caecilia clamāvit, “Bene factum!!!
Sīmiam cēpi. Vēnisī. Vīdīstī. Vīcīstī!”

“Ita, vērō,” Marcus inquit, “Nōn iam paedagōgus es, sed bēstiārius! Ille sīmīa mālus in muneribus in amphitheatrō pungāre dēbet! Animal perīculōsum est!”

Paedagōgus Marcō responsit: “Sī tībī placēat, domīne, Nōlī mē irriūdēre! Territus fūī! Sī pecūniām patrīs tuī āmīsī………………”


---

**Verba Úntena**

āmītō, āmittere, āmīsī lose
bēstiārius, -ī m. animal fighter
cēnā, -ae f. dinner
cēnō (1) dīne
conformō (1) reassure
crēdō, crēdere, crēdiō (+ dat.) believe
custōdiō, custōdiere, custōdiī / custōdiī guard, watch
dēnum at last
domīnus, -ī m. master, lord
erat “it was”
et here, “even”
euge Good! Great!
eum him
factum “done”
fugīō, fugere, fūgī, fugitūm flee
fūrtūvus, -a, -um secret
igneōscō, ignēscere, ignēvī, forgive, pardon
illa and ille that
imperō (1) command
implōrō (1) plead, beg
irriūδēo, irriūdere, irriūsti laugh at
licet it is permitted
locus, -ī m. place
muneribus games
necesse est + inf. it is necessary to
nōx us
noceō, nocēre, nocuī, nocītum (+ dat.) harm, do injury to
officium, -īn n. duty, task, job
omnia everything
oportet, oportuīt + inf. one ought
parcō, parcere, parpercī / parcī, parsūrus (+ dat.) spare,
pardōn, show mercy to
parō (1) prepare, make ready
perīculōsus-, -a, -um dangerous
pleō, placēre, placuīt (+ dat.) please; si place(au) = "please"; impersonal, + infinitive "it is pleasing to"
pugnō (1) fight
quiētus, -a, -um quiet
quōmodo how
relinquō, relinquere, reliquī, leave behind
sacer, sacra, sacrum holy
sacred
salvus, -a, -um safe
strēnus, -a, -um vigorous,
strenuous
iōnus, -a, -um the whole
tremō, tremere, tremuī tremble
tuus, -a, -um your
vērō indeed
vincō, vincere, vīcī, victum conquer
vōs yourselves

---

**POSTQUAM LĒGISTITĪ**

Try to answer these questions in both Latin and English. We have done the first one for you.

1. Why does Marcus laugh at the beginning of the lectīō?
   **Responsum: Fabūla Lūciī Marcō placēt** Lūcius’ story pleases Marcus.

2. What part of his job does Hermes emphasize in the story about the monkey?
3. Why does Marcus say that he did not harm the monkey?
4. What words of Caecilia are a paraphrase of a famous saying by Julius Caesar?
   How are her words different from Caesar’s?
5. What joke does Marcus make about Hermes and the monkey?
6. How does Caecilia treat Hermes at the end of the lectīō? How does this fit in with your expectations about Roman slavery?
GRAMMATICA A

Dative with Special Verbs

In the sentence

\[ \text{In illo loco sacrō et sīmiīs parcere oportet.} \]

sīmiīs is the dative object of the verb parcere (“to spare.”) In English we simply consider “monkeys” to be the object of “spare.” So we might expect Latin to use an accusative case, but it doesn’t. Instead sīmiīs is in the dative case. The rule is that Latin has a number of verbs which take a dative object instead of an accusative one. These special verbs include:

- crēdō, crēdere, crēdidī, crēditum
- ignōscō, ignōscere, ignōvī, ignōtum
- impērō (I)
- noceō, nocēre, nocuī, nocitum
- parcō, parcere, pepercō, parsūrus
- pāreō, pārere, pāruī
- persuādeō, persuādēre, persuāsī, persuāsum
- placēo, placēre, placuī, placitum
- studeō, studeōre, studuī

respondeō, respondēre, respondi, responsum respond to, answer (III)

The words in **bold** are *verba discenda* in the chapters indicated in parentheses. Notice how English translations of these verbs often include prepositions, indicating, for example, that the action is happening “to” or “toward” someone. So

\[ \text{Sīmiae parcere oportet.} \]

can be translated as

One ought to spare the monkey.

or

One ought to show mercy *toward* the monkey.

Words which take the dative are marked in the dictionary like this:

- persuādeō, persuādēre, persuāsī, persuāsum persuade, make agreeable to (+ dat.)
EXERCEĀMUS!

XII.B Translating More Than One Way

Directions: Retranslate each of these phrases to include the word “to” or “toward.” For example,

Sīmiae parcit. He spares the monkey.
Sīmiae parcit. He shows mercy toward the monkey.

Hint: Use the translations provided above in the list of special verbs which take the dative.

1. Cēna mihi placet. Dinner pleases me.
2. Filiō crēdō. I believe my son.
3. Ancilliōs ignōscimus. We pardon the maid servants.
4. Servō imperāvit. He commanded the slave.
5. Num amicō nocēs? You are not harming your friend are you?
6. Filia mātri pāret. The daughter obeys her mother.

Impersonal Verbs and Expressions

Impersonal verbs do not have “persons” as subjects. These verbs are often translated in English with “it,” as in “it is necessary that,” and commonly have special constructions, especially infinitives, associated with them. In all of the following examples the subject of the impersonal expression is the infinitive facere. Some use the dative to show the person affected by the verb, some do not. Compare the following:

<table>
<thead>
<tr>
<th>Impersonal</th>
<th>Example</th>
<th>Translation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>necesse est</td>
<td>Discipulīs opus facere necesse est.</td>
<td>The students have to do their work.</td>
<td>Necessity implied, dative</td>
</tr>
<tr>
<td>oportet</td>
<td>Discipulōs opus facere oportet.</td>
<td>The students ought to do their work.</td>
<td>Less forceful, no dative</td>
</tr>
<tr>
<td>placet</td>
<td>Discipulīs Latīnam opus facere placet.</td>
<td>It is pleasing for the students to do their work.</td>
<td>dative</td>
</tr>
<tr>
<td>licet</td>
<td>Discipulīs Latīnam opus facere licet.</td>
<td>The students are allowed to do their work</td>
<td>dative</td>
</tr>
</tbody>
</table>

Notā Bene:
- The dative discipulīs tells you to whom it is pleasing while the accusative Latīnam is the direct object of the infinitive discere.
- Look for another impersonal verb, decet (“it is fitting”) in the next reading.
Saying “Please” in Latin

Did you notice the impersonal expression sī tibi placet in Lectīō Prīma? Literally it means “if it might be pleasing to you.” This is a very polite way of saying “please” in Latin. Here are some other ways to say “please”:

- sī placet  “if it is pleasing”
- sī tibi placet  “if it is pleasing to you”
- sī placeat  “if it might be pleasing” (more polite)

If you are speaking to more than one person, use vŏbīs:

- sī vŏbīs placet  “if it is pleasing to (all of) you”

Adverbs

You saw these adverbs used in Lectīō Prīma:

- Ĉūr tam valdē ĝrātus fuistī?  Why were you so very angry?
- Ĉūr tam strēnuē cucurristī?  Why did you run so vigorously?
- Sīmīa fūrtīvē bursam meam cēpit.  The monkey took my wallet secretly.
- Sīmīa timidē clāmāvit.  The monkey cried timidly.
- Per Forum longē cucurrimus.  We ran far through the Forum.
- Eum tunc ĝrātē cēpit.  Then I seized him angrily.

All of these adverbs were made by adding -ē to an adjective’s stem:

- fūrtīvus, -a, -um secret, concealed  fūrtīvē secretly
- ĝrātus, -a, -um angry  ĝrātē angrily
- longus, -a, um long  longē far, for a long distance
- strēnuus, -a, -um strong  strēnuē strongly
- timidus, -a, -um fearfull, timid  timidē fearfully, timidly
- validus, -a, -um strong  valdē strongly, powerfully

Unlike adjectives, adverbs have no gender, number or case, so the ending is always the same. Note that English usually translates these adverbs with -ly.

Sometimes the stem changes in the process of making an adverb:

- bonus, -a, um good  bene (from bon- + -e) well
- validus, -a, -um strong  valdē very (contracted from val(i)dē)

There are other ways to make adverbs in Latin. For example, Latin can use fūrtim instead of fūrtīvē. We will consider other ways to form Latin adverbs later. For now, look for more adverbs in the next reading.
ANTEQUAM LEGIS

The family of Valeria does not have much money and lives in a small, crowded apartment. The Servilii, on the other hand, are patricians (members of established, families) and live high on a hill in an expensive, house spacious enough for the entire household, which includes many slaves. In this lectiō you read about many of the people who live in this house. Use this genealogy of the family to as an aid in reading.

Adjective Agreement

As you read, also look closely at the adjectives which describe the nouns. Adjectives agree with the nouns they modify in gender, number and case (GNC). Often this means that they have the same endings (multam pecūniam) but not always! Sometimes an adjective will have a different ending from the noun and still agree with it in GNC. As you read Lectiō Secunda, look for the adjectives and nouns marked in bold. These are noun adjective pairs that do not have identical endings but still agree. After you read, we will explain how adjective agreement works.

EXERCEĂMUS!

XII.C Adjective Agreement

Directions: Using the words marked in bold as a guide, answer the following questions before you read Lectiō Secunda. Then translate each adjective/noun pair. We have done the first one for you. Hint: Use the Verba Ŭtenda if you do not know the meaning of a word.

Line 1 What word describes domus? magna the large house
Line 7 What word describes avus?
Line 8 What word describes uxor?
Domus Servīliī


Servīliī quadrāgintā quinque annōs natus est. Caecilia Metella, Servīliī uxor, trīgintā octo annōs nata est. Caecilia Servīliī uxor secunda est. Cornelia uxor prīma fuit, sed Servīlius Corneliam dimēserat abhinc duodecim annōs.

Caecilia Metella māter Lūciī est. Lūcius, Chīrōnis discipulus, decem annōs nātus est.

Cornēlia māter Marcī et Servīliae est. Servīlia sēdecim annōs nāta est, sed nōndum virum habet. Marcus māior nātū est. Únum et vīgintī annōs nātus est et rhētoricae studet.


Verba Útenda

| abhinc duodecim annōs “twelve years ago” | fabricō (1) build, make |
| aedificium, -ī n. building | habitō (1) live |
| aeger, -gra, -grum sick, ill | iānitor doorkeeper |
| annus, -ī m. year | inter + acc. among |
| avus, -ī m. grandfather | lectīcārīus, -īī m. litter bearer |
| Chīrōnis of Chiron | līberī, -īrum m.pl. children |
| collis, collīs m. hill | māior older |
| conclāvium rooms | nam for |
| contineō, continēre contain | nātū “by birth” |
| coquus, -ī m. cook | nōmine “by name” |
| cubiculum, -ī n. bedroom | nōndum not yet |
| custōdēs guards | octō |
| decet, decēre. decuit it is fitting | octōgintā eighty |
| decem ten | plūs more |
| dimēserat (he) had divorced | prīmus, -a,-um first |
| duodecim twelve | proprius, -a,-um one’s own |
| | quadrāgintā forty |
| | quāmquam although |
| | quīndecim fifteen |
| | quīnque five |
| | rārūs, -a, -um rare |
| | secundus, -a, -um second |
| | sēdecim sixteen |
| | spatium, -iī space |
| | studeō, studēre, studūi (+ dat.) |
| | to devote one’s self to, be |
| | eager for, to study |
| | trīgintā thirty |
| | uxor wife |
| | vīgintī twenty |
| | Vīminālis the Viminal (hill) |
| | virum here “husband.” |
CAPUT XII

In Domō Magnā

POSTQUAM LĔGISTĪ

Remember that, wherever possible, you should try to answer these questions in both Latin and English.

1. Describe the neighborhood in which the familia Servīlī live. How does it compare to your neighborhood?
2. Identify the people who live in this house. Would this be considered a large household today?
3. Describe the kinds of household slaves in the house. Compare these workers to the kind of staff in a wealthy house today. What would the modern equivalent of a lectīcārius be?

GRAMMATICA B

Adjective Agreement

Adjectives agree with the noun they describe in gender, number and case. As a shorthand, we say, in this book, that they “GNC.” Technically, this is called grammatical agreement. You have mostly seen noun/adjective pairs where the endings mirrored each other, as in fēmina bona or ōvum malum. It would be nice if this were always the case, but it is not. Nouns and adjectives belong to certain declensions and have to use the endings that are reserved for that declension. An adjective like bonus, bona, bonum is sometimes called a 2-1-2 adjective, because it uses endings from those declensions. An adjective like this cannot change the endings it uses. It uses 2nd declension endings for the masculine and neuter forms and 1st declension for the feminine. Hence the name, “2-1-2” adjective.

<table>
<thead>
<tr>
<th>Declension</th>
<th>singular</th>
<th>2</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>bonus</td>
<td>bona</td>
<td>bonum</td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td>bonī</td>
<td>bona</td>
<td>bonī</td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td>bonō</td>
<td>bona</td>
<td>bonō</td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>bonum</td>
<td>bonam</td>
<td>bonum</td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td>bonō</td>
<td>bonā</td>
<td>bonō</td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td>bone</td>
<td>bona</td>
<td>bonum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
</tr>
<tr>
<td>Genitive</td>
</tr>
<tr>
<td>Dative</td>
</tr>
<tr>
<td>Accusative</td>
</tr>
<tr>
<td>Ablative</td>
</tr>
<tr>
<td>Vocative</td>
</tr>
</tbody>
</table>

So → “a good brother” is frāter bonus NOT frāter boner or frātus bonus

Likewise “a good sister” is soror bona.
DISCE LATĪNAM!

You cannot change a word's declension just to make the words look alike! Note that frāter and soror are a 3rd declension nouns. You will meet the 3rd declension in the next chapter. Bonus, a 2-1-2 adjective, stays in the 1st or 2nd declension no matter what sort of noun it is modifying. Likewise, frāter stays in the third declension, for that is its home. Despite having different looking endings, in the phrase frāter bonus, the words agree in

- gender (masculine)
- number (singular)
- case (nominative)

Summary:
- Nouns and adjectives must GNC.
- But they must use the endings from the declension to which they belong.

All you do is choose the appropriate ending from the 2-1-2 columns based on which GNC you need.

The title of this chapter is In Domō Magnā. What does the ending of magnā tell you about the gender of domō? They may not look alike, but the two words definitely GNC.

EXERCEĀMUS!

XII.D   Adjective Agreement
Directions: The 2-1-2 adjectives are marked in bold in each of the following sentences. Identify the nouns they modify and use the 2-1-2 adjective to determine the gender, number and case of these nouns. The first one is done for you. In some examples the nouns are third declension, but you should be able to figure them out from the adjectival endings.

<table>
<thead>
<tr>
<th>Hermēs bonus intrat.</th>
<th>Noun</th>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domus magna Servīlī in colle Vīminālī est.</td>
<td>Hermēs</td>
<td>m.</td>
<td>sing.</td>
<td>nom.</td>
</tr>
<tr>
<td>Caecilia Servīlī uxor secunda est.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aliī servī in aliā parte domī habitant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chīrōn îrātus est.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In pictūrā vir malus nāsum longum habet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lūcius patrem bonum videt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hermēs sīmium malī vīnum dat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nōmen sīmium malī Sōcratēs est.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sīmium malī pecūniam cēpērunt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RÖMÄNĪ IPSĪ

Römānī dē Dōmis

Wealthy and ambitious Romans like Servilius acquired houses to advance their careers and reputations. Cicero, for example, owned a prominent house on the Palatine hill. In his philosophical work Dē Officiīs (On Duty), however, Cicero suggests that the reputation of the owner brings prominence to the house, not vice versa:

Nec domō dominus, sed dominō domus honestanda est.

In Odēs II.24 the poet Horace includes domus et placens uxor among the joys lost as we grow old and die.

In Carmina (Poems, XXIII.436) Apollinaris Sidonius, a fifth-century A.D. bishop and poet from Gaul sings of dulcis domus, reminiscent of our “Home sweet home.” In fact, Dulce Dōmum is the Latin title of chapter 5 of Kenneth Graham’s Wind in the Willows. Later on you will learn enough to see that these words are actually rather bad Latin.

Verba Ŭtenda

dulcis sweet placēns pleasing uxor wife

honestanda est “ought to be honored”

MUNDUS RÖMÄNUS

Domī Rōmānae

The house of the Servilii is typical of many residences of upwardly-mobile Romans, both in the city and throughout Italy. (The best examples survive in the city of Pompeii.) The façade of this building would have little ostentation. Indeed the house would look little different from storefronts, warehouses, and apartments in the same block. Romans focused on security on the outside of their homes and put all their money and effort into decorating the inside of the dwelling. Sometimes shops were built into the front wall of the house and rented out for income or used in a family business.

The front door was large and heavy and strongly bolted. A prosperous family like the Servilii would have a iānitor, a slave who guarded the door and controlled access to the home. Some of these “janitors” were even chained to the spot and not allowed to leave. Within the door was a passageway called the vestibulum, originally a place to hang one’s cloak (vestis). The vestibulum is also sometimes called the fauces (“jaws”) or östium (“mouth”). This leads into the ātrium, the main public room of the house where guests were greeted. In the center of the atrium was the impluvium, a pool intended to catch water from the compluvium, a hole in the roof. The compluvium let in light and allowed the household to collect drinking water in a cistern. By the time of the first century B.C., however, most of the impluvia were merely decoration and the rainwater ran out through a channel into the street.
The rooms on either side of the ātrium were sometimes called ālae and often served as bedrooms or cubicula. Sometimes a small shrine to the household gods was located in the corner of the atrium, near the front door. The Servilii had such a shrine in their house, and, as you will see later, exhibited the death masks of their ancestors in the ātrium, all of this done partly out of piety and partly to remind visitors that they came from good stock.

Beyond the atrium was the tablinum or office where the head of the house conducted business. It often had screens which could be drawn to close it off from the atrium (and from the peristylium behind). The peristylium was a garden toward the back of the house. It usually had a colonnaded area along the outer perimeter and an unroofed area in the center, where the garden was located. A Roman family would spend much of its time in the peristyle, where only good friends would be welcome and where, in very hot weather, meals could even be served. Along the side of the peristyle are one or more triclīnia (“a” in plan) or dining rooms. The culīna or kitchen was often located along the peristyle also.

Especially in city houses, there might also be a second story of rooms and Servilia will put this to good use during a party that is coming up in the narrative.

LATĪNA HODIerna

The Vocabulary of the Roman House in English

Did you notice how many terms related to a Roman house are used in English today? Sometimes the meanings are the same. Sometimes they have changed significantly.

<table>
<thead>
<tr>
<th>Latin word</th>
<th>Meaning</th>
<th>English word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>domus</td>
<td>house</td>
<td>domicile</td>
<td>place of residence</td>
</tr>
<tr>
<td>ātrium</td>
<td>greeting room</td>
<td>atrium</td>
<td>a large open area within a building</td>
</tr>
<tr>
<td>vestibulum</td>
<td>corridor leading from the front door into the atrium</td>
<td>vestibule</td>
<td>entry area of a building</td>
</tr>
<tr>
<td>iānitor</td>
<td>slave guarding the front door</td>
<td>janitor</td>
<td>someone who cleans and maintains a large office or residential building</td>
</tr>
<tr>
<td>impluvium</td>
<td>water basin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tablinum</td>
<td>office, taking its name from the tabulae or wax</td>
<td>table</td>
<td>a flat area, usually on legs</td>
</tr>
</tbody>
</table>
Our best knowledge of Roman houses and furnishings comes from the archaeological excavations at Pompeii and Herculaneum, two cities destroyed in the eruption of Mt Vesuvius in 79 A.D. Preserved in the ash and lava of the volcanic eruption were not only many homes but also wall paintings and various household artifacts, including mosaics, sculpture and even wooden bedframes, chairs, and chests.

But keep in mind that the houses in these two resort cities are not typical everyday dwellings. The House of the Vettii in Pompeii is an especially good example of Pomeian domestic architecture.

**Atrium Dōmī Vettiōrum**

The atrium of the House of the Vettii looking out into the peristylium.

Fotolia #7400910
1. Do you think that most Americans agree with Cicero that the reputation of the owner brings prominence to the house, not vice versa? What does Cicero’s statement suggest about Roman attitudes towards home and career?

2. What do you think it would be like to live in a house like the House of the Vettii in Pompeii? Would this architecture be practical in your hometown? Why or why not?

3. The architecture of a Roman house has been called “inward,” since it presents a blank face to passersby. Why might the Romans have chosen to do this?

4. How might the architecture of a Roman house reflect the climate of the area?
EXERCEĀMUS!

XII.E  SCRĪBĀMUS

Answering Questions-Perfect Tense

Directions: Use the lectionēs in this chapter to write a response in Latin for each of these questions in the perfect tense. In your reply you should respond Ita or Nōn, followed by a complete sentence.

For example,

Fuitne Hermēs valdē ërātus?
Ita, fuit valdē ërātus.

1. Cucurrēruntne Hermēs et sīmia strēnuē?
2. Cēpitne sīmia Valeriae bursam furtivē?
3. Cucurrēruntne Hermēs et sīmia tōtum per Forum longē?
4. Fuitne domus Servīlī valdē magna?
5. Habuitne Hermēs cubiculum proprium in domō Serviliā?
6. Fuitne Flavia nāta sēdecim annōs?
7. Habuitne Servīlia virum?
8. Habitāvitne Lūcius in aedificiō magnō in colle Vīminālī?

XII.F  COLLOQUĀMUR

Directions: Ask a classmate any one of the questions in Exercise XII.E. In their replies they should respond Ita or Nōn, followed by a complete sentence.

XII.G  Verba Discenda

Directions: Use the Verba Discenda below to answer each of the following questions.

1. List the first principal part of these verb forms: fūgimus, studuit, vīcistis, dormīvit.

2. Find the four numbers in the Verba Discenda and give their English equivalents. Remember that these numbers are indeclinable; this means that they do not show case or gender.

3. Make a list of the four verba discenda which are special verbs which take the dative and use 1st principal part in a Latin phrase illustrating this use of the dative. Translate the Latin phrase into English.

4. Make a list of the three verba discenda which are impersonal verbs. Add an infinitive to this impersonal verb. Then translate this Latin phrase into English.
ANGULUS GRAMMATICUS
Natural vs. Grammatical Gender

We have already talked about how gender in Latin is more grammatical than natural. So most first declension nouns are feminine and most second declension nouns are masculine or neuter. But there are exceptions.

- **The first declension has masculine nouns.** Notice how these tend to be naturally masculine (at least from an ancient Roman point of view).
  
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>agricola, agricolae</td>
<td>farmer</td>
</tr>
<tr>
<td>nauta, nautae</td>
<td>sailor</td>
</tr>
<tr>
<td>poëta, poëtae</td>
<td>poet</td>
</tr>
</tbody>
</table>
The more common ones are sometimes called the **PAINS** words:

- **P** poēta, pîrâta (pirate)
- **A** agricola (farmer)
- **I** incola (inhabitant)
- **N** nauta (sailor)
- **S** scriba (scribe)

Some can be either masculine or feminine:

- *advena, -ae* foreigner, stranger
- *convīva, -ae* dining partner, guest

Such words are often said to have “common” gender.

- **The second declension has some feminine nouns.** For example, most trees are feminine in Latin (they were associated with nymphs) and thus most second declension trees are feminine.
  - fraxinus, fraxinī ash tree
  - mālus, mālī apple tree
  - pīnus, pīnī pine tree
  - fīcus, fīcī fig tree

Now see how this works with agreement of adjectives:

- agricola Rōmānus
- poētae bonī
- nautās territōs
- advenae novī (or advenae novae if they are all women)
- incolās multōs (or incolās multās if they are all women)
- fraxinus magnā
- mālus māla (= a bad apple tree! Note the macron.)
- pīnī parvae

---

**LEGENDA**

Marcus Vitruvius Pollio. *Dē Architectūrā, Book VI*
In *Lectio Prima* Servilia tries to tell her family about her day and, especially, about her feelings for a young man named Cordus, but finds her brothers and mother un receptive.

In this reading we want you to look out for nouns in a new declension. You have seen some of these words before, but now we will formally introduce their third declension endings to you.
EXERCEĀMUS!

XIII.A Recognizing 3rd Declension Nouns

Directions: In Lectiō Prīma all the third declension nouns are marked in bold. As you read, put them in a chart like this one (include the line number) according to what case you think they are. Just use your best judgement based on how the word is used in the sentence. We have done the first two for you.

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>fratrem (2)</td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td>mater (1)</td>
<td></td>
</tr>
</tbody>
</table>

Festīnā Lentē!


“In culīnā frātrēs placentās ā coquō potīvērunt. Coquus, nomine Sicō, frātrībus duōbus placentās dedit et rīsit: “Lūcī, gratiās frātrī tuō agere dēbēs! Sic semper est! Frāter māior semper custōs frātrīs minōris est!”
**Verba Útenda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>aliquid</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>amīca, -ae f.</td>
<td>(female) friend</td>
<td></td>
</tr>
<tr>
<td>atque</td>
<td>and, and also, and even</td>
<td></td>
</tr>
<tr>
<td>cārus, -a, -um</td>
<td>dear, expensive</td>
<td></td>
</tr>
<tr>
<td>cēnō (1)</td>
<td>dine</td>
<td></td>
</tr>
<tr>
<td>custōs, custōdis</td>
<td>m. guardian, protector</td>
<td></td>
</tr>
<tr>
<td>coquus, -i m.</td>
<td>cook</td>
<td></td>
</tr>
<tr>
<td>cubiculum, -i n.</td>
<td>bedroom</td>
<td></td>
</tr>
<tr>
<td>culīna, -ae f.</td>
<td>kitchen</td>
<td></td>
</tr>
<tr>
<td>eho</td>
<td>here you! hey! (often followed by tu or a vocative)</td>
<td></td>
</tr>
<tr>
<td>ēius</td>
<td>his, her, its</td>
<td></td>
</tr>
<tr>
<td>festīnō (1)</td>
<td>hasten, hurry</td>
<td></td>
</tr>
<tr>
<td>frāter, frāris</td>
<td>m. brother</td>
<td></td>
</tr>
<tr>
<td>frāterculus, -i m.</td>
<td>dear brother, little brother</td>
<td></td>
</tr>
<tr>
<td>gratiās agere</td>
<td>to give thanks</td>
<td></td>
</tr>
<tr>
<td>heus</td>
<td>you there! (to draw attention)</td>
<td></td>
</tr>
<tr>
<td>iēīānus, -a, -um</td>
<td>hungry</td>
<td></td>
</tr>
<tr>
<td>inventō, inventūre, invēnī, find, discover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lavō, -āre, lāvī, wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lentē, slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>māior</td>
<td>older</td>
<td></td>
</tr>
<tr>
<td>manum</td>
<td>hand</td>
<td></td>
</tr>
<tr>
<td>māter, mātris</td>
<td>f. mother</td>
<td></td>
</tr>
<tr>
<td>minor</td>
<td>younger</td>
<td></td>
</tr>
<tr>
<td>moneō, monēre, monūi, monitum warn, advise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mortuus, -a, -um</td>
<td>dead</td>
<td></td>
</tr>
<tr>
<td>nōs</td>
<td>we</td>
<td></td>
</tr>
<tr>
<td>occupātus, -a, -ae</td>
<td>busy, occupied</td>
<td></td>
</tr>
<tr>
<td>ös, ōris n.</td>
<td>mouth, face</td>
<td></td>
</tr>
<tr>
<td>paene</td>
<td>almost</td>
<td></td>
</tr>
<tr>
<td>pater, patris</td>
<td>m. father</td>
<td></td>
</tr>
<tr>
<td>placenta, -ae f.</td>
<td>cake (Roman cakes looked more like pancakes)</td>
<td></td>
</tr>
<tr>
<td>quaerō, quaerere, quaēsvī / quaēsvī</td>
<td>seek, ask</td>
<td></td>
</tr>
<tr>
<td>quiēscō, quiēscere, quiēvī, rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sicō, Sicōnis m.</td>
<td>Sico, a man’s name</td>
<td></td>
</tr>
<tr>
<td>sordidus, -a, -um filthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soror, sorōris</td>
<td>f. sister</td>
<td></td>
</tr>
<tr>
<td>spīro (1)</td>
<td>breathe</td>
<td></td>
</tr>
<tr>
<td>taceō, taceēre, tacūi, tactūm</td>
<td>be quiet, be silent</td>
<td></td>
</tr>
<tr>
<td>tē yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tempus, temporis n.</td>
<td>time, season</td>
<td></td>
</tr>
<tr>
<td>visitō (1)</td>
<td>visit</td>
<td></td>
</tr>
</tbody>
</table>

**POSTQUAM LĒGISTĪ**

Answer in Latin. The clues are in the lectīō.

1. What does Servilia want to talk about?
2. When does Caecilia say they will talk about Cordus?
3. What is Lucius worried about?
4. Why does Marcus tell Lucius to be quiet?
5. Where do the brothers go at the end of the Lectīō?
6. Who is Sico?

**GRAMMATICA A**

The Third Declension

Third declension words are marked by a genitive singular ending in –is.

Finding the Stem: Remember that the stem of a noun is identified by dropping the ending on the genitive singular form of the word. This is especially important in the third declension. Consider the range of stems in these third declension nouns:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>homō</td>
<td>hominis</td>
<td>homin-</td>
</tr>
<tr>
<td>frāter</td>
<td>frātris</td>
<td>frātr-</td>
</tr>
<tr>
<td>nōmen</td>
<td>nōminis</td>
<td>nōmin-</td>
</tr>
</tbody>
</table>
Notā Bene: English words derived from 3rd declension nouns often include the stem, not the nominative form: e.g., “hominid” from homō, “nominal” from nōmen, and “fratricide” from frāter. The rule is not universal, however – cf. “homicide,” “fraternity” and “nomenclature.”

Gender: All three genders appear in the third declension. There are no hard and fast rules about this, but here are some general tendencies:

- Sometimes the genders are logical to us like the genders of pater, māter, frāter, and soror).
- Words that indicate ideas or concepts often end in –tās and –tūdō. These tend to be feminine; e.g., antiquitās, antiquitātis “antiquity,” libertās, libertātis “freedom, liberty,” longitūdō, longitūdinis “length,” and fortitūdō, fortitūdinis “strength, bravery.”
- But the majority of words in the 3rd declension follow no pattern. Just pay attention to the entry for the word in the vocabulary or dictionary entry.

Endings: Now see how the list you compiled of the 3rd declension endings in the lectīō compares to this chart. Compare the case endings of the third declension with those in the first and second declensions.

<table>
<thead>
<tr>
<th>1st &amp; 2nd DECLENSIONS</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>fēmina</td>
<td>discipulus</td>
</tr>
<tr>
<td>Genitive</td>
<td>fēminae</td>
<td>discipulī</td>
</tr>
<tr>
<td>Dative</td>
<td>fēminae</td>
<td>discipulō</td>
</tr>
<tr>
<td>Accusative</td>
<td>fēminam</td>
<td>discipulum</td>
</tr>
<tr>
<td>Ablative</td>
<td>fēminā</td>
<td>discipulō</td>
</tr>
<tr>
<td>Vocative</td>
<td>fēmina</td>
<td>discipule</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>fēminae</td>
<td>discipulī</td>
</tr>
<tr>
<td>Genitive</td>
<td>fēminārum</td>
<td>discipulōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>fēminīs</td>
<td>discipulīs</td>
</tr>
<tr>
<td>Accusative</td>
<td>fēminās</td>
<td>discipulōs</td>
</tr>
<tr>
<td>Ablative</td>
<td>fēminīs</td>
<td>discipulīs</td>
</tr>
<tr>
<td>Vocative</td>
<td>fēminae</td>
<td>discipulī</td>
</tr>
</tbody>
</table>
**Notā Bene:** The following statements are generally true of all declensions

- **For all nouns**
  Within a given declension, the dative and ablative plural are identical. (-īs, -ibus).
  The genitive plurals end in –um (-ōrum, -ārum, -um).

- **For masculine and feminine nouns**
  The accusative singular ends in –m.
  The accusative plural ends in –s.

- **For neuter nouns**
  The accusative always is identical with its nominative, singular or plural.
  All neuter plural nouns, nominative and accusative, end in –a.

In general these rules apply to pronouns and adjectives as well as nouns, with some exceptions (of course) that you will meet later.

**EXERCEĀMUS!**

**XIII.B Substitutions 3rd Declension**
Directions: Replace the underlined 1st or 2nd declension word with correct form of the 3rd declension word in parentheses.

For example: *Illa pēcūnia filī tuī est.* *(pater)*.
*Illa pēcūnia patris tuī est.*

1. Mox *dominus* domum rēvenit. *(pater, patris m.)*

2. *Fēminae* ēmere cēnam voluērunt. *(māter, matris f.)*
CAPUT XIII
Māter et Fīlia

3. Hodiē amīcam meam Naeviam visitāvī. (soror, sorōris f.)

4. Vēnditor Valeriae holera dedit. (māter, matris f.)

5. Nunc fēminae virō approquinquāvērunt. (homō, hominis m./f.)

6. Fēminārum vōcēs fortēs audivērunt. (homō, hominis m./f.)

7. Virī dē cēnā cogitāvērunt. (tempus, temporis n.)

8. Dē amīcis dīcere possūmus post cēnam. (frater, fratris m.)

9. Caput hominis ūnum nāsum habet. (os, oris n.)

LECTIŌ SECUNDA

ANTEQUAM LEGIS
More on Adjective Agreement

Now that you are more familiar with third declension words, look for them modified by 2-1-2 adjectives in Lectiō Secunda. These noun-adjective pairs are marked in bold. Think about what you learned in the last chapter about adjective agreement and see if you can see how it works with third declension.

EXERCEĀMUS!

XIII.C GNC’ing with 3rd Declension Nouns

Directions: Remember that adjectives GNC with nouns. So a 2-1-2 adjective agreeing with a third declension noun will not use third declension endings. It will stay 2-1-2 and agree with the noun in gender, number and case. So as you read make a list line by line of the noun-adjective pairs marked in bold in Lectiō Secunda. Determine the GNC for each pair. Then translate it into English.

<table>
<thead>
<tr>
<th>Line</th>
<th>Noun</th>
<th>Adjective</th>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>frātrēs</td>
<td>iēiūnī</td>
<td>m.</td>
<td>pl.</td>
<td>nominative</td>
<td>hungry brothers</td>
</tr>
</tbody>
</table>
DISCE LATĪNAM!

Nemō mē Intellegit!


Caecilia “Pāx! Tacē, mea filiā!” inquit. “Sērius! Sērius dē Cordō cum patre tuō dīcere tempus est! Nunc mē in culīnam īre et cum Sicōne, coquō nostrō dē cēnā dīcere oportet.” Et abiit.

Servīlia, in ātriō sōla stetit et effūsē lacrimāvit. “Nēmō mē intellegit!” clāmāvit, “Nēmō dē vītā meā cūrat! Ō mī Corde! Quam fōrmōsus es!

Quam pulcher! Quam homō rōbustus atque nōbilis! Quam vehementer tē amō!” Sīc dīxit et ad cubiculum suum cucurrit.

In cubiculō, Servīlia librum Catullī tollit et legit. Paulo post, Servīlia susurrat,

Cordus mihi pār deō esse vidētur
Cordus, sī fās est, superāre deōs vidētur,
Cordum dulciter rīdentem vīdī et omnēs sēnsūs
ā mē fūgērunt. Nam simul atque, Corde,
tē aspexī, mihi superest nulla vox in ōre mēō.
Audiō nōmen tuum et līngua mea torpet et tenuis flamma
per corpus meum movet! Aurēs meae sonitū suō
				tintinant! Et nox oculōs mēōs tegit!

Tum Servīlia se super lectum iēcit et vehementer lacrimāvit.
CAPUT XIII
Māter et Fīlia

Verba Útenda
amō (1) love
aspičō, aspicere, aspexī look at
ātrium, -ī n. atrium, public greeting room of a Roman house
auris, aurīs f. ear
cārus, -a, -um dear, expensive
corpus, corpūris n. body
cubiculum, -ī n. bedroom
cūīna, -ae f. kitchen
cūrō (1) care for
deus, -ī m. god
dulcēter sweetly
effusus, -a, -um poured forth; widespread; effusī a lot
expallēscō, expallēscere, expallūt turn very pale
fās est it is right
flamma, -ae, f. flame
fōrmōsus, -a, -um handsome, pretty
frāter, frātris m. brother
homō, hominis m./f. person, human being, man
iaciō, -ere, iēci throw
iēlūnus, -a, -um hungry
intellegō, intellegere, intellexī, intellectum understand
lacrimō (1) cry, shed tears
lectus, -ī m. bed
lingua, -ae f. tongue
māter, mātris f. mother
moveō, movēre move, affect
nēmō, nēminus m./f. nobody
nōbilis, -e noble
nox, noctis f. night
nullus, -a, um no
ōs, ōris, n. mouth
pār equal
pater, patris m. father
pāx quiet! enough!
peristīrium, -ī n. peristyle, colonnaded garden
postquam after
pulcher, pulchra, pulchrum pretty, handsome
rōbstus, -a, um strong
quam how!
rīdentem laughing
rursus again
sēnsūs senses (nom. pl.)
sērius later, too late
simul atque as soon as
sonitus, sonitūs m. sound
sonitū abl.
spirō (1) breathe
superō (1) surpass, conquer
supersum, supersesse be left
taceō, tacēre, tacītum be quiet, be silent
tegō, tegere hide, cover
tempsus, temporīs n. time, season
tenuis, teneue thin	tintinnō (1) ring
torpeō, torpēre grow numb
ut as
vehementer strongly
vidētur (he) seems
vitā, -ae f. life
vox, vōcis f. voice

POSTQUAM LĒGISTĪ
1. Do you think that Servilia is right that no one understands her?
2. What physical effect does seeing Cordus have on Servilia?
3. What does Caecilia want Servilia to do instead of talking about Cordus?
4. Does Servilia do what her mother wants her to do?
5. Where does Servilia go at the end of the lectīō? Where would you go under similar circumstances?
6. What does Servilia mean when she says "night covers her eyes?"
7. Are Servilia's symptoms of love sickness ever found today?

GRAMMATICA   B
Third-Declension Nouns and 2-1-2 Adjectives

Do you remember GNC from the last chapter? Adjectives agree with their nouns in Gender, Number and Case. You will be especially aware of this when you see adjectives from one declension modifying nouns from another, as you did in these pairs from the last reading:

frātrēs iēlūnī māter cāra auribus meīs
In all three phrases, a 2-1-2 adjective is describing a third-declension noun. Notice how the adjective/noun combination can help you determine case and number. For example, *frātrēs* can be nominative or accusative plural, but *frātrēs iēūniē* can only be nominative. The accusative would be *fratrēs iēunōs*. An adjective is often the difference between a right and a wrong translation!

Here is a declension chart to help you answer that question.

<table>
<thead>
<tr>
<th>3rd DECLENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>Nominative</td>
</tr>
<tr>
<td>Genitive</td>
</tr>
<tr>
<td>Dative</td>
</tr>
<tr>
<td>Accusative</td>
</tr>
<tr>
<td>Ablative</td>
</tr>
<tr>
<td>Vocative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural</strong></th>
<th><strong>f.</strong></th>
<th><strong>m.</strong></th>
<th><strong>n.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>matrēs meae</td>
<td>patrēs meī</td>
<td>nōmina mea</td>
</tr>
<tr>
<td>Genitive</td>
<td>mātrum meārum</td>
<td>pātrum meōrum</td>
<td>nōminum meōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>mātribus meīs</td>
<td>pātribus meīs</td>
<td>nōminibus meīs</td>
</tr>
<tr>
<td>Accusative</td>
<td>mātrēs meās</td>
<td>patrēs meōs</td>
<td>nōmina mea</td>
</tr>
<tr>
<td>Ablative</td>
<td>mātribus meās</td>
<td>pātribus meās</td>
<td>nōminibus meās</td>
</tr>
<tr>
<td>Vocative</td>
<td>matrēs meae</td>
<td>patrēs meī</td>
<td>nōmina mea</td>
</tr>
</tbody>
</table>

Since the gender of a third declension noun is often difficult to predict and requires memorization, it is helpful to learn a third declension noun with a 2-1-2 adjective; i.e., if you learn *nōmen meum* you know right away that *nōmen* is neuter.

The next exercise will help you practice adjective agreement.

**EXERCEĀMUS!**

**XIII.D Adjective Agreement**

Directions: Use the adjective to help you determine the GNC of each of the following phrases with 3rd declension nouns. We have done the first one for you.

Hint: Those marked with an asterisk have two possibilities.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>homō novus</em></td>
<td>masculine</td>
<td>singular</td>
</tr>
<tr>
<td><em>mātris tuae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>sorōrī tuae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>fullōnēs Rōmānī</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>latrōnēs Rōmānōs</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>āctōribus ūrātīs</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>tonsōrum bonōrum</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>nōmen longum</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*opus perículōsum
frātrī parvō
operculōsōrum
temporī necessāriō
pater fessus
vōce magnā
senātōrēs agitāti
*opera perículōsa

RŌMĀNĪ IPSĪ

Echoes of Catullus

In Lectiō Secunda Servilia echoes the love poet Catullus, a contemporary of Caesar. She reads one of his most famous poems, specifically the one where Catullus describes the first time he laid eyes on Lesbia, his future lover.

Before you read, you might also want to think about your own experiences. If you have ever been in the presence of someone you love or with whom you are falling in love, how many of Catullus' symptoms did you experience? Catullus died about 45 years before the time of our story. Yet his description was perfect for Servilia and, still today, for us.

We have rearranged the original poem a bit to help you read it and we have used typefaces to show you which words go together. With this help, and that of your teacher, you should be able, using the vocabulary below, to understand most of the poem. The full text (one stanza is omitted here) can be found at the end of the book.

Catullus 51

Ille (vir) mihi pār deō esse vidētur,
ille, sī fas est, superāre deōs (vidētur),
(ille) quī sedēns adversus, tē
identidem spectat et audit

5 (tē) dulciter ridentem, quod omnēs sēnsūs
ā mē miserō ēripit: nam simul atque, Lesbia,
tē aspexī, mihi superest nihil
vōcis in āre

Sed lingua (mea) torpet, tenuis flamma

10 sub artūs (meōs) dēmānat, sonitū suō
tintinant aurēs (meae), gemīnā nocte
oculī (meī) teguntur.
Catullus 51 is actually a loose translation of a famous poem by the Greek poet Sappho of Lesbos. In his poem Catullus does not mention this. He assumes that his Latin readers will recognize and appreciate how he has used Sappho’s poem. In today’s world, what Catullus did might be considered plagiarism or stealing someone else’s literary property. In the ancient world such imitation was the highest form of praise. For example, the Roman poet Vergil used Homer’s *Iliad* and *Odyssey* as close models for his long epic poem, the *Aeneid*. The Italian national poet Dante Alighieri (1265-1321) borrowed many characters and scenes, as well as Vergil himself, for his *Divine Comedy*. The Roman playwrights Plautus and Terence modeled their comedies on earlier Greek ones. In their prologues, in fact, they often tell their audiences what Greek plays they are “translating.” You will attend a performance of one of these plays later in this book.

While we are much more cautious about copying the work of others today, the writings of the ancient Romans are certainly past the statute of limitations for modern copyright laws. So their works and sayings have often been used and reused, worked and reworked by modern authors. To take an earlier author’s poems and to imitate them or to incorporate parts of them into one’s own work was a very high compliment.
LATĪNA HODIERNĀ
Latin in Modern Families

While English words for family members like “father,” “mother,” “brother,” and “sister” are all native English words derived from Anglo-Saxon sources, Latin words related to the family are widely used in English.

We can begin with the word “family” itself, which comes from the Latin word *familia, -ae f.* The Latin and English words both have a wide range of meanings. Consider:

\[ \textit{familia, -ae f.} \]

In English, a "family" can refer to a household of people living together. It can also refer to all the members of the "clan" that are related to each other. Biologically, it can refer to a grouping of organisms. But the Roman word is more legal than biological in meaning. A Roman could use this word to refer to a “household,” to all individuals under the legal control of a *paterfamilias* (“father of the family”), including relatives and even slaves. Some Roman wives were never legally members of their husband’s family and many Roman children were members of a family by adoption rather than birth.

Now consider how words for specific family members come into English:

<table>
<thead>
<tr>
<th>Latin word</th>
<th>meaning</th>
<th>English derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>pater, patris m.</td>
<td>father</td>
<td>paternal, paternity, patriarchal, patricide</td>
</tr>
<tr>
<td>māter, mātris f.</td>
<td>mother</td>
<td>maternal, maternity, matrarchal, matricide</td>
</tr>
<tr>
<td>filius, -ī m.</td>
<td>son</td>
<td>filial, filiation</td>
</tr>
<tr>
<td>filia, -ae f.</td>
<td>daughter</td>
<td></td>
</tr>
<tr>
<td>soror, sorōris f.</td>
<td>sister</td>
<td>sororal, sorority, sororicide</td>
</tr>
<tr>
<td>frāther, frātris m.</td>
<td>brother</td>
<td>fraternal, fraternity, fratricide</td>
</tr>
<tr>
<td>ava, -ae f.</td>
<td>grandmother</td>
<td></td>
</tr>
<tr>
<td>avus, avī m.</td>
<td>grandfather</td>
<td></td>
</tr>
<tr>
<td>avunculus, -ī m.</td>
<td>mother’s brother</td>
<td>uncle, avuncular</td>
</tr>
<tr>
<td>patruus, -ī m.</td>
<td>father’s brother</td>
<td></td>
</tr>
<tr>
<td>nepōs, nepōtis m.</td>
<td>grandson, descendant</td>
<td>nepotism, nephew, niece</td>
</tr>
<tr>
<td>nepis, nepitis f.</td>
<td>granddaughter</td>
<td></td>
</tr>
</tbody>
</table>

Note that Latin had separate words for mother’s brother and father’s brother. The relationship between a Roman and these men is indicated by the fact that *pātruus* could also mean “a severe critic” in Latin while an *avunculus* was considered more loving and caring. This explains why English has derived its word “uncle” from the latter and not the former and it also explains the English word “avuncular. *Nepos* means both "nephew" and grandson so Latin often simply said *filius/filia frātris* (“brother’s son/daughter”) or *filius/filia sorōris* (“sister’s son/daughter”).
Marriage was an important legal event in a woman’s life. Before marriage, she was under the father’s *patriapotesas* (“authority”). After marriage, she often went under the authority of her husband and earned the status of *mātrōna*, i.e. a “married women.” There were certain political and religious activities which only married Roman women could perform. Note that the English word “matron” has a much more limited use today.

**ORBIS TERRĀRUM RŌMĀNUS**  
*Verōna*

The poet Catullus and the family of Valeria were all from Verona. Catullus was probably born in ca. 84 B.C., when the city was part of the Roman province of *Gallia Cisalpīna* (which we visited in the *ORBIS TERRĀRUM RŌMĀNA* to Caput XI). His father was said to have been a friend of Julius Caesar, who was governor of the province in 58-49 B.C. Catullus mentions Caesar, not always favorably, in some of his poems.

Located at major crossroads in northern Italy, the city was an important transportation center. Verona became a Roman colony in 89 B.C. Residents of the city were granted Roman citizenship in 59 B.C. and ten years later the city was raised to the status of *mūnicipium* (a town subject to Rome but governed by its own laws) in 49 B.C.

By the time Valeria and her family left Verona for Rome, *Gallia Cisalpīna* Augustus had changed its status from province to a part of Italy.

An amphitheater was built in Verona in 70-80 A.D. Its outer circumference measured 152 by 103m and the arena: 74 by 44m. It could hold at least 20,000 spectators. This structure (now known as Arena di Verona) is one of the best preserved Roman amphitheatres and is used today for opera performances.
QUID PUTĀS?
1. How well do you think Catullus describes the emotion of being in love?
2. Why do you think modern attitudes towards copying and plagiarism have changed from the ancient Roman view or do today’s poets and authors do much the same thing?
3. The English word “matron” comes from the Latin mātrōna (“wife, matron”) Would you call your mother or wife a matron? When would you use the word “matron” in English? How is it used in England?
4. Explain to a friend the difference in meaning between the Latin word familia and the English “family.”
5. Why do you think Jules Verne named the main character in Two Thousand Leagues Under the Sea Captain Nemo?

EXERCEĀMUS!
XIII.E COLLOQUĀMUR
Directions: Hold a conversation with a classmate in which you describe your families. Use the questions below to get yourself started. You could also refer back to the description of the Servilian family in Lectīō Secunda of CAPUT XII for additional ideas.

Additional vocabulary you may need:

- vitruicus, -ī m. stepfather
- noverca, -ae f. stepmother
- vitriticī filius stepbrother
- novercae filia stepsister
- avus grandfather
- ava grandmother
1. Habēsne frātrem in familiā tuā?
2. Habēsne frātrem minōrem (younger)?
3. Habēsne frātrem māiōrem (older)?
4. Habēsne sorōrem in familiā tuā?
5. Habēsne sorōrem minōrem?
6. Habēsne sorōrem maiōrem?
7. Suntne geminī (twins) in familiā tuā?
8. Estne avus aut ava in familiā tuā?
9. Habesne cubiculum tuum in domō?
10. Estne soror aut frāter in cubiculō tuō?

XIII.F SCRĪBĀMUS
Directions: Using the questions in Exercise XIII.E write a short paragraph that describes your family in Latin. The questions below may help to get you started. You could also refer back to the description of the Servilian family in Lectiō Secunda of CAPUT XII. When you need to refer to numbers you do not know (but which you will learn soon) feel free simply to write the number as a number – use Roman numerals if you know how! We have begun a sample paragraph for you. (Look for it following the questions.)

1. Quantōs frātrēs habēs?
2. Quantōs annōs frāter nātus est?
3. Quantās sorōrēs habēs?
4. Quantōs annōs soror nāta est?
5. Quantōs frātrēs pater tuus habet?
6. Quantōs frātrēs mater tua habet?
7. Quantās sorōrēs pater tuus habet?
8. Quantās sorōrēs mater tua habet?
In meā familiā sumus ego, pater meus, māter mea, I (ūnus) frāter et III sorōrēs. Meus frāter XIII annōs nātus est et mea soror VIII annōs nāta est. In familiā una ava et duo avī sunt. Mea māter trēs frātrēs et nullam sorōrem habet………

XIII.G Verba Discenda
Directions: Using an English dictionary, if necessary, find at least one additional English derivative for ten of the Verba Discenda. See if you can use the meaning of the Latin word to define each English derivative.

Here is one to get you started:

amorous from amō “pertaining to love”

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>amīca, -ae f. friend,</td>
<td>intellegō,</td>
<td>quam how!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>girlfriend [amicable]</td>
<td>intellegere,</td>
<td></td>
<td>soror, sorōris f. sister</td>
<td></td>
</tr>
<tr>
<td>amō (1) love [amity]</td>
<td>intellectum</td>
<td></td>
<td>[sorority]</td>
<td></td>
</tr>
<tr>
<td>cārus, -a, -um dear,</td>
<td>māter, mātris f. mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td>nēmō, nēminis m./f.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cūrō (1) care for</td>
<td>nobody</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[curative]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frāter, frātris m. brother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[fraternal]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homō, hominis m./f.</td>
<td>pater, patris m. father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>person, human being,</td>
<td>[paternal, paternity]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>man [hominid]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iēōnus, -a, -um hungry</td>
<td>pulcher, pulchra,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[jejune]</td>
<td>pulchrum pretty,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>handsome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[pulchritude]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANGULUS GRAMMATICUS
How Multi-Faceted a Word Quam Is!

Quam is one of a number of Latin words which can have widely different meanings depending upon context. In this chapter you have seen how quam is used in Latin to introduce the exclamation “How!” in phrases like the following:

Quam fōrmōsus est!
Quam pulcher!
Quam nōbilis atque rōbustus!
Quam vehementer tē amō!
In all of these cases, *quam* is an adverb modifying an adjective or an adverb to create expressions like “How handsome!” or “How strongly!”

Until now you have mostly seen *quam* used to mean “than” in expressions like

*Sīmia mē amat magis *quam* puer.*
*Sedēre in lectīcā melius est *quam* ambulāre in viā.*

In this case, *quam* is used to express a comparison, i.e, to show that something is more ______ than something else.

Then you have seen *quam* used with *tam* to mean “as _____ as.”

*Puer tam fortis *quam* pater suus est.*

Later on, you will find out that *quam* can also mean “whom” or “which.” It can also mean “as _____ as possible” with a superlative adjective or adverb, like *quam fortissimus* (“as strong as possible”) or *quam fortissimē* (“as strongly as possible”).

So, how can you know how to translate *quam* when you see it? Well, your best guide is to pay attention to *quam*’s surroundings. For example, if *quam* is at the beginning of a sentence ending in an exclamation point, it probably means “How!” If *quam* is used with a comparative like *magis* or *melius* it probably means “than.”

English this does the same sort of thing even more frequently than Latin does. For example, think of all the ways the word “drive” can be used in English. Or how about “iron?” The word “iron” can refer as a noun to an element, a household tool, and a golf club. And it can also be a verb used to “iron clothing” or “iron out a problem.” How do we know what “iron” means in English? The same way we do in Latin. By context!

**LEGENDA**
The astrologer told Licinia that her child would be a new Perseus. Perseus was the Greek hero who decapitated the Gorgon Medusa and rescued the Ethiopian princess Andromeda from a sea monster. In this reading you will learn about Perseus’ birth and his early adventures. Acrisius, king of the Argives, had heard that any son of his daughter, Danaë, would overthrow him. So he shut her up in a bronze chamber. But this was no impediment to Jupiter, who visited Danaë in the form of a golden rain shower. Danaë tried to keep the resulting child, Perseus, hidden, but to no avail. Our story picks up when Acrisius is planning to do away with Perseus.
While there are only four conjugations, there is a special group of 3rd conjugation verbs called 3rd-conjugation –iō because their 1st principal part ends in –iō instead of –ō; for example, capiō instead of dicō. They only differ from verbs like dicō in two places:

<table>
<thead>
<tr>
<th>1st person sing.</th>
<th>dīcō</th>
<th>but</th>
<th>capiō</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd person pl</td>
<td>dicunt</td>
<td>but</td>
<td>capiunt</td>
</tr>
</tbody>
</table>

All the 3rd-conjugation –iō verbs in Lectīō Prīma are put in bold. Watch for them and we will explain how they work later in the chapter.

**Substantives**

As you read, also look for one more thing: Adjectives which stand by themselves and are not associated with any expressed noun. These are called substantives and they are acting as if they were nouns in themselves. In order to translate them, determine their gender and number and add “man/men”, “woman/women” or “thing/things” accordingly. Thus, in the reading below:

- *Argī* = The people of Argos, the Argives
- *multa* = many things
- *omnia* = all things
- *territōs* = the terrified ones/people

**EXERCEĀMUS!**

**XIV.A Derivatives**

Directions: Before you read the story about Perseus, use the English words in parentheses to help you match the Latin word in Col. A with its meaning in Col. B. This will help with the vocabulary you will see in the chapter. We have done the first one for you.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arcā (ark)</td>
<td>A. sleep</td>
</tr>
<tr>
<td></td>
<td>B. afraid</td>
</tr>
<tr>
<td>2. comprehendit (comprehend)</td>
<td>C. seize</td>
</tr>
<tr>
<td>3. dormīvit (dormitory)</td>
<td>D. mother</td>
</tr>
<tr>
<td>4. inclusit (enclose)</td>
<td>E. storm</td>
</tr>
<tr>
<td>5. lignēa (ligneous)</td>
<td>F. wooden</td>
</tr>
<tr>
<td>6. mare (marine)</td>
<td>G. greatest</td>
</tr>
<tr>
<td>7. māter (maternal)</td>
<td>H. chest, box</td>
</tr>
<tr>
<td>8. māximī (maximum)</td>
<td>I. divine prophecy</td>
</tr>
<tr>
<td>9. nārrant (narrate)</td>
<td>J. sea</td>
</tr>
<tr>
<td>10. ὅρακulum (oracle)</td>
<td>K. bend, fold, lap</td>
</tr>
<tr>
<td>11. sinū (sinuous)</td>
<td>L. tell</td>
</tr>
<tr>
<td>12. tempestās (tempest)</td>
<td>M. shut in</td>
</tr>
<tr>
<td>13. terrīta (terrified)</td>
<td></td>
</tr>
</tbody>
</table>

Watch for these words in the following story about the Greek hero Perseus,
Perseus Infans


Acrisius Perseum interficere cupit; servī Acrīsiī igitur arcam līgneam faciunt. Perseus fīlius Iovis, rēgis deōrum, fuit; avus eius, Acrisius nōmine, rēx Argōrum in Graeciā fuit.

Iuppiter tamen omnia videt, et fīlius suum servāre cupit. Igitur mare tranquillum facit et arcam ad insulam Serīphum perdūcit. Polydectes tunc insulae rēx est. Postquam in arcā ad lītus adveniunt, Danaē infansque in hāc quiēscunt. Post breve tempus piscātōrēs quīdam Danaēm et infantern suum inveniunt et terrītōs per agrōs ad frātrem rēgis addūcunt. (Nōmen fratri Dictys est.)

Verba Útenda

addūcō, addūcere, addūxī, adductum bring in, lead to arca, -ae f. chest Argī, Argōrum m. pl. the people of Argos, a city in Greece. Argives. autem however avus, -ī m. grandfather bracchium, -i n. arm brevis, breve short coniciō, conicere, coniēcī, coniectum hurl, cast Danaē, Danaēs f., Danaē, Perseus’ mother deus, -i m. god Dictys, -yos m Dictys, brother of Polydectes enim for erit (he) will be futūrum, -ī n. future haec, “these things” harēna, -ae f. sand igitur therefore inclūdō, inclūdere, inclūsī, inclūsum shut in, enclose infans, infantis m./f. infant insula, -ae f. Translate as “island” here, referring to Serīphus interficīō, -ficere, -fēcī, -fectum kill inveniō, invenīre, invenī, inventum find, discover Iuppiter, Iovis m., Jupiter, king of the gods liber, librī m. book līgneus, -a, -um wooden lītus, lītoris n. shore magnopere greatly mare, mariī n. sea maximus, -a, -um very great narrō (1) say, tell omnia “all things,” everything perdūcō, perdūcere, perdūxī, perductum conduct, bring through Perseus, -eī m., Perseus piscātor, piscātōris m. fisherman poēta, -ae m. poet Polydectes, -is m. Polydectes, king of Serīphos postquam after quīdam certain, some quiēscō, quiēscere, quiēvī rest rēgia, -ae f. palace rēx, rēgis m. king servō (1) save, protect tamen nevertheless tempestās, tempestātīs f. storm terrītus –a, –um afraid tranquillus, -a, um still, peaceful turbō (1) disturb
POSTQUAM LĒGISTĪ
Remember that, wherever possible, you should try to answer these questions in both Latin and English.
1. What is Perseus’ relationship with each of the following: Jupiter, Acrisius, and Danaē?
2. How does Acrisius try to kill Perseus?
3. Why is Perseus not afraid?
4. Who finds Perseus and his mother? Who gives them sanctuary?
5. What happens to Perseus and Danaē at the end of Lectīō Prīma?

GRAMMATICA A
3rd Conjugation –iō Verbs and 4th Conjugation Ve

3rd Conjugation –iō Verbs: These verbs have a 1st Principal Part ending in –iō instead of –ō, but, like all verbs in the 3rd conjugation, they have 2nd Principal Parts (present active infinitives) ending in –ere. So

<table>
<thead>
<tr>
<th>3rd conjugation –iō</th>
<th>3rd conjugation</th>
<th>4th conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dūcō</td>
<td>dūcere</td>
<td>dūcere</td>
</tr>
<tr>
<td>dīcō</td>
<td>dīcere</td>
<td>dīcere</td>
</tr>
<tr>
<td>intellegō</td>
<td>intellegere</td>
<td></td>
</tr>
<tr>
<td>faciō</td>
<td>facere</td>
<td></td>
</tr>
<tr>
<td>capiō</td>
<td>capere</td>
<td></td>
</tr>
<tr>
<td>interficiō</td>
<td>interficere</td>
<td></td>
</tr>
</tbody>
</table>

Here are four important third conjugation –iō verbs. All are Verba Discenda.

capiō, capere, cēpī, captum take, seize
cupiō, cupere, cupīvī, cupītum desire, wish
faciō, facere, fēcī, factum do, make
interficiō, interficere, interfēcī, interfecitum kill

4th conjugation verbs: These verbs also have a 1st Principal part in –iō, but their infinitive ends in –īre. Here are all the 4th conjugation verbs you have already learned as Verba Discenda:

audiō, audīre, audīvī, audītum hear
dormiō, dormīre, dormīvī / dormīō, dormītum sleep
finiō, finīre, finīvī/finīū, finītūm finish
saliō, salīre, salīi or saluī, saltum leap, jump
veniō, venīre vēnī, ventum come
adveniō, advenīre, advēnī, adventum arrive at, come to
inveniō, invenīre, invēnī, inventum find, discover
In the present active indicative, 3rd conjugation –iō verbs share forms with 4th conjugation verbs, adding an –i where 3rd conjugation -ō verbs do not. Compare the following, and be on the lookout for where the vowel "i" turns long:

<table>
<thead>
<tr>
<th>3rd conjugation</th>
<th>3rd conjugation –iō</th>
<th>4th conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dīcō</td>
<td>faciō</td>
<td>audiō</td>
</tr>
<tr>
<td>dīcis</td>
<td>facis</td>
<td>audiś</td>
</tr>
<tr>
<td>dīcit</td>
<td>facit</td>
<td>audit</td>
</tr>
<tr>
<td>dīcimus</td>
<td>facimus</td>
<td>audīmus</td>
</tr>
<tr>
<td>dīcitis</td>
<td>facitis</td>
<td>audītis</td>
</tr>
<tr>
<td>dīcunt</td>
<td>faciunt</td>
<td>audīunt</td>
</tr>
</tbody>
</table>

Notē Bene:
- The long marks over the following endings differentiate 4th conjugation verbs from those in the 3rd: -īs (audīs), -īmus (audīmus) and –ītis (audītis).

EXERCEĀMUS!
XIV.B Forming 3rd and 4th Conjugation verbs
Directions: Fill in this chart as indicated. Use the chart above as a model.

<table>
<thead>
<tr>
<th>Singular</th>
<th>3rd conjugation</th>
<th>3rd conjugation –iō</th>
<th>4th conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>dūcō</td>
<td>capiō</td>
<td>dormiō</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>dūcunt</td>
<td>capiunt</td>
<td>dormiunt</td>
</tr>
</tbody>
</table>

Substantives

Look closely at the words in bold in these sentences:

Poētae multa dē Perseō nārrant. The poets tell many things about Perseus.

Iuppiter omnia vīdit, Jupiter saw all things.

Multa varia vidērunt. They saw many varied things.

Astrologī multa dē multīs dīcunt. Astrologers say many things (much) about many things.
DISCE LATĪNAM!

All of the words in bold are examples of substantives or adjectives being used as nouns. Another way to explain this is to say that the adjective agrees with the gender, number and case of a noun understood but not expressed. When we translate Latin substantives into English, we usually need to supply the understood noun. So in the sentence

Virī circumstant et multa dīcunt.

multa is neuter accusative plural with “things” understood.

Here are some other examples where the understood noun is very clear:

- Bonus venit. The good (man) is coming.
- Bona venit. The good (woman) is coming.
- Bonum venit. A good thing is coming
- Bonī veniunt. Good (men) are coming.
- Bonae veniunt. Good women are coming.
- Bona veniunt. Good things are coming.

Sometimes you can only tell from context how to translate a substantive. For example, in the sentence

Virī dē bonīs dīcunt.

the substantive bonīs can be translated as “good men,” “good women” or “good things” depending on the context and what went before.

Sometimes the verb helps you sort things out. Compare the following two sentences. What in the sentence forces us to translate the way we do?

- Mala celeriter advenīt. The bad woman is approaching quickly.
- Mala celeriter adveniunt. Bad things are approaching quickly.

LECTIŌ SECUNDA

ANTEQUAM LEGIS

In Lectiō Secunda Danaē retells in the perfect tense the story told in present tense in Lectiō Prīma. This will give you practice working with both tenses. Also note that Lectiō Prīma was in third person while Lectiō Secunda is mostly in first person.

As you read this next part of the story of Perseus and his mother, also watch out for two kinds of words:

- **2nd Declension –er words:** Did you notice the words liber, librī (“book”) and ager, agrī (“field”) in the last reading? These are two second declension words with nominative singulairs in –er instead of –us. All the other endings are the same
2nd declension endings you already know. Look for more of these 2nd declension –er words (puer “boy” and pulcher “pretty”) in this reading marked in bold. We will show you how these words work after you read.

- This reading also introduces you to a special group of 3rd declension words called i-stems. You have already seen one, mare (“sea”) in Lectio Prima. Such words are also marked in bold in Lectio Secunda. These 3rd declension words are called i-stems, because an –i- is sometimes added to the regular 3rd declension ending. See if you can use what you know about the third declension to determine how they are used in context.

EXERCEĀMUS!
XIV.C Recognizing 2nd Declension –er Words and 3rd Declension I-stems.
Directions: As you read Lectio Secunda make a list line by line of all the words marked in bold. These are either 2nd Declension –er words or 3rd Declension i-stems. Use the declension endings to help you determine which type of word each is. Then indicate the case, number and meaning of each word. We have done the hardest one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Word</th>
<th>Type</th>
<th>Case</th>
<th>Number</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>marī</td>
<td>3rd decl. i-stem</td>
<td>ablative</td>
<td>singular</td>
<td>sea</td>
</tr>
</tbody>
</table>

Danaē et Dictys

Poëtae multa alia dē Perseō in libris narrant:
Dictys, ubi fēminam ĭnfantemque vīdīt, “Quis es?” inquit. “Et unde tū et puer tuus vēnīstis?” Danaē respondit et fratri rēgis suam fābulam dīxit:
You may have noticed that the story says Danae gave birth in her tenth month. Biology has not changed over the millennia, but counting has.
The Romans practiced “inclusive” counting. While we say that 1-9 is 9 months, the Romans included both the first and the last month in their count and thus made the total ten.
nōbīs et concēde nōbīs

ignem et aquam. In insulā tuā concēde sēdem tūtam.”

Ubi Dictys mātrem et puerum parvum benignē excēpit, Danaē respondit:


**VERBA ŪTENDA**

| accipiō, accipere, accēpī, acceptum accept, receive | excipiō, excipere, excēpī, exceptum receive |
| ager, agrī m. field | finīs, finīs m. end; pl. country |
| alia other “things” | territorium |
| apud + acc. at the house of, by | grātiās agere thank |
| aureus, -a, um golden | hoc this |
| avus, ī m. grandfather | hospes, hospitis m./f. guest, stranger |
| beāitus, -a, -um blessed, happy | hostis, hostis m. / f. stranger, foreigner, enemy; pl. the enemy |
| benignus, -a, -um kind | ibi there |
| beneficium, -īī n. favor, benefit | igitur therefore |
| cēlō (1) hide | infans, infantis m./f. infant |
| concēdō, concēdere, concessī, concessum grant | interficiō, interficere, interfēcī, interficium kill |
| cum when | inveniō, invenire, invēnī, inventum find, discover |
| deus, -ī m. god | lectus, -ī m bed |
| dōnum, -ī n. gift | liber, librī m. book |
| ëum him | marēs, maris n. sea |
| nimbus, -īs f. month | mēnis, mēnis f. month |
| nōbīs to us | nōbīs et aquam |
| nor, noctūs f. night | “Fire and water” were two life necessities which Romans used to symbolize communal sharing. When a Roman was sent into exile, the expression used was aquā et ignī interdicere “to forbid fire and water (to someone)”. So Danaē is asking the king to allow Perseus and herself to be welcomed into the community on the island of Seriphos. |

**POSTQUAM LĒGISTĪ**

Remember that, wherever possible, you should try to answer these questions in both Latin and English.

1. What questions does Polydectes ask when he sees Danaē?
2. What new details does Danaē add to the story you read in *Lectīō Prīma* about what happened in Argos?
3. Why does Danaē mention *hostēs* in line 19?
4. Why does Polydectes give Danaē what she asks for now?
5. What do you think happens next in the story?
Some masculine words of the second declension have a nominative singular ending in –er instead of –us. These include the following Verba Discenda:

- *ager*, *agrī* m. field
- *liber*, *librī* m. book
- *puer*, *puerī* m. boy

Notā Bene:
- Sometimes the stem loses the “e” as in *liber*, *librī* and *ager*, *agrī*
- Other stems retain the “e” as in *puer*, *puerī*
- English derivatives can help you know whether the “e” stays or drops out. Cf. “library,” “puerile,” and “agriculture.” You do not, after all, go to the library to read a book on agericulture!
- The other endings of the declension remain unchanged.
Adjectives Ending in –er

Some 2-1-2 adjectives work the same way. Consider this *verbum discendum*:

*pulcher, pulchra, pulchrum* “pretty, handsome”

"What is going on with the stem?" you may ask. Is it *pulcher* or *pulchr-*? It is the latter. **You find the stem of an adjective by dropping the ending from the nominative, feminine, singular form.** That is why vocabularies and lexicons give you the entire nominative singular as an entry.

Thus: **pulcher, pulchra, pulchrum** → **stem pulchr-**

*liber, libera, liberum* “free” → **stem liber-** (not to be confused with the short –i noun *libr-*, "book").

**Notā Bene:**
- English helps once more. Consider: “If you doubt my spelling of *pulchritude,*” you are at **liberty** to look it up in the library!”
- *liberī, -ōrum* (m. pl. substantive) means “children,” -- the non-adults in the house who were "the free ones.". The others, of course, were slaves.
Deceptive Pairs -- Review

Now consider the following phrases which you saw in the lectiōnēs:

- tempestās magna: a great storm
- mātris cārae: of his dear mother
- tranquillum mare: a calm sea
- piscātorīs quīdam: certain fishermen
- Danaēm territam: Danae terrified
- pater meus: my father
- rēgī bonō: to the good king

Notice that in each case the adjective does not have the same ending as the word it modifies. Nevertheless, the adjective agrees (GNC’s) with its noun in gender, number and case, so

- tempestās magna: feminine singular nominative
- mātris cārae: feminine singular genitive
- tranquillum mare: neuter singular accusative or nominative
- piscātorīs quīdam: masculine plural nominative
- Danaēm territam: feminine singular accusative
- pater meus: masculine singular nominative
- rēgī bonō: masculine singular dative

Third Declension I-stems

You have just seen how there is a special group of 2nd declension nouns with nominative singualrs ending in –er. In the third declension there is a special group of nouns which all are notable for the presence of an –i in certain of their endings. These are called third declension i-stems. You saw several of these words in the Lectiō Secunda. All of them are Verba Discenda.

- nox, noctis f. night: noctium (of the nights)
- hostis, hostis m./f. enemy: hostium (of the enemies)
- sēdes, sēdis f. seat, home: sēdium (of the seats, of the homes)
- finis, finis m. end: finium (of the territory)
- mare, maris n. sea: marium (of the seas)
As the chart below shows, i-stems differ in only a few spots from the “regular” 3rd declension endings. We have marked the different endings with an asterisk.

<table>
<thead>
<tr>
<th></th>
<th>3rd regular</th>
<th>M/F</th>
<th>Neuter i-stem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom</td>
<td>homo</td>
<td>ignis</td>
<td>mare</td>
</tr>
<tr>
<td>Gen</td>
<td>hominis</td>
<td>ignis</td>
<td>maris</td>
</tr>
<tr>
<td>Dat</td>
<td>hominiī</td>
<td>ignī</td>
<td>marī</td>
</tr>
<tr>
<td>Acc</td>
<td>hominem</td>
<td>ignem</td>
<td>mare</td>
</tr>
<tr>
<td>Abl</td>
<td>homine</td>
<td>igne or ignī*</td>
<td>marī*</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom</td>
<td>hominēs</td>
<td>ignēs</td>
<td>maria*</td>
</tr>
<tr>
<td>Gen</td>
<td>hominum</td>
<td>ignium*</td>
<td>marium*</td>
</tr>
<tr>
<td>Dat</td>
<td>hominiibus</td>
<td>ignibus</td>
<td>maribus</td>
</tr>
<tr>
<td>Acc</td>
<td>hominēs</td>
<td>ignēs</td>
<td>maria*</td>
</tr>
<tr>
<td>Abl</td>
<td>hominiibus</td>
<td>ignibus</td>
<td>maribus</td>
</tr>
</tbody>
</table>

**Spotting I-Stems**

Generally you do not need to know which nouns are i-stems, as long as you recognize *-ium* as an alternative genitive plural ending and *-ī* and *-ia* an alternative neuter endings. But here are some rules to know if a third declension noun is an i-stem:

**Masculine and Feminine 3rd**
1. **parisyllabic rule**: if the nominative ends in *-is* or *-es* and the genitive singular has the same number of syllables as the nominative:
   - hostis, hostis m./f. enemy
   - mēnsis, mēnsis, f. month
   - aedēs, aedis f. building, temple
2. **double consonant rule**: if the stem of the noun ends in two consonants:
   - nox, noctis f. night
   - mōns, montis m. mountain
   - mēns, mentis, f. mind

**Neuters**
3. If the neuter nominative singular ends in *-e, -al, or -ar*:
   - animal, -ālis n. animal
   - mare, maris, n. sea
   - exemplar, -āris, n. example
Notā Bene:

- There are notable exceptions to the rules. For example, *canis, canis* m./f, “dog” and *iuvenis, -is* “youth, young man” should act like i-stems but do not.
- The ablative singular of i-stems varies between an ending of –e and –ī. Be on the lookout for either.
- Some older words in the language had an –i in every case ending. Sometimes these are called “pure” i-stems. Thus you will encounter forms like *Tiberim* (accusative singular for the river Tiber) and *tussīs* (nom./acc. pl.) cough. In context these will not cause immense problems.

Summary:

- i-stems are only found in the 3rd declension
- they only differ in case in the following places
  - All i-stems → gen. pl. *-ium*
  - Neuter i-stems → abl. sing *-ī or -ē*
    - nom. & acc. pl *–ia*

**EXERCEĀMUS!**

**XIV.D I-Stems**

Directions: Use the chart of 3rd declension regular and i-stems above to form the declensions of *ignis, nox, fīnis, and animal*. We have filled in some of the blanks for you to get you started.

<table>
<thead>
<tr>
<th>Singular</th>
<th>ignis</th>
<th>nox</th>
<th>fīnis</th>
<th>animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen</td>
<td></td>
<td></td>
<td>fīnis</td>
<td></td>
</tr>
<tr>
<td>Dat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl</td>
<td>ignī</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen</td>
<td></td>
<td></td>
<td>noctium</td>
<td></td>
</tr>
<tr>
<td>Dat</td>
<td></td>
<td></td>
<td>animālibus</td>
<td></td>
</tr>
<tr>
<td>Acc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cicero’s Substantive Thoughts on Democritus

Democritus was a fifth-century pre-Socratic philosopher who theorized that the essential elements of matter were indivisible elements called atomī (literally “those things which cannot be cut”). Cicero uses a series of neuter plural accusative substantives in this description of the extent of Democritus’ wisdom. These substantives are all marked in bold:

Democritus lūminibus āmissīs* alba discernere et ātra nōn poterat, at vērō bona mala, aequa inīqua, honesta turpia, āūtilia inūtilia, magna parva poterat.

Cicero. Tusculan Disputations. V.114

Verba Ďtenda

| alba “white things” | discernō, discernere distinguish | magna “great things” |
| ātra “black things” (from āter, ātra, ātrum) | inūtilia “useless things” | mala “bad things” |
| bona “good things” | lūminibus āmissīs he lost his lights (eyes), i.e., when he became blind | parva “small things” |
| | āūtilia “useful things” |

Liberty and Libraries

English has two words which mean basically the same thing—“freedom” (an Anglo-Saxon based word) and “liberty,” which finds its origin in the Latin adjective liber (“free”). In Latin the equivalent of “liberty” is libertās, libertātis f.

Compare these cognates of libertās, libertātis f. in some Romance languages:

liberté French
libertad Spanish
libertà Italian
liberdade Portuguese

Now consider how many other English words are related to the Latin word liber.

liberal liberate libertine
liberalism liberation libertinism
liberality Liberia
liberalize libertarian

Can you see the “freedom” in each of those words?
Now consider why the following words were not included in that list.

library  
librarian

This is because these two words are derived from *liber, libri* (m. book) rather than *liber, libera, liberum* (free). It is easy to distinguish them if you remember that *libr-* is the Latin stem for “book” while *liber-* is the Latin stem for “free.”

Finally, look at these Latin words dealing with books:

*librarius, -a, -um* related to books

*librarius, -ii* m. someone who copies books (Keep in mind that all ancient books were “manuscripts,” i.e., they were written by hand.)

*librarium, -ii* n. a bookcase

*taberna libraría* a book store

*bibliothēca, -ae* f. a book collection, a library (a Latin borrowing from the Greek where it means “book repository.”)

Notice how both English and Romance languages have borrowed from these Greek and Latin words.

<table>
<thead>
<tr>
<th>Latin</th>
<th><em>librarium, -ii</em> n. a bookcase</th>
<th><em>bibliothēca, -ae</em> f. a library</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>library</td>
<td>biblotheca (“a book collection”)</td>
</tr>
<tr>
<td>French</td>
<td>librairie (bookstore)</td>
<td>bibliothèque</td>
</tr>
<tr>
<td>Italian</td>
<td>libreria (bookstore or bookcase)</td>
<td>biblioteca</td>
</tr>
<tr>
<td>Spanish</td>
<td>libreria (bookstore or bookcase)</td>
<td>biblioteca</td>
</tr>
</tbody>
</table>

*Librī*  
Clipart Item # 896531
Although Perseus was a Greek hero, he was well known by Romans who liked to hear his story or see it depicted in art. The poet Ovid, for example described the hero’s adventures, including his conception by Zeus in a shower of gold, in the *Metamorphoses* (“Changes of Shape”). All of the stories in this poem deal with humans and gods changing their shape. The disguise Zeus used in his encounter with Danaë is an example of such a metamorphosis. And here the baby Perseus is depicted in a fresco from Pompeii.

The Romans were fond of linking tales about Greek heroes with their own legends. For example, they could easily compare Acrisius’ attempt to kill his grandson with a similar effort by king Numitor to dispose of his daughter’s twin sons, Romulus and Remus, who eventually founded the city of Rome. Both grandfathers set their grandsons adrift on water, Perseus in the chest and Romulus and Remus in a reed basket on the bank of the Tiber River (*Tiberis, Tiberis* m.), where they were nursed by a she-wolf and discovered by a shepherd named Faustulus. The nursing wolf became an important symbol of Rome and even in modern Rome images of Romulus, Remus and the she-wolf are proudly displayed.
The story of Romus and Remus is especially associated with the Palatine Hill
(Palātium, -ī n.), which you already know is one of the most important of the seven hills
of Rome and was the hill on which the emperors built their palaces. Even more important
in Roman history and tradition is the association of the Palatine with Romulus and
Remus, and thus with the early history of Rome and Roman religion.

The remains of an ancient “Hut of Romulus,” located on the traditional site of the
hut of Romulus, the first king of Rome, have long been known. Ancient sources tell us
that this hut, considered a sacred shrine, was rebuilt in a traditional oval shape every time
the old one was destroyed by fire or fell into permanent disrepair.

By tradition the Lupercal (Lupercal, -ālis n.) or the cave of the she-wolf who
nursed infant Romulus and Remus, was also located on the Palatine Hill, but no evidence
of this shrine was found until 2007 when archaeologists uncovered, deep in the hill, a
vaulted structure decorated with marble, mosaics and shells, which may be the sacred
spot.

Every February at the Lupercal on the Palatine, the Romans celebrated Lupercalia
(Lupercālia, -ōrum n. pl.) a religious festival directed by Luperci (Lupercus, -ī m.) or
priests dressed in goatskins, who sacrificed a goat on an altar at the Lupercal, smeared
goat blood on their foreheads, cut thongs from the skins of the sacrificed animals, and
then, running naked around the Palatine hill, struck female by-standers with the straps.
Women struck by the straps were believed to be granted fertility and an easy childbirth.
Animal sacrifice, by the way, was an important feature of Roman ritual. The association
of Lupercal with fertility is carried down in the celebration of Valentine’s Day at the
same time of year today.

Other religious structures on the Palatine included temples dedicated to Apollo,
Magna Mater (the Great Mother), and Juppiter Stator (C, E and F on plan below).
**Palātium Hodiē**

Aerial view of the remains of the imperial palace on the Palatine Hill.
Shutterstock 28219612

**Palātium Hodiē**

This plan of the Palatine Hill is taken from Samuel Ball Platner's The Topography and Monuments of Ancient Rome (Boston: Allyn and Bacon, 1904).
Recent archaeological work appears to have discovered the Lupercal approximately where Platner located it on this map (see "n").
Scan compliments of Fr. Felix Just, S.J.
http://catholic-resources.org/AncientRome/Platner-palatine-96.jpg

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**DISCE LATĪNAM!**
**CAPUT XIV**

_Dē Perseō_

**QUID PUTĀS?**

1. What do you think Cicero’s point is in his statement about Democritus in the _RŌMĀNĪ IPSĪ_? What could Democritus still know even though he could no longer see with his eyes?

2. Why do you think the Romans liked to tell Greek myths? Why would they want to model their own stories on Greek ones?

3. How is the story of Moses similar to that of Perseus or of Romulus and Remus?

4. If someone from France or Spain asked you, in English, for the “library” in the mall, what might they actually be looking for? How did they make their error?

5. What places in the United States might have been given the same national respect and state sponsored preservation that the Hut of Romulus and the Lupercal on the Palatine enjoyed from the ancient Romans?

**EXERCEĀMUS!**

**XIV.E COLLOQUĀMUR**

Directions: One student volunteers to be Danaē and to tell her story to other members of the class. While Danaē tells her story, the audience should be preparing to ask her follow-up questions in Latin.

Here is Danaē’s script.


And here is one sample follow up question.

Quid nōmen patrī est?

**XIV.F SCRĪBĀMUS**

Directions: Now rewrite the script from Exercise XIV.E to retell this narrative as if you are talking about Danaē to Polydectes. In other words,

- change all the first person singular verbs marked in bold into third person singulars
- and all the first person pronouns to third person.
- Hint: “Her” (direct object) = _eām_; “her” (adjective) = “_suus, -a, -um_.”
We have done a sample phrase for you as a model:

In utero meō dei filium tulī et decem post mensēs puerum pulchrum, Perseum nōmine, peperī,

becomes

In utero suō dei filium tulit et decem post mensēs puerum pulchrum, Perseum nōmine, peperit...


### XIV.G Verba Discenda

Directions: Most of these Verba Discenda are nouns. Make three columns and list these nouns by declension. Mark second declension –er nouns and third declension -i stems with asterisks. We have done one for you.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>1st Declension</th>
<th>2nd Declension</th>
<th>3rd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td>ager, agrī m. field</td>
<td>infans, infantis m./f.</td>
<td>narrō (1) say, tell</td>
<td></td>
</tr>
<tr>
<td>[agriculture]</td>
<td>infant [infantile]</td>
<td>[narration]</td>
<td></td>
</tr>
<tr>
<td>brachium, -ī n. arm</td>
<td>interficiō, interficere,</td>
<td>nox, noctis f. night</td>
<td></td>
</tr>
<tr>
<td>[brachiation]</td>
<td>interfēcī, interfectum</td>
<td>[nocturnal]</td>
<td></td>
</tr>
<tr>
<td>deus, -ī m. god</td>
<td>kill</td>
<td>poēta, -ae m. poet [poetic]</td>
<td></td>
</tr>
<tr>
<td>[deify]</td>
<td>inveniō, invenire,</td>
<td>quiēscō, quiēscere, quiēvī</td>
<td></td>
</tr>
<tr>
<td>finis, finis m. end; pl.</td>
<td>inventum find,</td>
<td>rest [quiescent]</td>
<td></td>
</tr>
<tr>
<td>country, territory</td>
<td>discover [invention]</td>
<td>rēx, rēgis m. king [regal]</td>
<td></td>
</tr>
<tr>
<td>[finite, infinite]</td>
<td>liber, librī m. book</td>
<td>sēdēs, sēdis f. seat, home,</td>
<td></td>
</tr>
<tr>
<td>futūrum, -ī n. future</td>
<td>[library]</td>
<td>residence</td>
<td></td>
</tr>
<tr>
<td>[future]</td>
<td>mare, maris n. sea</td>
<td>territus –a, -um afraid</td>
<td></td>
</tr>
<tr>
<td>hostis, hostis m. / f.</td>
<td>mēnsis, mēnīs m.</td>
<td>tūtus, -a, -um safe</td>
<td></td>
</tr>
<tr>
<td>stranger, foreigner,</td>
<td>month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enemy; pl. the enemy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[hostile]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**ANGULUS GRAMMATICUS**

**Latin Homonyms and Homophones**

**Homonyms** are words which have the same spelling and different meanings, like “refuse” (n.) / “refuse” (v.). **Homophones** are words which have the same sounds but different meanings, like “to” / “two” / “too.” Here are two pairs of Latin homonyms. Which pair are also homophones?

\[
\begin{align*}
\text{liber līber} & \quad \text{the free book} \\
\text{līberī līberī} & \quad \text{the free children}
\end{align*}
\]

Now compare these Latin homophones, distinguished only by gender:

\[
\begin{align*}
mālus, -īm. & \quad \text{pole, ship’s mast} \\
mālus, -īf. & \quad \text{apple tree}
\end{align*}
\]

which also share this homonym:

\[
\begin{align*}
\text{malus, -a, -um} & \quad \text{bad}
\end{align*}
\]

So consider these pairs:

\[
\begin{align*}
mālus māla & \quad \text{the bad apple tree} \\
mālus malus & \quad \text{the bad mast}
\end{align*}
\]

where the gender of the adjective indicates the meaning of the noun.

To make matters worse, you can add the Latin verb mālō (“I prefer”) as another homonym and create the following Latin oddity, probably the work of bored schoolboys (who took a bit of liberty with formal grammar rules):

\[
\begin{align*}
\text{Mālō mālō mālō malō.} \\
\text{I prefer (to be in) an apple tree to be than on a bad mast.}
\end{align*}
\]

or, as Benjamin Britten took the last “malō” slightly differently when he wrote his libretto for the 1954 opera *The Turn of the Screw*:

\[
\begin{align*}
\text{Malo: I would rather be} \\
\text{Malo: in an apple-tree} \\
\text{Malo: than a naughty boy} \\
\text{Malo: in adversity.}
\end{align*}
\]

What other translations are possible, if you write it as the Romans would, without long marks?
DISCE LATĪNAM!

LEGENDA
The lectiōnēs in this chapter continue the family conversations in the house of Servilius. In Lectiō Prīma Marcus has a private conversation with his sister Servilia.

**Third-Declension Adjectives**

In this chapter you are introduced formally to third-declension adjectives. You have seen some of these adjectives before. For example, in Caput VII Hermes used the 3rd declension adjective *omnis* (“each, every; all”):
Habeō saccum meum et omnem pecūniam meam.

The astrologer used the 3rd declension adjective fortis (brave, strong) to describe the hero Perseus in Caput X:

fortis quam maximus hērōs Graecus Perseus erit!

And Servilia used nōbilis (noble, worthy) to describe Cordus in CAPUT XIII:

Quam homō rōbustus atque nōbilis!

Notice how all three adjectives have the same nominative ending (-is) as 3rd declension i-stem nouns like finis and hostis. This is because third-declension adjectives use i-stem endings. Watch for these adjectives as you read Lectīō Prīma

**EXERCEĀMUS!**

**XV.A** Pre-Reading Vocabulary

Directions: See if you can find in Col. B an English meaning and derivative for each of the 3rd-declension adjectives in Col. A.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>15. Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. celer</td>
<td>a. clever, smart (“an intelligent idea”)</td>
</tr>
<tr>
<td>2. crūdēlis</td>
<td>b. dignified, aristocratic (“a noble duty”)</td>
</tr>
<tr>
<td>3. difficilis</td>
<td>c. each, all (“an omnibus tax bill”)</td>
</tr>
<tr>
<td>4. dulcis</td>
<td>d. easy (“a facile argument”)</td>
</tr>
<tr>
<td>5. facilis</td>
<td>e. happy (“Her name is Felicity.”)</td>
</tr>
<tr>
<td>6. fēlīx</td>
<td>f. harsh (“the cruel fact”)</td>
</tr>
<tr>
<td>7. fortis</td>
<td>g. heavy, serious (“a grave situation”)</td>
</tr>
<tr>
<td>8. gravis</td>
<td>h. not easy, hard (a “difficult” task)</td>
</tr>
<tr>
<td>9. intellegēns</td>
<td>i. powerful (“a potent medication”)</td>
</tr>
<tr>
<td>10. miserābilis</td>
<td>j. strong (“fortitude”)</td>
</tr>
<tr>
<td>11. nōbilis</td>
<td>k. sweet (“a dulcet sound played on a dulcimer”)</td>
</tr>
<tr>
<td>12. omnis</td>
<td>l. swift (“an accelerant for fire”)</td>
</tr>
<tr>
<td>13. potēns</td>
<td>m. unhappy, sad (“Chopin’s ‘Valse Triste’”)</td>
</tr>
<tr>
<td>14. trīstis</td>
<td>n. wretched (“a miserable situation”)</td>
</tr>
</tbody>
</table>

Watch for some of these adjectives in Lectīō Prīma. They are all marked in **bold**. You will seem more of them in Lectīō Secunda.
Lacrimae In Cubiculō


“Nēmō mē” respondet Servilia, “adiuvāre potest. Vīta tam crūdēlis est! Amō iuvenem fōrmōsum et intellegentem, Naevium Cordum nōmine, et nēmō nec dē eos nec dē mē cūrat!”

“Vēra nōn dīcis, soror. Ego multum cūrō. Dīc mihi omnia dē illō iuvene. Hic Cordus -- nōnne frāter māior amīcae tuae, Naeviae, est?”


### Verba Útenda

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>adiuvō, adiuvāre, adiūvī help</td>
<td>help</td>
</tr>
<tr>
<td>adulēscēns, -entis m./f. youth</td>
<td>youth</td>
</tr>
<tr>
<td>ars, artis f. art, skill</td>
<td>skill</td>
</tr>
<tr>
<td>celer, celeris, celere fast, swift</td>
<td>fast, swift</td>
</tr>
<tr>
<td>cor, cordis n. heart</td>
<td>heart</td>
</tr>
<tr>
<td>corpus, corporis n. body</td>
<td>body</td>
</tr>
<tr>
<td>crūdēls, -e harsh, cruel</td>
<td>harsh, cruel</td>
</tr>
<tr>
<td>cum when</td>
<td>when</td>
</tr>
<tr>
<td>difficilis, difficile hard, difficult</td>
<td>difficult</td>
</tr>
<tr>
<td>diū , long, for a long time</td>
<td>long, for a long time</td>
</tr>
<tr>
<td>ēlūdet “will mock“</td>
<td>will mock</td>
</tr>
<tr>
<td>etiam also, even</td>
<td>also, even</td>
</tr>
<tr>
<td>fōrma, -ae f. beauty</td>
<td>beauty</td>
</tr>
<tr>
<td>fortis, forte strong, brave</td>
<td>strong, brave</td>
</tr>
<tr>
<td>fōrmōsus, -a, -um handsome</td>
<td>handsome</td>
</tr>
<tr>
<td>furor, furōris m. fury, rage</td>
<td>fury, rage</td>
</tr>
<tr>
<td>gravis, grave heavy, serious</td>
<td>heavy, serious</td>
</tr>
<tr>
<td>gymnasion, -iī n. gymnasium</td>
<td>gymnasium</td>
</tr>
<tr>
<td>hic this</td>
<td>this</td>
</tr>
<tr>
<td>illō that (Naevius Cordus)</td>
<td>at that time (Naevius Cordus)</td>
</tr>
<tr>
<td>intellegēns, intellegentis smart, intelligent</td>
<td>smart, intelligent</td>
</tr>
<tr>
<td>is, eius, eī, eum, eō he, of him, etc.</td>
<td>he, of him, etc.</td>
</tr>
<tr>
<td>iste tuus “that ______ of yours”</td>
<td>that ______ of yours</td>
</tr>
<tr>
<td>iuvenis, iuvenis m./f. youth</td>
<td>youth</td>
</tr>
<tr>
<td>lacrima, -ae f. tear</td>
<td>tear</td>
</tr>
<tr>
<td>lacrimō (1) cry, shed tears</td>
<td>cry, shed tears</td>
</tr>
<tr>
<td>legō, legere, légī, lectum gather, choose; read</td>
<td>gather, choose; read</td>
</tr>
<tr>
<td>māior, māioris greater, older; m. pl. ancestors, elders</td>
<td>greater, older; m. pl. ancestors, elders</td>
</tr>
<tr>
<td>mUltum a lot</td>
<td>a lot</td>
</tr>
<tr>
<td>nec and not; nec...nec... neither... nor...</td>
<td>neither... nor...</td>
</tr>
<tr>
<td>nōbilis, -e noble</td>
<td>noble</td>
</tr>
<tr>
<td>nōscō, nōscere, nōvī, nōtum learn to know, know</td>
<td>learn to know, know</td>
</tr>
<tr>
<td>omnis, -e each, every; all</td>
<td>all</td>
</tr>
<tr>
<td>optimus, -a, -um best</td>
<td>best</td>
</tr>
<tr>
<td>ōrātor, -ōris m. speaker, orator</td>
<td>speaker, orator</td>
</tr>
<tr>
<td>ōrātiō, -iōnis f. speech</td>
<td>speech</td>
</tr>
<tr>
<td>palpitō (1) beat, throb</td>
<td>beat, throb</td>
</tr>
<tr>
<td>peristylium, -iī n. peristyle</td>
<td>peristyle</td>
</tr>
<tr>
<td>perītus, -a, -um experienced, skillful</td>
<td>experienced, skillful</td>
</tr>
<tr>
<td>potēns, potentis powerful</td>
<td>powerful</td>
</tr>
<tr>
<td>praeclārus, -a, -um noble, excellent, beautiful</td>
<td>noble, excellent, beautiful</td>
</tr>
<tr>
<td>prōnuntiō (1) recite, report</td>
<td>recite, report</td>
</tr>
<tr>
<td>quō modo how</td>
<td>how</td>
</tr>
<tr>
<td>rhētoricus, -a, -um rhetorical</td>
<td>rhetorical</td>
</tr>
<tr>
<td>trīstis, -e sad</td>
<td>sad</td>
</tr>
<tr>
<td>vōx, vōcis f. voice</td>
<td>voice</td>
</tr>
</tbody>
</table>
Remember that, wherever possible, you should try to answer these questions in both Latin and English.

1. Describe Servilia’s feelings as the lēctiō begins. Why does she feel this way?
2. Why does Marcus come to talk to her?
3. What does this suggest to you about their relationship as brother and sister? How does this compare to brother-sister relationships you have known.
4. Servilia tries to explain her feelings to her brother. Summarize what she says.
5. Does Marcus agree with what her sister says? Why or why not?
6. Where did Servilia see Cordus and what was he doing?
7. Would an American girl typically admire a boy for doing what Cordus was doing?
8. How does Marcus know Cordus? What is his opinion of him?

**GRAMMATICA A**

**Third-Declension Adjectives**

Latin has only two groups of adjectives:

1.) 2-1-2 adjectives using endings of the 1st/2nd declension, like

- bonus, -a, -um
- pulcher, pulchra, pulchrum
- liber, libera, liberum

2.) Third-declension adjectives using endings of the third-declension

- celer, celeris, celere
- fortis, forte
- potēns

Third declension adjectives are declined like 3rd declension i-stem nouns with one exception. Try to spot it in the following chart.

<table>
<thead>
<tr>
<th>3rd DECLENSION</th>
<th>i-stem nouns</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>m./f.</td>
<td>n.</td>
</tr>
<tr>
<td>Nominative</td>
<td>hostis</td>
<td>mare</td>
</tr>
<tr>
<td>Genitive</td>
<td>hostis</td>
<td>maris</td>
</tr>
<tr>
<td>Dative</td>
<td>hostī</td>
<td>marī</td>
</tr>
<tr>
<td>Accusative</td>
<td>hostem</td>
<td>mare</td>
</tr>
<tr>
<td>Ablative</td>
<td>hoste</td>
<td>marī</td>
</tr>
<tr>
<td>Vocative</td>
<td>hostis</td>
<td>mare</td>
</tr>
</tbody>
</table>
Notā Bene:

I-stem Similarities

- genitive plurals ending in –ium
- neuter nominative and accusative plurals ending in –ia
- BUT ablative singulars end in –ī for all genders (not just neuter)
- Yes, this does mean that the dative and ablative singular of 3rd declension adjectives are identical, but you have seen the same ending serve two cases before (e.g., all dative and ablative plurals) and know that context and the endings of GNC’ing with these adjectives can help you sort it out; e.g.,

Ego et Cordus artī difficilī rhētoricae studēmus.

What is the case of difficilī in that sentence and how do you know? More on this in the next lectiō.

Three, Two, One

Third-declension adjectives appear in your vocabularies and dictionaries in three ways. Note how the following would each be listed in a dictionary:

<table>
<thead>
<tr>
<th>celer, celeris, celere</th>
<th>adj.</th>
<th>swift, quick</th>
</tr>
</thead>
<tbody>
<tr>
<td>fortis, forte</td>
<td>adj.</td>
<td>strong</td>
</tr>
<tr>
<td>potēns, -entis</td>
<td>adj.</td>
<td>powerful</td>
</tr>
</tbody>
</table>

Celer is a three-termination adjective, cleverly named because it has three distinct endings in the nominative singular--masculine, feminine, and neuter. In adjectives like this, the masculine and feminine have identical endings everywhere but the nominative singular. Remember that the stem of an adjective comes from dropping the ending from the nom. fem. sing.: celerīs → celer-. Thus:

Virum celerem videō.
Fēminam celerem videō.
Animal celere videō.

Celer is the only three-termination adjective you will learn right now.
Fortis, forte is a two-termination adjective. In such words the first form is masculine and feminine and the third form is neuter. You get the stem from the first form in such an instance: fortis → fort-. Thus:

Virum fortēm videō.
Fēminam fortēm videō.
Animal forte videō.

Potēns, potentis is a one-termination adjective. In this case the first form listed in a dictionary is masculine and feminine nominative singular, and neuter nominative and accusative singular. The second form is genitive singular and is used to determine the stem of the adjective and to determine the other forms: potentis → potent-. Thus:

Virum potentēm videō.
Fēminam potentēm videō.
Animal potēns videō.

This sort of adjective can be a bit confusing if you do not remember the neuter rule that the nominative = the accusative. But context generally helps.

Common two-termination 3rd-declension adjectives:
The ones marked in bold are Verba Discenda in this chapter.

trīstis, trīste sad
crūdēlis, crūdēle cruel
nōbilis, nōbile dignified, noble
facilis, facile easy
difficilis, difficile not easy, harsh, difficult
omnis, omne, each, every (sing.); all (plural)
dulcis, dulce sweet
gravis, grave heavy, serious

Common one-termination 3rd-declension adjectives:
intellegēns, intellegentis clever, smart
dīves, dīvīs rich, wealthy
fēlīx, fēlīcis happy, fortunate

GEMMA
The English word “bus” is a shortened (“clipped”) form of the Latin word omnibus (“for all people, for all things”). So a bus was originally a vehicle to carry “everyone.” In government the word omnibus is used to refer to a law which covers a variety of issues.
EXERCEĀMUS!

XV.B Third-Decension Adjectives

Directions: Identify the GNC and meaning of each of the following adjectives. Hint: Some words have more than one possibility. This is an important exercise because as you read along in Latin, your brain often has to decide between such options on the fly. We have done the first one for you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>intellegēns</td>
<td>MFN</td>
<td>singular</td>
<td>nominative (MFN)</td>
<td>intelligent</td>
</tr>
<tr>
<td>omnēs</td>
<td></td>
<td></td>
<td>accusative (N)</td>
<td></td>
</tr>
<tr>
<td>difficilia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trīstibus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nōbilium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maiorēs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fortia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>celer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>potentī</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intellegentem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficilēs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nōbile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>omnēs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficilī</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LECTĪŌ SECUNDA

ANTEQUAM LEGIS

As you continue reading about the conversation between Marcus and Servilia about Cordus in Lectīō Secunda, consider these additional features of 3rd declension adjectives:

GNC’ing and Agreement

Now that you have learned a bit about third-declension adjectives, pay attention in the next reading to their GNC, i.e., to their agreement in gender, number and case, especially with nouns in the 1st and 2nd declension. Consider the phrase Servīlia miserābilis (“miserable Servilia) in line 1 of Lectīō Secunda. Note how the 3rd declension adjective miserābilis agrees with the 1st declension noun Servīlia. Look for more of this as you read the lectīō.
DISCE LATĪNAM!

Substantives

Also look in Lectīō Secunda for some of 3rd declension adjectives used as substantives, like omnia (“all things, everything”).

Adverbs

Also as you read, look for adverbs formed from third-declension adjectives. Hint: They end in –īter or –er as in fortīter (“strongly”) from fortis.

EXERCEĀMUS!

XV.C  More on Third-Declension Adjectives

Directions: As you read create a chart based on the one we have bgun below that shows nouns modified by 3rd declension adjectives.

<table>
<thead>
<tr>
<th>Line</th>
<th>Noun/Adj</th>
<th>GNC</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Servīlia miserābilis</td>
<td>fem. nom. s.</td>
<td>miserable Servilia</td>
</tr>
<tr>
<td>1</td>
<td>frātrem māiōrem</td>
<td>masc. acc. s.</td>
<td>older brother</td>
</tr>
</tbody>
</table>

Cordus

Nunc Servīlia miserābilis frātrem māiōrem dē Cordō interrogat: “Et nōnne pater Cordī Naeviaeque vir dives potēnsque est?”

“Vērē,” respondet Marcus. “Pater Augustī amīcus est et Cordus in domō imperatōris mox laborāre cupid. Quid tibi dīxit?”


“Sed eum nōscere cupiō! Adulēscēns fortis et pulcher est! Fortasse eum hodiē nōn amō sed eum amāre volō! Possumne, fortasse, crās ad Cordum tēcum rursus īre? Fortasse Cordus mē amāre potest! Fortasse……”

“Et fortasse parentēs nostri virum nōbilem alium tibi iam ēlēgērunt! Sīcut māter nostra semper dīcit—‘Festīnā lentē!’, mea soror!
CAPUT XV
Frater et Soror

“Pater et māter tibi vitam fēlicem et optimam cupiunt. Parentēs nōbilēs Rōmānī marītōs filiābus suīs semper eligunt. Sīc est mōs māiorum, noster mōs Rōmānus! Quod parentēs volunt, id nōs facere debēmus! Et Catullus tuus omnēs dē periculum gravibus amōris dicit. Festīnā lentē!”

“Sed difficile est exspectāre!” Servilia clāmat miserābiliter.


Verba Útenda

adulēscēns, -ēns m./f. youth
amor, amōris m. love
aptus, a, um fit, suitable
carmen, carminis n. song, poem
celer, celeris, celere fast, swift
comprehendō, comprehendere, comprehendō understand
crēdō, crēdere, crēdidī, crēditum + dat. believe, trust
dīcam “I will speak”
difficilis, difficile hard, difficult
dīves, -ītis rich
dulcēs, -e sweet
eāmus “let us go!”
elēgō, elēgere, elēgī, elēctum pick out, choose
exspectō (1) wait
facilētē easily
fēlix, fēlicēs happy
fortis, forte strong, brave
gravis, grave heavy, serious
honestus, -a, -um upright, honest
iāma, -ae f. door
id ēius, eī, id, eō it, of it, etc.
is, eius, eī, eum, eō he, of him, etc.
interrogō (1) ask, question
ita so, thus; yes
legō, legere, légī, lectum gather, choose; read
lentus, -a, -um slow
mōs, mōris m. custom; pl.
māior, māioris greater, older; m. pl. ancestors, elders
maritus, -īrīs m. husband
miserābilis, -e miserable
nōs, nōris m. custom; pl.
oma, omēs māiorum
character mōs māiorum
the custom of our ancestors. See the
MUNDUS RŌMĀNUS for
more information.
nec and not; nec... nec... neither... nor... nesciō = nōn sciō
nōbilis, -e noble

nōscō, nōscere, nōvī, nōtum learn to know, know
noster, nostra, nostrum our
nūgae, -ārum f. pl. trifle, nonsense
omnēs, -e each, every; p. all
optimus, -a, -um best
parāta ready, prepared
parēns, parentis m./f. parent
periculum — f. danger
potēns, potentiōs powerful
prīnceps, -cipis m. head, leader, chief. One of Augustus’ titles.
procūl far away
quis who
quod that which
quōmodo how
rursus again
sērius later
tēcum with you
tristis, -e sad
vērus, -a, -um true

POSTQUAM LĒGISTĪ
Remember that, wherever possible, you should try to answer these questions in both Latin and English.

1. What information do you learn about Cordus and his family in this lectīō?
2. Why does Marcus tell Servilia about the poet Catullus?
3. Describe Servilia’s relationship with Cordus at this point? Have the two met, spoken, etc.?
4. What do you learn about Roman customs regarding engagement and marriage in this reading? Who makes the decisions?
5. Why is Marcus sad in line 25?
6. Where was Lucius and what does he want?

GRAMMATICA B
Third-Declension Adjectives: Agreement and Substantives

In previous chapters we have talked about adjective agreement (GNC), especially in terms of adjective/noun combinations in which the endings agree but are not the same. For example, bonus puer, magnus poēta, and magna māter. Third-declension adjectives work the same way and create phrases like fortis puer, celer poēta, and fēlīx māter. Here are some examples you saw in Lectīō Secunda:

<table>
<thead>
<tr>
<th>Word</th>
<th>Case</th>
<th>Gender</th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
<th>Accusative</th>
<th>Ablative</th>
<th>Vocative</th>
</tr>
</thead>
<tbody>
<tr>
<td>homō dives</td>
<td>masculine</td>
<td>f. ēmina</td>
<td>fortis</td>
<td>discipulus</td>
<td>fortis</td>
<td>vīnum</td>
<td>fortis</td>
<td></td>
</tr>
<tr>
<td>(dē) amore dulcē</td>
<td>masculine</td>
<td>f.ēmina</td>
<td>fortis</td>
<td>discipulī</td>
<td>fortis</td>
<td>vīnī</td>
<td>fortis</td>
<td></td>
</tr>
<tr>
<td>nōbilēs marītōs</td>
<td>masculine</td>
<td>m. discipulō</td>
<td>fortī</td>
<td>discipulō</td>
<td>fortī</td>
<td>vīnō</td>
<td>fortī</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n. discipulō</td>
<td>fortēs</td>
<td>discipulō</td>
<td>fortēs</td>
<td>vīnō</td>
<td>fortēs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notice how GNC works in all these phrases.

Here is how fortis, forte works with 1st and 2nd declension nouns:

<table>
<thead>
<tr>
<th>Gender</th>
<th>1st Declension</th>
<th>2nd Declension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SINGULAR</td>
<td>PLURAL</td>
</tr>
<tr>
<td></td>
<td>f.</td>
<td>n.</td>
</tr>
<tr>
<td>Nominative</td>
<td>fēmina</td>
<td>fortis</td>
</tr>
<tr>
<td>Genitive</td>
<td>fēmina</td>
<td>fortis</td>
</tr>
<tr>
<td>Dative</td>
<td>fēmina</td>
<td>fortī</td>
</tr>
<tr>
<td>Accusative</td>
<td>fēminam</td>
<td>fortēm</td>
</tr>
<tr>
<td>Ablative</td>
<td>fēminā</td>
<td>fortī</td>
</tr>
<tr>
<td>Vocative</td>
<td>fēmina</td>
<td>fortis</td>
</tr>
</tbody>
</table>

Third-declension adjectives can also serve as substantives. The two examples in the reading were omnia (“all things, everything”) and māiōrum (“of those older, of elders,”)
ancestors”). In the next exercise you have some practice working with third-declension substantives.

Here are some examples from Lectio Secunda:

Catullus omnēs admonet.  omnēs = “all people, everyone”
Lūcius omnia audivit,  omnia = “all things, everything”

Adverbs from Third-Declension Adjectives

Most 3rd-declension adjectives form adverbs by adding –iter or –er to the stem. These adverbs are easy to recognize by their endings. You don’t need to worry too much about when Latin adds –iter and when it adds –er but here are some simple guidelines:

- Most third-declension adjectives form adverbs with –iter.; e.g. faciliter
- Some third-declension adjectives, especially those with stems ending in “t” use –er; e.g., potenter.
- There are some exceptions, like audacter, but the “ter” lets you know that you have an adverb before you.

Here are some phrases from Lectio Secunda with adverbs formed from 3rd declension adjectives:

Id faciliter facere non possum.  I cannot do this easily.
Servīlia clamet miserābiliter.  Servilia shouted miserably.
Eāmus celeriter!  Let’s go quickly!

EXERCEĀMUS!

XV.D  3rd Declension Adverbs

Directions: Fill in the blanks to identify the stem of each adjective. Then make the adverb form and indicate its meaning. We have done the first two for you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Stem</th>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>facilis, facile</td>
<td>facil-</td>
<td>faciliter</td>
<td>easily</td>
</tr>
<tr>
<td>intellegēns, intellegentis</td>
<td>intellegent-</td>
<td>intellegenter</td>
<td>cleverly</td>
</tr>
<tr>
<td>difficilis, difficile</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cicero and Catiline

The speech Servilia hears Cordus reciting is Cicero’s first speech against Catiline (In Catilinam). There were four of these speeches, which Cicero gave in the Senate in 63 B.C., while he was consul. Servilia's grandfather (whom we have not yet met) would have been in his prime during this period.

In these speeches Cicero describes the plot of Catiline and his followers to overthrow the Roman government. He begins the first speech against Catiline with a series of three blistering questions addressed directly to Catiline, who was present in the senate when this speech was given.

Quōsque tandem abūtēre, Catilīna, patientiā nostrā? Quam diū etiam fūror iste tuus nōs ēlūdet? Quem ad finem sēsē effrēnātā iactābit audācia?

Cordus recites aloud the second question as part of his rhetorical training. He may be studying rhetorical questions. Cicero does not really expect Catiline to answer these questions. Rather he uses them for dramatic effect upon his audience. These kinds of questions are called rhetorical questions and must have produced quite a response in the senate house.
CAPUT XV
Frāter et Soror

For his efforts to thwart Catiline, Cicero was the first Roman to receive the honorific title *pater patriae* or “father of the country.”

This speech was well known and admired even in Cicero’s lifetime and was long practiced by young men studying rhetoric.

“Cicero Denouncing Catiline”
(1882–1888)
by Cesare Maccari
Clipart Item # 407008

*MUNDUS RÕMÂNUS
Mōs Maiōrum*

*Mōs maiōrum* (“The Custom of Our Ancestors”) was the unwritten code of behavior by which Romans were taught to live. It emphasized tradition, respect for authority, both divine and civic, and obedience to one’s elders. Good Romans were expected to place their own needs second to the needs of family and the state. They were expected to show *disciplīna* (“an ordered life”), *industria* (“diligence”) *frūgālitās* (“economy”), *gravitās* (“seriousness”), *officium* (“a sense of obligation”) and *virtūs* (“manliness, excellence, virtue”).

Above all they were to have *pietās* or “dutifulness” to their fathers (*patrēs*), to their country or “fatherland” (*patria*), and to their gods, especially to Jupiter, whose very name contains a root meaning “father” (*-piter*). The Roman coin above celebrates Pietas. Curiously, it was struck in 48 BC, just four years before the person who struck the coin, one Decimus Junius Brutus Albinus, joined the Ides of March conspirators who killed Julius Caesar. His *pietās* might be questioned, since he was Caesar’s distant cousin.
A more traditional model for *pietās* was Aeneas, the Trojan hero who escaped from burning Troy with his elderly father Anchises on his shoulders and with the household gods of Troy in Anchises’ arms.

Both Marcus and Servilia were raised on the *mōs maiōrum* and are aware of its obligations. For Servilia this means that she will have to accept the husband chosen for her by her father even if she likes Cordus better.

*Aeneās et Pater*
Clipart Item # 24435646

**LATĪNA HODIERNĀ**

*Virtūtes Rōmānae Hodiē*

“Duty, Honor, Country” is the motto of the U.S. Military Academy at West Point. This motto also appears on the academy’s coat of arms. In many ways these virtues celebrate the same ideals honored in the Roman concept of *mōs maiōrum*. Indeed, the Puritan virtues which were the foundational principles of American society were based upon Puritan virtues similar to Roman ones. Now look at these Roman virtues and the English derivatives. Notice how the meaning of the Latin word and its English derivatives are not quite the same. Sometimes, in fact, it is better to leave these Latin words untranslated as a reminder that the Latin meaning is more complex than it seems.

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Meaning</th>
<th>Derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>virtūs</em>, <em>virtūtis</em> f.</td>
<td>manliness, excellence, worth</td>
<td>virtue, virtuous</td>
</tr>
<tr>
<td><em>disciplīna</em>, -ae f.</td>
<td>training, education an ordered life based upon such training</td>
<td>discipline, disciplinary</td>
</tr>
<tr>
<td><em>frūgālitās</em>, -tātis f.</td>
<td>economy</td>
<td>frugal, frugality</td>
</tr>
<tr>
<td><em>gravitās</em>, -tātis f.</td>
<td>weight, heaviness, seriousness, authority</td>
<td>grave, gravity</td>
</tr>
<tr>
<td><em>industria</em>, -ae f.</td>
<td>diligence, hard work</td>
<td>industry, industrious</td>
</tr>
<tr>
<td><em>officium</em>, -ī n.</td>
<td>duty, obligation, service, business</td>
<td>office, officious, officiousness</td>
</tr>
<tr>
<td><em>pietās</em>, <em>pietātis</em> f.</td>
<td>dutifulness</td>
<td>piety, pious</td>
</tr>
</tbody>
</table>
For Cicero home was Rome and there was no place he would rather have been. When he served as governor of Cicilia (in modern Turkey) and was sent into exile, he was miserable and could not wait to return to the city. But Cicero had strong connections with several places outside the city. These included:

**Arpinum** (*Arpīnum, -î n.; modern Arpino*), his birthplace in the Alban Hills of Latium in central Italy. Arpinum was originally a Volscian and Samnite settlement. It was captured by the Romans in 305 B.C. Its residents were granted Roman citizenship in 188 B.C. Arpinum was made a municipium (*mūnicium, -în*), i.e., a free town governed by its own laws but under Roman rule) in 90 B.C. Cicero kept his family estate in Arpinum and visited it occasionally. The city boasted as native sons not only Cicero, but also C. Marius (Julius Caesar’s uncle) and M. Vipsanius Agrippa (Augustus’ advisor and son-in-law). You will meet Agrippa later in the narrative.

**Tusculum** (*Tusculum, -î n.*), an ancient town of Latium, Tusculum accepted Roman control in 381 B.C. and its citizens were granted Roman suffrage in the same year. Marcus Porcius Cato (“Cato the Elder”) was born here in 243 B.C. The city was considered a health spa and was a popular place for wealthy Romans to own villas. Cicero owned here a favorite villa where he wrote a famous philosophical treatise called *Tusculānae Disputātiōnēs* (Tusculine Disputations) in 45 B.C. **Formiae** (*Formiae, -iārum f. pl.; modern Formia*), Cicero owned a seaside villa in this ancient Volscian town on the Appian Way in Latium. Formiae was another popular resort town. Cicero was killed by Marc Anthony’s troops at Formiae in 43 B.C. The tomb of Cicero is reputed to be in the town.
**DISCE LATĪNAM!**

**QUID PUTĀS?**

1. What speeches in American history would be as famous as Cicero’s speeches about Catiline were in ancient Rome? Can you give a quote from one of these speeches from memory?
2. Address a rhetorical question to a friend.
3. How many of the traditional Roman virtues do you think are admired in modern American society?

**EXERCEĀMUS!**

**XV.E SCRĪBĀMUS**

Directions: Transform each of the following Latin sentences into questions using –ne. We have done the first one for you. Then answer the question with either ita or nōn and a complete sentence.

1. Servīlia fēlix in cubiculō suō sedet.
   Quaestiō: Sedetne Servīlia fēlix in cubiculō suō?
   Responsum: Nōn, Servīlia nōn fēlix est.

2. Crūdēlis Servīliae vīta est.
   Quaestiō:
   Responsum:

3. Cordus pater Marcī est.
   Quaestiō:
   Responsum:

4. Servīlia Cordum in domō suā vīdit.
   Quaestiō:
   Responsum:

5. Vōx Naevī crūdēlis fuit!
   Quaestiō:
   Responsum:

6. Cordus intellegēns in studiō rhētoricō et in gymnasiō fortis et celer est.
   Quaestiō:
   Responsum:

7. Cordī pater et imperātor Augustus amīcī sunt.
   Quaestiō:
   Responsum:

8. Cordus in domō imperātōris mox laborāre nōn cupit.
   Quaestiō:
   Responsum:
XV.F  
**COLLOQUĀMUR**

Directions: Now ask another member of your class one of the questions you made in Exercise XV.G. The response should be a complete sentence beginning with *ita* or *nōn.* For example,

Sedetne Servīlia fēlīx in cubiculō suō?
Nōn. Servīlia nōn fēlīx est.

XV.G  
**Verba Discenda Count Down!**

Directions: Use the *Verba Discenda* to answer each of the questions listed below.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>adulēscēns,</em> -entis m./f.</td>
<td>youth (adolescent)</td>
</tr>
<tr>
<td><em>amor,</em> amōris m. love</td>
<td>love (amorous)</td>
</tr>
<tr>
<td><em>celer,</em> celeris, celere fast, swift</td>
<td>accelerate</td>
</tr>
<tr>
<td><em>corpus,</em> corporis n. body</td>
<td>body (incorporate)</td>
</tr>
<tr>
<td><em>cum</em> when</td>
<td></td>
</tr>
<tr>
<td><em>difficilis,</em> difficile hard, difficult</td>
<td>hard, difficult</td>
</tr>
<tr>
<td><em>fortis,</em> forte strong, brave</td>
<td>strong, brave (fortitude)</td>
</tr>
<tr>
<td><em>gravis,</em> grave heavy, serious</td>
<td>heavy, serious (gravity)</td>
</tr>
<tr>
<td><em>id ēius,</em> ē, id, ēō it, of it, etc.</td>
<td>smart, intelligent is, ēius, ēi, eum, eō he, of him, etc.</td>
</tr>
<tr>
<td><em>intellegēns,</em> intellegentis</td>
<td>smart, intelligent</td>
</tr>
<tr>
<td><em>ius,</em> ēius, ēi, eum, eō he, of him, etc.</td>
<td>gather, choose; read</td>
</tr>
<tr>
<td><em>māior,</em> māōris greater, older; m. pl.</td>
<td>larger; m. pl.</td>
</tr>
<tr>
<td><em>mōs,</em> mōris m. custom; pl. character</td>
<td>custom; pl. character</td>
</tr>
<tr>
<td><em>nec and not; nec... nec...</em></td>
<td>neither... nor...</td>
</tr>
<tr>
<td><em>nōbilis,</em> -ē noble</td>
<td>noble (nobility)</td>
</tr>
<tr>
<td><em>nōscō,</em> nōscere, nōvī, nōtum</td>
<td>learn to know, know (notable)</td>
</tr>
<tr>
<td><em>nōstrum</em></td>
<td>our (nostrum)</td>
</tr>
<tr>
<td><em>omnis,</em> -ē each, every; all</td>
<td>each, every; all (omnipotent)</td>
</tr>
<tr>
<td><em>potēns,</em> potentis powerful</td>
<td>powerful</td>
</tr>
<tr>
<td><em>trīstis,</em> -ē sad</td>
<td>sad (tristis)</td>
</tr>
<tr>
<td><em>vērus,</em> -a, -um true</td>
<td>true (verus)</td>
</tr>
<tr>
<td><em>vōx,</em> vōcis f. voice</td>
<td>voice (vocal)</td>
</tr>
</tbody>
</table>

Decem. Find TEN (10) adjectives in this list.
Novem. Find NINE (9) 3rd declension adjectives.
Octo. Find an additional English derivative for EIGHT (8) different words on this list.
Septem. Find SEVEN (7) neuter nominative singular adjective forms.
Sex. Find SIX (6) two-form 3rd declension adjectives.
Quinque. Find FIVE (5) nouns.
Quattuor. Find FOUR (4) 3rd declension nouns.
Triā. Find THREE (3) three adjectives that could describe a hero.
Duo. Find TWO (2) 2-1-2 adjectives.
Ūnum. Find ONE (1) three-form 3rd declension adjectives.
**ANGULUS GRAMMATICUS**

**Much, Many, Each and Every**

Sometimes you will see dictionary entries like this:

\[
\begin{align*}
&\textit{multus,-a,-um} \text{ much; many (pl.)} \\
&\textit{omnis, omne} \text{ each, every; all (pl.)}
\end{align*}
\]

This means that the word has one meaning in the singular and another in the plural. So when you see these adjectives in a sentence you need to think a bit more before you translate them. Pay attention especially to the number of the noun, which determines how the adjective is translated. Here are some examples:

\[
\begin{align*}
&\textit{omnis puer} \quad \text{every boy} \\
&\textit{multum vi\textae} \quad \text{much wine}
\end{align*}
\]

\[
\begin{align*}
&\textit{omnis pueri} \quad \text{all (the) boys} \\
&\textit{multa vi\textae} \quad \text{many wines}
\end{align*}
\]

**Nota Bene:**

In English derivatives, “mult(i)-” always means “many” and “omn(i)-” can mean “every” or “all.” Here are some examples:

\[
\begin{align*}
&\textit{multidisciplinary} \quad \text{“having many areas of study”} \\
&\textit{multietnic} \quad \text{“having many ethnic groups”} \\
&\textit{multifaceted} \quad \text{“many-sided”} \\
&\textit{multilingual} \quad \text{“having many languages”} \\
&\textit{multipolar} \quad \text{“having many centers of power”} \\
&\textit{multivalent} \quad \text{“having many meanings or values”}
\end{align*}
\]

\[
\begin{align*}
&\textit{omnidirectional} \quad \text{“moving in all directions” or “moving in every direction”} \\
&\textit{omnipotent} \quad \text{“having all powers” or “having every power”} \\
&\textit{omnipresent} \quad \text{“being present in all places” or “being present in every place”} \\
&\textit{omniscient} \quad \text{“knowing all things” or “knowing everything”} \\
&\textit{omnivorous} \quad \text{“eating all things” or “eating everything”}
\end{align*}
\]

**LEGENDA**


The family of Servilius is now sitting down for dinner and discussing their days. Lucius and Marcus both talk about events at school and their father looks toward their future careers. As you read, pay attention to how the Romans ate their meals. It is rather different from our customs.
Looking Into the Future

In this chapter we introduce you to the future tense. It is easy to recognize, but, like the present tense, the future tense of the 1st and 2nd conjugations is formed differently from that of the 3rd and 4th.

<table>
<thead>
<tr>
<th>Future:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st/2nd Conjugations</td>
<td>Pr.St. +</td>
</tr>
<tr>
<td>-bō</td>
<td>-bimus</td>
</tr>
<tr>
<td>-bis</td>
<td>-bitis</td>
</tr>
<tr>
<td>-bit</td>
<td>-bunt</td>
</tr>
<tr>
<td>3rd/4th Conjugations</td>
<td>S.Pr.St. +</td>
</tr>
<tr>
<td>-am</td>
<td>-ēmus</td>
</tr>
<tr>
<td>-ēs</td>
<td>-ētis</td>
</tr>
<tr>
<td>-et</td>
<td>-ent</td>
</tr>
</tbody>
</table>

Remember: Pr.St. (Present Stem) = 2nd principal part –re
S.Pr.St. (Short Present Stem) = 1st principal part -ō

You translate the future just like the English future, by using the helping verb “will.”

1st and 2nd Conjugations

You probably recognize these endings as consisting of a “b” added to the normal personal endings. Don’t worry right now about the vowel changes following the -b-. We will deal with them later.

- -bō -bimus
  -bis -bitis
  -bit -bunt

Here are some examples you will find in the first reading:

labōrābit  he will work  portābunt  they will carry
adiuvābunt they will help  placēbit  it will be pleasing
habēbimus  we will have

3rd and 4th Conjugations

These verbs do not add -b- but change the vowel between the stem and the personal ending to an a in the 1st person and an –ē in all the others.

Thus, “they make” is faciunt but “they will make” is facient.
Here are examples you will find in the first reading:

*scribēs* *facient* you will write they will make

<table>
<thead>
<tr>
<th>Line</th>
<th>Verb</th>
<th>Type</th>
<th>Conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>portābunt</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;/2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>9</td>
<td>scribēs</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;/4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**EXERCEĀMUS!**

XVI.A  Future Tense
Directions: We have put all the future tenses in *Lectiō Pri̇ma* in bold. As you read make a list of these forms and use the rule above to indicate whether they are a 1<sup>st</sup> / 2<sup>nd</sup> conjugation verb or a 3<sup>rd</sup>/4<sup>th</sup> conjugation verb. Then identify the actual conjugation it is (you may have to check your vocabulary for this). We have done two to get you started.

---

**In Trīclīniō**

In trīclīniō tōta familia Servīlia accumbit et cēnam exspectat. Servīlius, Marcus, et Lūcius in lectīs recumbunt. Caecilia et Servīlia in sellīs sedent. (Fēminīs in lectīs recumbere nōn decet.) Mox alīī servī cībum vīnumque ad mensās portābunt et alīī post lectōs stābunt et familiam *adiuvābunt*.


---

**GEMMA**

Did you notice the Latin verb *exspectō* (1)? Despite the English “expect,” the Latin spelling is correct. Latin tends to keep an “s” after an “x” where English drops it.

**Verba Útenda**

- accumbō, accumbere, accubuī, recline at table
- adivō, adivāre, adīvī, adiutum help
- alī servī...alīi some slaves... other (slaves)
- aliquamōdō someday
- an whether
- ars, artis f. art, skill
- atque and, and also
- clēmentia, -ae f. mercy, clemency
- dect it is fitting
- dēliberō (1) debate, deliberate
- dēvorō (1) devour, consume
- disciplīna, -ae f. instruction, knowledge
- eugae terrific! bravo!
- exspectō (1) await, wait for
- fortūnātus, -a, -um lucky, fortunate
- Heu mē! Oh, my!
- labor, labōrīs m. work, labor
- lectus, -i m. dining couch, bed
- mensa, -ae f. table
- multum a lot, much
- necō (1) kill, slay
- nimium too much
- numquam never
- oūtū, ōratiōnēs f. speech
- ōratiōnem habēre to deliver a speech
- parēns, parentis m. f. parent
- pra eclārus, -a, -um famous
- quantum See tantum
- recumbō, recumbere, recubuī recline, lie down
- rhētor, rhētoricus teacher of rhetoric (public speaking)
- rhētoricus, -a, -um rhetorical
- rursus again
- satura, -ae f. satire
- sella, -ae f. chair, seat
- senātū senate (ablative sing.)
- sit “might be”
- strēnuus, -a, -um hard, strenuous
- suōsōria, -ae f. persuasive speech
- tantum...quantum as much...as...
- tōtus, -a, -um whole, entire
- triclinium, -iī n. dining room

**POSTQUAM LĒGISTĪ**

Answer these questions in both Latin and English if the question is followed by (L). Otherwise, respond in English.

1. List the Latin words that tell you what kinds of furniture the family uses to dine.
   - Who else is in the room, and what they are doing?
2. What does Lucius talk about? How do his parents respond? (L)
3. What does Marcus talk about? (L)
4. Why does Servilius laugh after Marcus finishes talking?
5. What plans does Servilius have for his two sons?
6. How does this family meal compare to a meal in your house?
7. Are there any rules for dining today that are based on gender as were those of Rome?
The future tense is quite regular in English. All we need to do is put “will” between pronoun and verb and we are in the future.

he will work they will drive it will happen

1st and 2nd Conjugation Future

Present Stem (2nd Principle Part minus the –re), + -bō, -bis, -bit, -bimus, -bitis, -bunt

Compare the present and future tense forms of vocō:

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocō</td>
<td>I call</td>
</tr>
<tr>
<td>vocās</td>
<td>you call</td>
</tr>
<tr>
<td>vocat</td>
<td>he / she / it calls</td>
</tr>
<tr>
<td>vocāmus</td>
<td>we call</td>
</tr>
<tr>
<td>vocātis</td>
<td>you call</td>
</tr>
<tr>
<td>vocant</td>
<td>they call</td>
</tr>
</tbody>
</table>

Notā Bene:
- Both the present and the future use the same personal endings in the 1st and 2nd conjugations: -ō, -s, -t, -mus, -tis, -nt.
- Note the vowel pattern before the personal endings in the future: (ō, i, i, i, u). You have already seen that pattern in the present tense of 3rd and 4th conjugation verbs.

3rd Conjugation Futures

Short Present Stem (1st Principal Part –ō) + -am, -ēs, -et, -ēmus, -ētis, -ent

Now watch the vowel changes as you compare the present and future tense forms of the 3rd conjugation verb scribō:

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>scribō</td>
<td>I will write</td>
</tr>
<tr>
<td>scribis</td>
<td>you will write</td>
</tr>
<tr>
<td>scribit</td>
<td>he/she/it will write</td>
</tr>
<tr>
<td>scribimus</td>
<td>we will write</td>
</tr>
<tr>
<td>scribitis</td>
<td>you will write</td>
</tr>
<tr>
<td>scribunt</td>
<td>they will write</td>
</tr>
</tbody>
</table>
**DISCE LATĪNAM!**

3rd –io and 4th Conjugation Futures

Short Present Stem (1st Principal Part –ō) + -am, -ēs, -et, -ēmus, -ētis, -ent

Now watch the vowel changes as you compare the present and future tense forms of the 3rd conjugation –iō verb capiō and the 4th conjugation verb audiō:

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>capiō</td>
<td>I will seize</td>
</tr>
<tr>
<td>capīs</td>
<td>you will seize</td>
</tr>
<tr>
<td>capit</td>
<td>he/she/it will seize</td>
</tr>
<tr>
<td>capīmus</td>
<td>we will seize</td>
</tr>
<tr>
<td>capītis</td>
<td>you will seize</td>
</tr>
<tr>
<td>capiunt</td>
<td>they will seize</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>audiō</td>
<td>I will hear</td>
</tr>
<tr>
<td>audīs</td>
<td>you will hear</td>
</tr>
<tr>
<td>audīt</td>
<td>he/she/it will hear</td>
</tr>
<tr>
<td>audīmus</td>
<td>we will hear</td>
</tr>
<tr>
<td>audītis</td>
<td>you will hear</td>
</tr>
<tr>
<td>audiunt</td>
<td>they will hear</td>
</tr>
</tbody>
</table>

**Notā Bene:**
- 3rd -io futures are formed exactly like 4th conjugation futures
- Note the –m ending in the first person singular future and remember: MOST MUST ISN’T!

**Possible Sources of Confusion**

The –e in verb endings can be confusing. If you did not know that *vidēmus* came from a 2nd conjugation verb, you might think that it was a 3rd conjugation future. So if you were to come upon a verb you did not know, as in a form like *merētis*, you would not know if it were from a 2nd conjugation verb *mereō*, -ēre or a 3rd conjugation verb *merō*, -ere. You might even guess it means “to earn” (which it does) but you would not know whether to translate it “you earn” or “you will earn.”

The verb is, in fact, 2nd conjugation but once more the economy of Latin endings, but there is little confusion as long as you know the conjugation. So here is your new mantra: **When in doubt, look it up!**
EXERCEĀMUS!

XVI.B Comparing Presents and Futures
Directions: Complete the charts we have started for you.

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>habeō</td>
<td>I have</td>
<td>habēbō</td>
</tr>
<tr>
<td>haben</td>
<td>we have</td>
<td>habēbimus</td>
</tr>
<tr>
<td>habent</td>
<td></td>
<td>they will have</td>
</tr>
</tbody>
</table>

2nd Conjugation: habeō
(Hint: Use videō as a model.)

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>dūcō</td>
<td>dūcam</td>
<td></td>
</tr>
<tr>
<td>dūcitis</td>
<td>we lead</td>
<td>dūcēmus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they will lead</td>
</tr>
</tbody>
</table>

3rd Conjugation: dūcō
(Hint: Use scribō as a model.)

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>capiō</td>
<td>you take</td>
<td>capiet</td>
</tr>
<tr>
<td>capiunt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3rd –io Conjugation: faciō (Hint: Use capiō as a model.)

LECTIŌ SECUNDA

ANTEQUAM LEGIS

Finally Servilia has an opportunity to tell her parents about Cordus but her father has some unexpected news for her.
**DISCE LATĪNAM!**

**Future of sum, esse and ēō, īre**

In this lectīō you will be introduced to the future forms of the irregular verbs *sum* and *ēō*:

The future of *sum* uses personal endings you are familiar with:

- **erō** I will be
- **eris** you will be
- **erit** he/she/it will be
- **erimus** we will be
- **eritis** you will be
- **erunt** they will be

Once you know this you also know the future of *possūm*. If you remember that its stem is *pot-*, you will easily understand its future forms like *poterō* (= *pot+ero*).

The future of *ēō* is also easily recognized:

- **ībō** I will go
- **ībis** you will go
- **ībit** he/she/it will go
- **ībimus** we will go
- **ībitis** you will go
- **ībunt** they will go.

Remember that *ēō* is found in many compounds. So you should be on the lookout for forms like *adībō* or *inībitis*.

The futures of all these verbs are marked in **bold** in the lectīō.

**EXERCEĀMUS!**

**XVI.C Pre-Reading Questions**

Directions: These are questions to do as you read this lectīō for the first time. To help you translate, answer these questions as you go along. If you have these questions in mind, it will help you translate more quickly and accurately.

- Line 9: What is the object of *nārrāvit*?
- Line 12: What is the subject of *ambulābunt*?
- Line 14: What word requires *parentibus* to be in the dative case?
- Line 17: To what does *id* (“this thing”) refer?
- Line 19: *Lēgī* can mean “I read” or “I chose.” Which makes better sense here?
- Line 24 To whom does *ēī* (“to him”) refer?
- Line 25: What case is *hostis*? To whom does this word refer?
- Line 27: What is the subject of *accēpit*?


Servīlius “Fortasse, filiōla,” inquit. “mox cum matre adībis.”


Servīlia “Ēheu! Quid dīcis?” sussurāvit. “Sed quis marītus meus erit?”

“Nōmen eī Iullus Antōnius est et filius Marcī Antōnī et Fulviae est. Egō et Iullus Antonius multa prō républicā efficere poterimus! Iam amīcī sumus, sed post nuptiās affīnēs erimus! Iullus Antonius marītus tuus erit. Mox eris mātrōna! Et fortasse nepōtēs erunt….”

Pater multum magis dīcit sed filiā nōn audit….

Intra sē puella “Nōn,” inquit “Iullī sed Cordī uxor erō! Sed, quō modo id efficere poterō?”
**Verba Útenda**
- accipió, accipere, accēpi, acceptum accept, receive
- adsum, adesse be present
- aliquandō sometime, some day
- anxius, -a, -um uneasy, anxious
- apud + acc. at the house of, with, at _____’s
- circumambulō walk around
diēs, diēī m. f. day
diū for a long time
- efficīō, efficere, effēcī, effectum execute, accomplish, do
- ēheu alas! oh no!
faveō, favēre, fāvī, fautorum favor (+ dat.)
- filiola, -ae f. dear daughter
- fortūna, -ae f. fortune, luck, chance
- frontem contrahere to scowl
- haud by no means
- hortus, -ī m. garden
- intra sē to herself
- illūc (to) there
- Mæcenās, Mæcenātis m. G. Clinius Mæcenas (70-8 B.C.)
- magnis more, rather
- maritus, -ī m. husband
- mātrōna, -ae f. married woman
- modus, -ī f. way, manner
- mōns, montis m. mountain
- multum a lot, much
- nepōs, nepōtis m. grandchild
- Nilōticus, -a, -um of the Nile (river)
- nullus, -a, -um not any, non
- nūper recently, not long ago
- nūpitiae, -ārum f. pl. marriage
- parēns, parentis m. f. parent
- praesēnium, -īn m. of Praeneste, a town in Latium
- prīmigenius, -a, -um original
- rursus again
- quamquam although
- quō modo how
- résūplica, reipūblicae f. republic
- rē vērā in fact
- salvus, -a, -um alright, safe, well
- sciō, scire, scīvi / scī, scītum know, know about
- sīcut (just) as
- silēntium, -(i)ī n. silence
- sussūrō (1) whisper
- tandem at last, finally
- tessellātā, -ōrum n. mosaic
- tôsus, -a, -um whole, entire
- trīcinium, -īn m. dining room
- ut as
- uxor, uxōris f. wife
- vīsitō (1) visit

**POSTQUAM LĒGISTĪ**
Remember that, wherever possible, you should try to answer these questions in both Latin and English.

1. What trip Naevia and her mother recently make? What did they see there?
2. What does Servilia ask her parents about this trip? What is the answer?
3. Why does Servilia think her parents are anxious about her plans to see Cordus? How does she try to reassure them? Would modern American parents have similar concerns?
4. Why is Servilius not happy? What news does he have for his daughter? How does he try to make her happier about this news?
5. What does this conversation between Servilia and her parents tell you about the relationship between Roman parents and their daughters?
6. Why do you think Caecilia is not a more active participant in this conversation?
The Future of *sum* and Other Irregular Verbs

The verb *sum*, very irregular in the present, is less irregular in the future. Compare the present and future forms:

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>sum</em></td>
<td>I am</td>
<td>erō</td>
</tr>
<tr>
<td><em>es</em></td>
<td>you are</td>
<td>eris</td>
</tr>
<tr>
<td><em>est</em></td>
<td>he/she/it is</td>
<td>erit</td>
</tr>
<tr>
<td><em>sumus</em></td>
<td>we are</td>
<td>erimus</td>
</tr>
<tr>
<td><em>estis</em></td>
<td>you are</td>
<td>eritis</td>
</tr>
<tr>
<td><em>sunt</em></td>
<td>they are</td>
<td>erunt</td>
</tr>
</tbody>
</table>

**Notā Bene:**
- The future stem of *sum* is *er*-
- Add the same vowel sequence used with -b(i)- (o / i / i / i / i / u).
- Then add the regular personal endings.

Once you know the future of *sum* you can make the future of compounds like *adsum* (“I am present”): *aderō* (“I will be present”). You can also use the future of *sum* to make the future of *possusum*. Just add these forms to the stem *pot*-

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>poterō</em></td>
<td>I will be able</td>
<td><em>poterimus</em></td>
</tr>
<tr>
<td><em>poteris</em></td>
<td>you will be able</td>
<td><em>poteritis</em></td>
</tr>
<tr>
<td><em>poterit</em></td>
<td>he/she/it will be able</td>
<td><em>poterunt</em></td>
</tr>
</tbody>
</table>

The Latin irregular verbs *volō / nōlō / mālō* are quite regular in the future with 3rd-conjugation future endings:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>volam</em></td>
<td>nōlam</td>
<td>mālam</td>
</tr>
<tr>
<td><em>volēs</em></td>
<td>nōlēs</td>
<td>mālēs</td>
</tr>
<tr>
<td><em>volet</em></td>
<td>nōlet</td>
<td>mālet</td>
</tr>
<tr>
<td><em>volēmus</em></td>
<td>nōlēmus</td>
<td>mālēmus</td>
</tr>
<tr>
<td><em>voletis</em></td>
<td>nōletis</td>
<td>māletis</td>
</tr>
<tr>
<td><em>volent</em></td>
<td>nōlent</td>
<td>mālent</td>
</tr>
</tbody>
</table>
The verb eō, īre, īvī / īī (go / went / gone) is a bit of an exception. Although its infinitive shows that it is a 4th conjugation verb, it uses the 1st and 2nd conjugation –bō, -bis endings:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ībō</td>
<td>I will go</td>
<td>ībimus</td>
</tr>
<tr>
<td>ībis</td>
<td>you will go</td>
<td>ībitis</td>
</tr>
<tr>
<td>ībit</td>
<td>he/she/it will go</td>
<td>ībunt</td>
</tr>
</tbody>
</table>

EXERCEĀMUS!

XVI.D Irregular Verb Review
Directions: Select the form of sum, eō, volō, nōlō, or mālō which best represents the underlined English word in the sentence. Not all the Latin verbs are used.

_____ 1. I will be there at 5 P.M.
   ______ 2. Where is he going?
   _____ 3. Will he be able to help us?
   _____ 4. Trust me, you will not want to see that movie.
   _____ 5. Charlie? He was here, but he left.
   _____ 6. He scratched our car, but we preferred not to prosecute.
   _____ 7. Will you be going to see the new movie?
   _____ 8. You are so right!
   _____ 9. Tell me, will they be present too?
   _____10. We will leave at 6 AM.

A. abīmus
B. aderunt
C. erō
D. es
E. fuit
F. ībis
G. īmus
H. īt
I. māluimus
J. mālunt
K. nōlētis
L. nōn vīs
M. poterit
N. poteritis
O. volēmus
P. volent
Q. volunt

RŌMĀNĪ IPSĪ

Seneca and Suāsōriae

Marcus’s rhetoric teacher, Valgius Rufus, is based on a real person of that name. Rufus, a close friend of Horace, Augustus, and his “minister of culture” Maecenas, wrote poetry but also may have written some works on rhetoric. We have made him a rhētor for the sake of the plot.

Rufus asks Marcus to write a suāsōria (a deliberative speech) addressed to Julius Caesar on the necessity of clemency. This sort of historical topic was very popular in
Greek and Roman rhetorical schools. Other exercises were called *contrōversiae* (legal arguments).

Some examples of both *suāsōriae* and *contrōversiae* survive in the works of that name by a Spaniard known as Seneca the Elder (54 BC–39 AD).

Here are some topics for *suāsōriae* mentioned by Seneca. (We have simplified the Latin for you. The *Verba Utenda* will also help.)

*Dēliberat Alexander an Ōceanum nāviget.*

*Trēcentī Laconēs contrā Xersen missī dēliberant an et ipsī fugiant.*

*Dēliberat Agamennōn an Iphigenīam immolet.*

*Dēliberat Cicērō an Antōnium dēprecētur.*

Such themes from mythology, Greek history, and current Roman events were very popular in the rhetorical schools.

<table>
<thead>
<tr>
<th>Verba Utenda</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Agamennōn, -nonis m.</em></td>
<td><em>dēliberō</em> (1) deliberate, debate</td>
<td><em>Lacō, -onis m.</em> Laconian, Spartan</td>
<td></td>
</tr>
<tr>
<td>Agamemnon, king of Mycenae. Note the Greek nom. sing.</td>
<td><em>dēprecētur</em> “he should seek pardon from” (+ dat.)</td>
<td><em>missus, -a, -um</em> sent</td>
<td></td>
</tr>
<tr>
<td><em>Alexander, -ī m.</em> Alexander (the Great), king of Macedonia</td>
<td><em>fugiant</em> “they should flee”</td>
<td><em>nāviget</em> “he should sail”</td>
<td></td>
</tr>
<tr>
<td>an whether</td>
<td><em>immolet</em> “he should sacrifice”</td>
<td><em>trēcentī</em> 300</td>
<td></td>
</tr>
<tr>
<td><em>contrā + acc. against</em></td>
<td><em>Iphigenīa, -ae f.</em> Iphigenia, daughter of Agamemnon</td>
<td><em>Xersen Xerxes, king of Persia.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ipsī</em> they themselves</td>
<td>Note the Greek acc. sing.</td>
<td></td>
</tr>
</tbody>
</table>

**GEMMA**

Seneca’s son, Seneca the Younger, was well known for his own writings and for allegedly plotting against the emperor Nero whom he had previously tutored. Nero forced him to commit suicide.

**MUNDUS RŌMĀNUS**

**Iullus Antonius**

*Iullus Antonius*, (45 BC-2 BC) the man chosen as Servilia’s spouse by her father, is a historical figure, although we have taken certain liberties with the course of his life. He would have been just the sort of husband Servilius would seek for his daughter since he was praetor in 13 BC and consul in 10 BC, just before the general time in which our story is set. A member of the Senate, his future was apparently assured. Instead, (and Servilius could have no way of guessing this) Iullus came to a bad end. Iullus Antonius’ life illustrates the convoluted politics of Rome at the time.
DISCE LATĪNAM!

Looking at his life gives you a sense of how much politics at the time involved marriage and divorce. Refer to these charts to try to keep track of the cast of characters.

1st two wives = Marc Antony = Fulvia (#3, d. 40 BC) = Publius Clodius Pulcher (d. 52 BC)

/ 
Iullus Antonius Clodia = Octavian (Augustus)

b. 45 BC b. 57/56 BC

- 45 BC Iullus Antonius (alternatively Iulus) born. Son of Marc Antony and his third wife, Fulvia.
- 44-3 BC Caesar assassinated and the “Second Triumvirate” consisting of Octavian, Antony, and Lepidus agree to cooperate to run Rome.
- 40? Iullus's older half sister Clodia marries Octavian, who would go on to become Augustus, the first emperor of Rome. Octavian divorced Clodia without ever consummating the marriage.
- 40? Antony ignores the insult to his step daughter and marries Octavia Minor, Octavian’s sister. Octavia dutifully raised Antony's two sons (young Iullus and a brother) as well as the two daughters she had with Antony.
- 39 BC Octavian and new wife, Scribonia, have a daughter, Julia.
- 36 BC Antony divorces Octavia and turns to Cleopatra for a lover. Soon the Second Triumvirate collapsed, culminating in the battle of Actium in 31 BC.
- Antony fled to Egypt with Cleopatra and, seeing the inevitable, committed suicide there in 30 B.C.
- 21 B.C. Iullus married Octavia's child by her first marriage. That is, he married his own step-sister.
- 13 BC Iullus becomes praetor
- 10 BC Iullus becomes consul
- 2 BC, Iullus is exposed as the main lover of Augustus’ daughter, Julia, who happened to be married to Tiberius, the next emperor, at the time. Iullus is forced to commit suicide at age 43.

Such was the treacherous world in which Servilius hoped to make his way.

LATĪNA HODIERNA

Latin in the New World

We can never underestimate the lasting influence of Latin. When the Spaniards came to the New World, they brought with them the Latin language and Roman culture. Here, for example, is some advice on table manners written in the margin of a text of Ovid’s Tristia published in Mexico in 1577. You might imagine Caecilia giving her sons much the same advice as they sit down to the family’s evening meal. (We have simplified and shortened the passage.)
CAPUT XVI

In Cēnā

Beginning in line 3, each line contains an imperative.

Ad Iuventūtem

Nēmō quī haec documenta spernit, cibum capiet:
Dum mensae accumbitis:
Vultum hilarem habē!
Sāl cultellō cape!
Rixās et murmur fuge!
Membrīs rectīs sedē.
Mappam mundam tenē.
Nōlī scalpere!
Aliīs partem oblatōrum da!
Modicum (sī crēbrō) bibe!
Grātiās deō semper age!

Verba Útenda

<table>
<thead>
<tr>
<th>accumbō, accumbere, accubuī</th>
<th>Grātiās age! “Give thanks!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>recline at table (+ dat.)</td>
<td>haec “these things”</td>
</tr>
<tr>
<td>aliīs to others</td>
<td>hilaris, -e cheerful</td>
</tr>
<tr>
<td>crēbrō frequently</td>
<td>iuventūs, -tūtis f. youth</td>
</tr>
<tr>
<td>cultellus, -ī m. knife</td>
<td>mappa, -ae f. table napkin</td>
</tr>
<tr>
<td>documentum, -ī n. instruction, warning</td>
<td>membrum, -ī n. limbs (arms and legs)</td>
</tr>
<tr>
<td>edendum fit “that which must be eaten” i.e. “what is for dinner”</td>
<td>modicum moderately</td>
</tr>
<tr>
<td>fuge Avoid!</td>
<td>mōrsa, -ōum n. pl. bits</td>
</tr>
<tr>
<td></td>
<td>mundus, -a, -um clean</td>
</tr>
<tr>
<td></td>
<td>murmur, murmuris n.</td>
</tr>
<tr>
<td></td>
<td>whispering, murmur</td>
</tr>
<tr>
<td></td>
<td>nisi unless</td>
</tr>
<tr>
<td></td>
<td>oblata, -ōrum n. pl. “that which has been served”</td>
</tr>
<tr>
<td></td>
<td>pars, partis f. part, piece</td>
</tr>
<tr>
<td></td>
<td>prīuētur “let him be deprived of” (+ abl.)</td>
</tr>
<tr>
<td></td>
<td>quī who</td>
</tr>
<tr>
<td></td>
<td>quid what</td>
</tr>
<tr>
<td></td>
<td>rectus, -a, -um straight</td>
</tr>
<tr>
<td></td>
<td>rixa, -ae f. violent quarrel</td>
</tr>
<tr>
<td></td>
<td>sāl, salis m. salt</td>
</tr>
<tr>
<td></td>
<td>scalpō, scalpere scratch</td>
</tr>
<tr>
<td></td>
<td>spernō, spernere reject, scorn</td>
</tr>
<tr>
<td></td>
<td>vultum m. face</td>
</tr>
</tbody>
</table>

ORBIS TERRĀRUM RŌMĀNA

Latium

The region around Rome was called Latium (Latium, -ī n., modern Lazio), i.e., the land of the Latins or the Latin-speaking people. Originally the region consisted of a number of independent towns which organized in the seventh century B.C. into the Latin League under the leadership of the town of Alba Longa. Rome was not originally part of this league, which was intended as a defensive coalition against powerful Etruscan cities in Etruria and other non-Latin peoples.

It took Rome several centuries to bring Latium fully under its control. Here are some of the highlights:

- 496 B.C. Roman victory over the Latin League at the Battle of Lake Regillus (near Tusculum). This battle is celebrated by the Roman historian Livy (whom you will meet later in this narrative). The Templum Castorum in the Roman Forum was said to
have been built after this battle to thank the gods Castor and Pollux for their aid in the Roman victory.

- 493 B.C. Rome forms an alliance with the Latin League in which both sides agreed to share plunder from military expeditions.
- 358 B.C. Rome’s treaty with the Latin League is renewed, this time under Roman leadership.
- 343 BC–338 BC The Latin War is the direct result of the treaty of 358. With Rome’s victory, the league was dissolved. All the cities of the Latin League were then granted the status of municipiae, i.e., cities with their own internal laws under the rule of Rome. From this point on, in effect, the region of Latium was part of the Roman state.
- 90 B.C. By the Lex Iulia all the Latin peoples gained full Roman citizenship.

The towns of Arpinum, Tusculum and Formiae described in the last chapter were all in Latium. Another Latin town prominent into the imperial period was Praeneste (modern Palestrina), located about 23 miles east of Rome. The general Marius held his last stand against Sulla in Praeneste, where he committed suicide in 82 B.C. After this siege, Sulla imposed a military colony on the city. In the imperial period, Praeneste, like its sister Latin cities, became a fashionable resort town and was especially known for its oracle and imposing temple of Fortūna Prīmigenia (“original Fortune”). Servilia’s friend Naevia and her mother are planning a visit to this temple.

_Tessellāta Nilōtica Praenestis_

This is the mosaic Naevia saw in Praeneste with her mother.

QUID PUTĀS?
1. If suāsōriae and contrōversiae were written today what might some of the topics be?
2. What does the career of Jullus Antonius tell you about this period in Roman history? Can you compare his career to any famous Americans?
3. How do the table manners described in the poem from Mexico compare to the manners you were taught as a child?
4. How would you describe Rome’s relationship with the cities of Latium?

EXERCEĀMUS!
XVI.E SCRĪBĀMUS
Directions: As a way to practice your new knowledge of the future of regular and irregular verbs, we return to the story of Valeria and the Thieves from Caput XI. Replace all the words marked in bold with appropriate future forms. We start the tale for you below.
Licinia et Valeria ab Iūnōne deā beneficia petivērunτ et grātiās maximās astrologō ēgērunτ. Fēminae laetae fuērunτ propter verba bona dē īnfante. Flāvia quoque laeta fuit quod nunc insula nōn longinquā est. Flāvia fessa fuit quod saccum (et Sōcratēm!) longē per viās portāre dēbuit. Et Sōcratēs laetus fuit quod iēiuνus est et cibus domī fuit.

Dum fēminae insulae suae appropinquant, fabricam Aelī vīdērunτ. Aelius prō fabricā suā stetit et labōrāvit. Liciana laeta virum suum salūtāre et virō suō omnia dē verbīs astrologō narrāre vouluit.

Sed subitō trēs latrōnēs ex angiportō sallērunτ. Saccum rapere voluērunτ et fēminae perterritae fuērunτ. Fēminae fortiter clāmāvērunτ. Sōcratēs quoque clāmāvit et ad terram saluit. Sōcratēs etiam ūnum latrōnem momordit! Nunc latrō quoque fortiter clāmāvit!


Licinia et Valeria ab Iūnōne deā beneficia petent….
XVI.G  Verba Discenda

Directions: Find the *verbum discendum* in Col. B which best completes the sentence in Col. A. Hint: All the sentences refer to the *lectiōnēs* in this chapter. We have done the first one for you.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iullus Antonius Servēliae _______ erit:</td>
<td>A. adiuvāre</td>
</tr>
<tr>
<td>2. Filius noster Lūcius _______ iam est!</td>
<td>B. apud</td>
</tr>
<tr>
<td>3. Marcē magister _______ est:</td>
<td>C. ars</td>
</tr>
<tr>
<td>4. Servēlus Marcō et Luciō _______ est:</td>
<td>D. diū</td>
</tr>
<tr>
<td>5. Magister discipulīs in lūdō _______ dat:</td>
<td>E. haud</td>
</tr>
<tr>
<td>6. Marcus in lūdo _______ legit:</td>
<td>F. labōrem</td>
</tr>
<tr>
<td>7. Servēlius pōculum in _______ ponit.</td>
<td>G. marītus</td>
</tr>
<tr>
<td>8. Servī in trīcēniō _______ debent:</td>
<td>H. mensam</td>
</tr>
<tr>
<td>9. Servēlia et parentēs dē marītō futūrō ______ dīxērunt:</td>
<td>I. ārātiōnēs</td>
</tr>
<tr>
<td>10. Quid agit _______ amīcam Naeviam?</td>
<td>J. pārens</td>
</tr>
<tr>
<td>11. Pater Servēliae dē Cordō _______ laetus fuit,</td>
<td>K. praecēlārus</td>
</tr>
<tr>
<td>12. _______ rhētōrica difficilēs est!</td>
<td>L. rhētōr</td>
</tr>
</tbody>
</table>
**DISCE LATĪNAM!**

**ANGULUS GRAMMATICUS**

**Reading Backwards in Latin**

When you are learning Latin, you are, in a way, rewiring your brain to process word elements in an order that is the reverse of English.

In English we have phrases like: “she will work” and “we will have.” The pronoun comes first, then the “will” which tells us the tense we are dealing with, and finally, we get to the sense of the verb.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Tense</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>will</td>
<td>work</td>
</tr>
</tbody>
</table>

But where is it written that this is the only way a language can work? The Latin verb reads from front to back. For example,

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Tense</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>labōrā</em></td>
<td><em>bi</em></td>
<td><em>t</em></td>
</tr>
<tr>
<td>work</td>
<td>will</td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Tense</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>habē</em></td>
<td><em>bi</em></td>
<td><em>mus</em></td>
</tr>
<tr>
<td>have</td>
<td>will</td>
<td>we</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>discē</em></td>
<td><em>ē</em></td>
</tr>
<tr>
<td>learn</td>
<td>will</td>
</tr>
</tbody>
</table>

This is true not just for the future but for other verb tenses as well. Here are some examples from the perfect:

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>lābōrāv</em></td>
<td><em>it</em></td>
</tr>
<tr>
<td>worked</td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>habu</em></td>
<td><em>imus</em></td>
</tr>
<tr>
<td>had</td>
<td>we</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb meaning</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>didici</em></td>
<td><em>tis</em></td>
</tr>
<tr>
<td>learn</td>
<td>you</td>
</tr>
</tbody>
</table>

So the Latin verbs are rather like Yoda-speak. Just don’t translate this way!
LEGENDA
ARGUMENTUM FĂBULAE
After a difficult conversation with her parents, Servilia consoles herself by petting Lesbia, her pet sparrow. Meanwhile her brothers look forward to tomorrow’s games in the amphitheatre.

GRAMMATICA
Forming and Using Participles
-īus/ī Words: ŪNUS NAUTA
Demonstratives (is, ea, id; ille, illa, illud)

RŌMĀNĪ IPSĪ
Catullus and Lesbia’s Sparrow

MUNDUS RŌMĀNUS
Roman Attitudes Toward Animals and Capital Punishment

LATĪNA HODIERNA
Opposites in Latin and in English

ORBIS TERRĀRUM RŌMĀNUS
Prōvinciae Africanae

ANGULUS GRAMMATICUS
Gender

LECTIŌ PRĪMA

ANTEQUAM LEGIS

This lectiō shows us a distraught Servilia in her room, consoling herself with her pet sparrow named Lesbia.

In this chapter you are introduced to a new verb form called the participle. A participle is a verbal adjective. In English we make participles by adding –ing to a verb. So “work” becomes “working.” In the sentence
The man **working** in the kitchen is old.

the word “working” is a participle describing the man. Here is the same sentence in Latin:

*Vir labōrāns in culīnā senex est.*

where the word *labōrāns* is a participle describing *vir*.

In Latin present active participles use third-declension endings and have a stem in –nt.

Thus:

- **nom sing**  *vir labōrāns*  the man working
- **gen. sing**  *virī labōrantis*  of the man working
- **dat. sing.**  *virō labōrantī*  to the man working

As you can see, you know these third-declension endings. You will learn the full paradigm below. For now, as you read, do the following.

- Translate any participle (we’ve put them in bold for you) with the verb form ending in “-ing” (e.g. walking, singing).
- Watch for the case endings and just translate them accordingly.
- Also ask who is performing the action of the participle, i.e., “who is –ing?”

After you read the story, we will tell you more about how Latin participles work.

**EXERCEĀMUS!**

**XVII.A GNC’ing Participles**

Directions: **As you read** find the antecedents for the participles in the first fifteen lines of this *lectiō*. (We have already made a list of these participles for you.) With the help of this antecedent and what you already know about case endings, see if you can identify the case and number of each participle. Then translate the participal with its antecendent. We have done one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Participle</th>
<th>Antecedent</th>
<th>Case</th>
<th>Number</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lacrimāns</td>
<td>Servília</td>
<td>nom.</td>
<td>singular</td>
<td>Servilia crying</td>
</tr>
<tr>
<td>2</td>
<td>petēns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>sedentem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>amantēs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>amantēs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>habēns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>pīpiantī</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>habitans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>ambulantem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>dīcentis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Servilia Maesta


Servília, hoc carmen in mente habēns, passerī pīpiantī plōravit: “Quid facere necesse est, dēliciae meae? Quōmodo vītam meam dūcam cum hōc virō ignōtō? Iullus Antonius vetus est! Plūs quam trīgintā quīnquē annōs habet! In domō istīs senis numquam habitābō! Cor meum vīrō senī numquam dabō! Cor meum Naevīō adulēscenti iam dedī! Nūlli alīi virō cor numquam meum dabō. Fortasse neutrī cor meum dabō et neuter mē in mātrimōnium dūcet! Fortasse ego habitans sōla numquam nubam!


CAPUT XVII
Dē Amōre et Lūdis

Verba Útenda

alter, altera, alterum another (of two)
amātōrius, -a -um amatory, love
auscultō (1) listen to
avis, avis f. bird
cadō, cadere, cecidī, căsum fall
carmen, carminis n. song, poem
circumsiliō, circumsilīre, circumsiluī leap around
cor, cordis n. heart
cūra, -ae f. care, concern
deliciae, -ārum f. pl. delight, pet
digitus, -ī m. finger (see primum)
dolor, dolōris n. pain, grief; suī dolōris is gen., but translate “for her sorrow.”
dūcere in mātrimōniōn marry
etiam still, and also, even now
fāmōsus, -a, -um famous, well known
fidēlis, -e faithful
gremium –īn. lap
hoc this
ignōrō (1) be ignorant of
igneōsus, -a, -um unknown
ille, illa, illud he, she, it; they; that, those illius of that; illī to that
ipse, ipsa, ipsum he, she, it; they; himself, herself, itself, themselves
is, ea, id he, she, it; they
iste, ista, istud that one (derogatory) isīus of that
lacrimō (1) cry, shed tears
levō (1) lift, lighten
maestus, -a, -um sad
mēns, mentis f. mind
miser, misera, miserum wretched, miserable
miserābilis, -e miserable
mordeō, mordēre, momordī bite
neuter, neutra, neutrum neither neutēri to neither
nūbō, nūbere marry
nūllus, -a, -um no, not any, none nullī alī to no other
numquam never
ōh! (used to express surprise, joy, pain, etc.)
passer, passeris m. sparrow
petō, petere, petīvī / petīi seek, look for
pīpiō (1) chirp
plārō (1) weep, cry
plās more,
prīnum digitum the tip of her finger
quōmodo how
rostrum, -ī n. beak
senex, senis m. old man
sōlāciolum, -īn. relief, comfort
tālis, -e such
tōtus, -a, -um whole, all
trīgintā thirty
umquam ever
uxor, uxīris f. wife
vae (often + dative) woe! (in pain or dread)
verus, veteris, old

POSTQUAM LĒGISTĪ

Directions: Answer in English or Latin (L) as directed.

1. (L) Where and when does Lectīō Prīma take place?
2. (L) What is Servilia doing as the lectīō begins?
3. What is the name of Servilia’s pet bird? Why does it have this name?
4. Why is Servilia upset?
5. How do Servilia’s situation and feelings compare to those of a modern American teenage girl?
6. Why does Servilia laugh at the end of the lectīō?
GRAMMATICA A

Forming and Using Present Active Participles

As verbal adjectives, participles have grammatical features of both parts of speech.
• As verbs, they express actions, can take objects and have tense and voice.
• As adjectives, they agree with nouns in gender, number and case (GNC).

The participles you are learning right now are present active. There are also participles in other tenses and voices (like perfect passive) which you will learn later.
Here are the complete forms of the present active participle vocāns (“calling”):

<table>
<thead>
<tr>
<th>Singular</th>
<th>Masc. and Fem.</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>vocāns</td>
<td>vocāns</td>
</tr>
<tr>
<td>Gen.</td>
<td>vocantīs</td>
<td>vocantīs</td>
</tr>
<tr>
<td>Dat</td>
<td>vocantī</td>
<td>vocantī</td>
</tr>
<tr>
<td>Acc.</td>
<td>vocantīem</td>
<td>vocāns</td>
</tr>
<tr>
<td>Abl.</td>
<td>vocantī / vocante</td>
<td>vocantī / vocante</td>
</tr>
</tbody>
</table>

Reminder: The neuter only differs from the M/F forms in a few places. Find them.

Notā Bene:
• Present participles generally use the same endings as third-declension adjectives.
• The ablative singular normally ends in –ntī. Later you will learn when the –nte ending is used.

Making participles in other conjugations is just a matter of getting the connecting vowel(s) right:

<table>
<thead>
<tr>
<th>1st conj.</th>
<th>2nd conj.</th>
<th>3rd conj.</th>
<th>3rd –iō</th>
<th>4th conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocāns</td>
<td>habēns</td>
<td>dūcēns</td>
<td>captēns</td>
<td>audiēns</td>
</tr>
<tr>
<td>calling</td>
<td>having</td>
<td>leading</td>
<td>taking</td>
<td>hearing</td>
</tr>
</tbody>
</table>

While you were making your list of participles for Exercise XVII.A, you probably noticed that most of them were marked by -ēns/-ent. The –e– used here is of limited help in determining the conjugation of the participle. The only sure way to confirm the conjugation of a participle is to look up the verb in a dictionary.
EXERCEÂMUS!

XVII.C Declining Participles
Directions: Use the declension of vocāns above to decline the present active participle of dūcō, dūcere. We have done some for you.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Masc. and Fem.</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>dūcēns</td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td>dūcentis</td>
<td></td>
</tr>
<tr>
<td>Dat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td></td>
<td>dūcentī</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td></td>
<td>dūcentium</td>
</tr>
<tr>
<td>Dat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td></td>
<td>dūcentēs</td>
</tr>
<tr>
<td>Abl.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using Participles

Participles as Substantives

As adjectives, participles describe people and things and therefore have gender, number and case. So, as you noticed when you did Exercise XVII.A, whenever you see a participle in a Latin sentence you must ask yourself what this participle refers to. This is the participle’s antecedent. (See Exercises XVII.D and XVII.E for some more practice with this.)

Sometimes, however, participles do not have antecedents but are substantives, i.e., they are adjectives acting like nouns. First, a reminder about substantives:

*Bonus, Malus, Turpisque*  “The Good, The Bad, and the Ugly” (famous Western film starring Clint Eastwood)

*Mali mala agunt.*  Bad people do bad things

*Pulchra turpem amat.*  The pretty girl loves the ugly man.

In the sentences above, the endings on the adjectives/substantives tell you what noun to supply – “the good man” “bad people or things.” This is exactly how it works with participles as substantives. Just remember that they use third-declension endings and gender is harder to determine in many of these forms.

*Passer* iacrimanīī  sōlāciolum est.
The sparrow is a source of comfort for the crying (man, woman, or thing).
This sentence could also be a sort of proverb: A sparrow is a source of comfort for one crying.

There was one example of a substantive participle in Lectio Prima. This was amantēs (line 6), which we can translate into English as “those loving” or even “lovers.” See how many substantive participles you can now find in the next reading.

Relative Time in Participles and Latin Moods

The tense of a participle is not real time, but relative. This means that the time when the action of the participle takes place is contingent upon the time of the main verb. This takes some consideration to understand and you will learn a lot more about relative time as you continue your study of Latin. For now, here are some points to help you begin to deal with the concept of relative time.

- Every verb has a mood. So far you have learned indicative (e.g. clāmat), infinitive (clāmare) and imperative (clāmā!/clāmāte!).
- The participle is also a mood.
- Moods (from the Latin modus, “mode,” “manner,” have nothing to do with time, but rather indicate the kind of action.
- Only the indicative mood shows real time. Think about it – “I love to run.” or “Run!” are fairly vague as to the time involved.
- Participles only show relative time; i.e., time that is relative to the main verb of the sentence. In the Present Participle it is showing same time.

Compare these sentences:

Servīliam plōrantem videō. I see Servilia crying.
Servīliam plōrantem vidi. I saw Servilia crying.
Servīliam plōrantem vidēbō. I will see Servilia crying.

In each case the present participle indicates that the crying is, was, or will be simultaneous with the main verb. This is a simple concept but one that will be very useful to you as we learn other moods like the subjunctive. Keep it in mind.

LECTIŌ SECUNDA

ANTEQUAM LEGIS

In this lectiō Marcus and Lucius talk about the upcoming gladiatorial games. As you read about these games, watch for more examples of a special group of adjectives and pronouns (the ones which were marked in bold italics in Lectiō Prīma.)
Consider the following phrases from *Lectio Prima*:

In domō istīus senis numquam habitābō! (line 10)
Nūlīi aliī virō cor unquam meum dabō! (lines 11-12)
Fortasse neutrī eōrum cor meum dabō (line 12)

These words marked above in bold illustrate a special group of adjectives and pronouns which have normal 2-1-2 adjective endings except in two places:

- m./f./n. gen. sing.-īus nuīlii, neutrīi, istīus
- m./f./n. dative sing.-ī nullī, neutrī, istī

You should have no trouble translating these words once you recognize their strange genitive and dative singular endings. Watch for more of these words in *Lectio Secunda*, where they are marked in bold. After you read, we will tell you more about these words.

**EXERCEĀMUS!**

**XVII.D  –īus/-ī Adjectives**

Directions: Make a list line by line of all the –īus/-ī adjectives marked in bold in lines 1-8 of *Lectio Secunda*. Next find the Latin word which each of these adjectives modifies. Then translate the adjective/noun pair into English. We have done two for you. Hint: Sometimes this noun is understood, as in our second example (from line 8).

<table>
<thead>
<tr>
<th>Line</th>
<th>–īus/-ī Adjective</th>
<th>Noun</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>aliā</td>
<td>parte</td>
<td>another part</td>
</tr>
<tr>
<td>8</td>
<td>ūnus</td>
<td>(gladiātōr)</td>
<td>one gladiator</td>
</tr>
</tbody>
</table>

**Dē Mūneribus**

Sedentēs in aliā parte domī Servīlii, Marcus et Lūcius dē mūneribus dīcunt. Crās, Imperātor Augustus ipse, magna mūnera in amphitheatrō dabit.

“Marce et Lūcī, spectābitisne mūnera?” Servīlii rogat.


309
Lucius rogat: “Erunrne animālia in mūneribus? Qualia animālia?”

Marcus “Etiam damnātōs,” inquit, “nōnnūlla animālia dēvōrābunt!”
“Euax! Quandō,” poscit Lūcius, “ad amphitheatrum ībimus?”


**Verba Útenda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa, -ae f. the Roman province of Africa (modern Tunisia and Algeria)</td>
<td>Africa</td>
</tr>
<tr>
<td>aliī . . . alī some . . . others</td>
<td>some . . . others</td>
</tr>
<tr>
<td>alter, altera, alterum another (of two)</td>
<td>another (of two)</td>
</tr>
<tr>
<td>amphitheatrum, -ī n. amphitheatre</td>
<td>amphitheatre</td>
</tr>
<tr>
<td>animal, -ālis n. animal</td>
<td>animal</td>
</tr>
<tr>
<td>certus, -a, -um certain, sure</td>
<td>certain</td>
</tr>
<tr>
<td>cruentus, -a, -um bloody, gory</td>
<td>bloody, gory</td>
</tr>
<tr>
<td>cruo, crūōris m. gore, blood damnedūs, -ī n. condemned</td>
<td>gore, blood damned</td>
</tr>
<tr>
<td>dēvōrō (1) devour, consume dīēs, diēr m. day</td>
<td>devour, consume day</td>
</tr>
<tr>
<td>elephās, -antis m. elephant</td>
<td>elephant</td>
</tr>
<tr>
<td>ēsuriēō, ēsuriēre be hungry, euch hurry!</td>
<td>be hungry, euch hurry!</td>
</tr>
<tr>
<td>exōticus, -a, -um strange, exotic</td>
<td>strange, exotic</td>
</tr>
<tr>
<td>fērox, fērocis, fierce</td>
<td>fierce</td>
</tr>
<tr>
<td>gladiōtor, -āris m. gladiator</td>
<td>gladiator</td>
</tr>
<tr>
<td>gladīus, -ī m. sword</td>
<td>sword</td>
</tr>
<tr>
<td>haec these</td>
<td>these</td>
</tr>
<tr>
<td>harēna, -ae f. sand</td>
<td>sand</td>
</tr>
<tr>
<td>ibi there</td>
<td>there</td>
</tr>
<tr>
<td>īlē, īlla, illūd he, she, it; they; that, those</td>
<td>he, she, it; they; that, those</td>
</tr>
<tr>
<td>imperātor, imperātōris m. general, commander, emperor</td>
<td>general, commander, emperor</td>
</tr>
<tr>
<td>īpse, īpsa, īpsum he, she, it; they; himself, herself, itself, themselves (emphatic)</td>
<td>he, she, it; they; himself, herself, itself, themselves</td>
</tr>
<tr>
<td>leō, leōnis m. lion</td>
<td>lion</td>
</tr>
<tr>
<td>maculō (1) spot, stain, magnificus, -a, -um noble, elegant, magnificent</td>
<td>spot, stain, noble, elegant, magnificent</td>
</tr>
<tr>
<td>mūnus, -ēris, n. obligation; here, in pl., games, spectacles</td>
<td>obligation; here, in pl., games, spectacles</td>
</tr>
<tr>
<td>nam for</td>
<td>for</td>
</tr>
<tr>
<td>neuter, neutra, neutrum neither</td>
<td>neither</td>
</tr>
<tr>
<td>nōnnullī some, several</td>
<td>some, several</td>
</tr>
<tr>
<td>nūllus, a, ūn no, not any, none</td>
<td>no</td>
</tr>
<tr>
<td>optimus, -a, um best</td>
<td>best</td>
</tr>
<tr>
<td>orbis terrārum the world</td>
<td>the world</td>
</tr>
<tr>
<td>ōtium, -ī n. leisure</td>
<td>leisure</td>
</tr>
<tr>
<td>panthēra, -ae f. leopard</td>
<td>leopard</td>
</tr>
<tr>
<td>pars, partis f. piece, pāscō, -ere, pāpōscē to ask for, demand</td>
<td>piece, pāscō, -ere, pāpōscē to ask for, demand</td>
</tr>
<tr>
<td>prospectus, -ās view</td>
<td>view</td>
</tr>
<tr>
<td>pugiō, -ae f. fight</td>
<td>fight</td>
</tr>
<tr>
<td>qualis, quale? what kind of?</td>
<td>what kind of?</td>
</tr>
<tr>
<td>what sort of?</td>
<td>what sort of?</td>
</tr>
<tr>
<td>quandō when</td>
<td>when</td>
</tr>
<tr>
<td>rēte, rētis n. net</td>
<td>net</td>
</tr>
<tr>
<td>sanguis, sanguinis m. blood</td>
<td>blood</td>
</tr>
<tr>
<td>sentiō, sentīre, sēnsī feel, sense</td>
<td>feel, sense</td>
</tr>
<tr>
<td>sērius later, too late</td>
<td>later, too late</td>
</tr>
<tr>
<td>surgō, surgere, surrēxī rise, get up</td>
<td>rise, get up</td>
</tr>
<tr>
<td>tōtus, -a, -um whole, all</td>
<td>whole, all</td>
</tr>
<tr>
<td>tridēns, tridentis m. trident</td>
<td>trident</td>
</tr>
<tr>
<td>ūllus, -a, -um any</td>
<td>any</td>
</tr>
<tr>
<td>vivus, -a, -um living</td>
<td>living</td>
</tr>
<tr>
<td>vōbīsc dat./abl. you (all) vōbīscum “with you”</td>
<td>you (all) vōbīscum “with you”</td>
</tr>
</tbody>
</table>
CAPUT XVII
Dē Amōre et Lūdīs

POSTQUAM LĒGISTĪ
Directions: Answer in English or Latin (L) as directed.

1. What characters are holding a conversation in Lectiō Secunda? Where are they?
2. What kinds of gladiatorial contests are mentioned in this conversation?
3. When will these gladiatorial contests take place? Who is sponsoring them?
4. (L) Answer Lucius’s questions in line 10: Eruntne animālia in mūneribus? Qualia animālia?
5. Who are the damnāti? What is your opinion of this Roman practice?
6. (L) Why can Servilius not go to these games?
7. How does this form of entertainment compare to those in the United States today?

GRAMMATICA B
Some Special Adjective and Pronoun Forms

ŪNUS NAUTA Adjectives

A number of Latin 2-1-2 adjectives have –īus genitive singular endings and –ī dative singular endings. The phrase ŪNUS NAUTA forms an acronym which helps you remember a large number of these words.

- Ěllus, a, um – any
- Nūllus, a, um - no, none
- Ěnus, a, um - one
- Sōlus, a, um - alone, only
- Neuter, neutra, neutrum - neither
- Alius, -a, -ud - another, other
- Uter, utra, utrum - either, which (of two)
- Tōtus, a, um - whole, entire
- Alter, altera, alterum -- the other (of two)

Note that most of these adjectives have masculine singulars ending in –us, but uter and neuter have –er endings and have stems like pulcher, pulchra, pulchrum.

Note that most of the endings for these words are very regular.
Here is the full declension of *sōlus* with the unusual endings in **bold**:

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>sōlus</td>
<td>sōla</td>
<td>sōlum</td>
</tr>
<tr>
<td>Genitive</td>
<td>sōlius</td>
<td>sōlius</td>
<td>sōlius</td>
</tr>
<tr>
<td>Dative</td>
<td>sōli</td>
<td>sōli</td>
<td>sōli</td>
</tr>
<tr>
<td>Accusative</td>
<td>sōlum</td>
<td>sōlam</td>
<td>sōlum</td>
</tr>
<tr>
<td>Ablative</td>
<td>sōlō</td>
<td>sōlā</td>
<td>sōlō</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>sōlī</td>
<td>sōlae</td>
<td>sōla</td>
</tr>
<tr>
<td>Genitive</td>
<td>sōlōrum</td>
<td>sōlārum</td>
<td>sōlōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>sōlīs</td>
<td>sōlīs</td>
<td>sōlīs</td>
</tr>
<tr>
<td>Accusative</td>
<td>sōlōs</td>
<td>sōlās</td>
<td>sōla</td>
</tr>
<tr>
<td>Ablative</td>
<td>sōlīs</td>
<td>sōlīs</td>
<td>sōlīs</td>
</tr>
</tbody>
</table>

The endings on these words can cause some confusion. E.g., *ūllī* can be masculine nominative plural or dative singular, any gender. But often the accompanying words will help you identify what GNC the pair represents.

Examples:  
*ūllī fémina* dative singular (*ūllī* cannot be masculine here because it is GNC’ing with a feminine word.)
*ūllī virī* nominative plural (GNC’ing with a 2nd declension masculine noun)
*ūllī virō* dative sing.
*ūllīs virī* genitive sing.

Other words declined like *ŪNUS NAUTA* words include the personal pronoun *is, ea, id* “he, she, it; they” and the following demonstrative pronouns and adjectives:

*ille, illa illud* he, she, it; those
*ipse, ipsa, ipsum* he, she, it; himself, herself, itself, themselves
*iste, ista, istud* that one (derogatory or pejorative sense)

More on some of these words later.

**EXERCEĀMUS!**

**XVII.E  GNC’ing**

Directions: Identify the possible GNC’s of these pairs. The number in parentheses tells you how many choices there might be. Then translate the pairs accordingly.

1.  *alīus puellae* (1)
2.  *neutrō homine* (1)
Some ŪNUS NAUTA Pronouns

Is, Ea, Id

These pronouns are declined similarly to ŪNUS NAUTA words. They are most commonly used as third-person personal pronouns, i.e., to indicate “he,” “she,” “it,” and “they.” You already learned some forms of is, ea, id. Now look at the entire declension and take special note of the genitive and dative singular forms in bold.

<table>
<thead>
<tr>
<th></th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“he, him”</td>
<td>“she, her”</td>
<td>“it”</td>
</tr>
<tr>
<td>Nominative</td>
<td>is</td>
<td>ea</td>
<td>id</td>
</tr>
<tr>
<td>Genitive</td>
<td>eīus</td>
<td>eīus</td>
<td>eīus</td>
</tr>
<tr>
<td>Dative</td>
<td>eī</td>
<td>eī</td>
<td>eī</td>
</tr>
<tr>
<td>Accusative</td>
<td>eum</td>
<td>eam</td>
<td>id</td>
</tr>
<tr>
<td>Ablative</td>
<td>eō</td>
<td>eā</td>
<td>eō</td>
</tr>
<tr>
<td></td>
<td>plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“they, them”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>eī</td>
<td>eae</td>
<td>ea</td>
</tr>
<tr>
<td>Genitive</td>
<td>eōrum</td>
<td>eārum</td>
<td>eōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>eīs</td>
<td>eīs</td>
<td>eīs</td>
</tr>
<tr>
<td>Accusative</td>
<td>eōs</td>
<td>eīs</td>
<td>ea</td>
</tr>
<tr>
<td>Ablative</td>
<td>eīs</td>
<td>eīs</td>
<td>eīs</td>
</tr>
</tbody>
</table>
Notā Bene:

- The plural forms are entirely regular 2-1-2, with the stem e-.
- Note eius vs. sōlīus, i.e. the short rather than long -i-.
- Unlike the English “they,” the forms of is, ea, id can distinguish the gender in the third person plural:
  
  | Vocant. | They call. |
  | Eī vocant. | They (men) call. (But cf. Angulus Grammaticus below). |
  | Eae vocant. | They (women) call. |

Demonstrative Pronouns

Some demonstrative pronouns and adjectives also have the same endings as the ŬNUS NAUTA words and is, ea, id. Demonstratives are words used to point out (demonstrō, demonstrāre) or emphasize the nouns to which they refer; some English demonstratives are “this,” “that,” “these,” “those.”

Your job is just to remember what they mean and not to forget the endings you already know, especially –īus in the genitive singular and –ī in the dative singular.

- ipse, ipsa, ipsum  himself, herself, itself, themselves
- iste, ista, istud  that man (of yours), that woman, that thing
- ille, illa, illud  that man, that woman, that thing

Notā Bene:

- Iste is generally not well intentioned. So iste amicus tuus often means “that so-and-so friend of yours.”
- Ipse is translated, as is suus, -a, -um, depending on what it modifies or refers to.

  | Fēmina ipsa id fēcit. | The woman herself did it. |
  | Ego ipse id fēci. | I myself did it. |
  | Nōs ipsī id fēcimus. | We ourselves did it. |

The forms of ille can be either pronouns or adjectives in Latin. For example,

**Singular**

- ille  he  ille vir  that man
- illa  she  illa fēmina  that woman
- illud  it  illud carmen  that song

**Plural**

- illī  they  illī virī  those men
- illae  they  illae fēminae  those women
- illa  those things  illa carmina  those songs

Compare:

- Vocat.  He calls. / She calls. / It calls.
- Ille vocat.  He calls. / That man calls.
- Illa vocat.  She calls. / That woman calls.
- Illud vocat.  It calls. / That (neuter thing) calls.
Here is the second poem by Catullus about Lesbia’s sparrow that served as an inspiration for the scene with Servilia and her pet sparrow.

Passer, dēliciae meae puellae quīcum lūdere, quem in sinū tenēre cui prīmum digitum dare appetentī et acrīs solet incītāre morsūs, cum dēsiderīō meō nītentī
cārum nescīō quid lubet iocārī, et sōlāciolum suī dolōris, crēdō, ut tum gravis acquīescat ardor: tēcum lūdere sīcut ipsa possem et tristīs animī levāre cūrās!

Sparrow, my girl’s pet, with whom she likes to play and hold in her lap, and to whom she gives her fingertip and encourages sharp bites whenever my bright heart’s desire seeks some pleasing distraction or small comfort for her grief, I believe, so that her heavy passion is quieted -- would that I could play with you just as she does, and lighten the sad cares of my mind!

See how many echoes of this poem you can find in Lectīō Secunda. Catullus’s poems had no titles and were probably known by their first few words. Today they are known by number. This one is Catullus II. The next poem in Catullus’s book was also about the sparrow, which has died, and Lesbia is in mourning. An excerpt from Catullus III is quoted in the ANTEQUAM LEGIS preceding Lectīō Prīma.
EXERCÉĀMUS!

XVII.F  Reading Comprehension

Directions: Answer the following questions about Catullus’ poem about Lesbia’s sparrow, Catullus 2 (quoted above). Your answers will help you to understand the Latin better.

1. What word in line 1 do you think is translated as “pet”? Hint: This word shows that a “pet” can give pleasure.

2. What word in line 2 means “to play”? Hint: Think of ludus (“school, game”).

3. What is the Latin word for “finger” in line 3? Hint: Think of an English synonym for “finger” derived from the Latin word.

4. What word in line 4 means “bite”? Hint: This word gives us a word which means a “small bite or taste.”

5. What word means “small comfort” in line 7? Hint: Look for an English synonym for “comfort” hiding in this word.

MUNDUS RŌMĀNUS

Roman Attitudes Toward Animals and Capital Punishment

Most Romans had a more practical view of animals than we do today. For the most part, domesticated animals were kept for practical purposes. They provided: food (sheep, goats, etc.); labor (oxen, horses, mules etc.); raw material (wax, horn, pelts, fibers) and entertainment (the exotic animals at the games). Dogs were kept for guarding or hunting. Cats were ratters and you will soon meet a cat that earns its keep in the Subura. Socrates the pet monkey served as entertainment for the customers at Licinia’s taberna and is modeled on actual depictions of such animals in Roman life.

The animals Romans kept also varied according to their social status, wealth, and living accommodations. Dogs were commonly employed in the city as watchdogs but in the country they would guard herds and flocks. Other dogs were used for hunting. A lap dog indicated that the owner could afford an animal that served no useful purpose and this is often given as the definition of a “pet.” Servilia’s sparrow fits this definition nicely.

Roman attitudes towards imprisonment and capital punishment were also quite different from the attitudes of many people today. Prisons were only temporary housing for the accused and the condemned. Wrong doers were not sentenced to prison. Instead they might be sent to exile or hard labor or execution. The lucky ones were executed quickly and, by ancient standards, humanely. Roman citizens, for example, could only be beheaded. They could not be crucified like slaves or be condemned (damnātus) into the arena like the poor souls mentioned in Lectiō Secunda.
Thinking in terms of opposites not only helps you learn Latin vocabulary but will increase your English vocabulary. Here are some examples:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>magnus</em>, -a, -um</td>
<td>large</td>
</tr>
<tr>
<td><em>parvus</em>, -a, -um</td>
<td>small</td>
</tr>
<tr>
<td><em>longus</em>, -a, -um</td>
<td>long</td>
</tr>
<tr>
<td><em>brevis</em>, -e</td>
<td>short</td>
</tr>
<tr>
<td><em>immānis</em>, <em>immāne</em></td>
<td>huge, vast</td>
</tr>
<tr>
<td><em>exiguus</em>, -a, -um</td>
<td>scanty, very small</td>
</tr>
<tr>
<td><em>celer</em>, <em>celeris</em>, <em>celere</em></td>
<td>swift, fast</td>
</tr>
<tr>
<td><em>tardus</em>, -a, -um</td>
<td>slow</td>
</tr>
<tr>
<td><em>magnifying</em>, <em>magnificent</em></td>
<td>magnify, magnificient</td>
</tr>
<tr>
<td><em>parovirus</em></td>
<td></td>
</tr>
<tr>
<td><em>longitude</em>, <em>elongate</em>, <em>prolong</em></td>
<td>long</td>
</tr>
<tr>
<td><em>brief</em>, <em>brevity</em>, <em>breviary</em></td>
<td></td>
</tr>
<tr>
<td><em>immense</em></td>
<td></td>
</tr>
<tr>
<td><em>exigous</em>, <em>exiguity</em></td>
<td></td>
</tr>
<tr>
<td><em>celerity</em>, <em>accelerate</em>, <em>decelerate</em></td>
<td>celerity, accelerate, decelerate</td>
</tr>
<tr>
<td><em>tardy</em>, <em>tardiness</em></td>
<td></td>
</tr>
</tbody>
</table>

**ORBIS TERRÄRUM RÖMÄNUS**

*Prōvinciae Āfricānae*

The Romans used the word *Āfrica* to refer in general to the entire continent as far as it was known to them; however, the word was most commonly used to refer to the province located generally in what is now modern Tunisia and Algeria, bordering on the Mediterranean. This area came under Roman control after 146 B.C. with the final defeat of the city of Carthage in the Third Punic War. The rest of the region, Numidia and Mauritania (modern Morocco), was left under the control of local monarchs until the end of the 1st century B.C. The entire area was the scene of several major battles during the Civil Wars at the end of the 1st century that led up to the installation of Augustus as sole ruler of the empire.

By the time of Augustus, both Numidia and Mauretania had come under direct Roman control and the original province became known as *Āfrica prōcōnsulāris* (“proconsular Africa”), *Āfrica Vetus* (“old Africa”) or *Āfrica Propria* (“Africa Proper”). The entire region became very urbanized with important cities like Carthage, Leptis Magna, Thapsus, and Utica. During the Empire, the entire Mediterranean coast of Africa was an important agricultural and commercial region as well as an important source for wild beasts for the games in the arena. Many army veterans were also settled here, for
example in colonies at Thamugadi (modern Timgad, Algeria) and Lambaesis (also in Algeria).

Some important Romans from the provinces of Africa included:

- L. Apuleius Platonicus (ca 123/125–ca 180), the author of Metamophōsēs (The Metamorphoses) or Aureus Asinus (The Golden Ass) in which the main character is changed into an ass by witchcraft, was born in Madaurus (now M'Daourouch, Algeria) in Numidia.

- L. Septimius Severus (145–211), emperor from 193 until 211, was born in Leptis Magna (now in Libya). As emperor he beautified and enriched his hometown. The remains of the Severan basilica in Leptis Magna illustrate the magnificence of his gifts.

- Aurelius Augustinus (354-430), also known as St. Augustine of Hippo, was a major theologian and Father of the Christian church. He was born in Hippo Regius, where he later served as bishop. Author of an autobiography called Confessiōnēs (The Confessions).
QUID PUTĀS?
1. List several different ways that Lesbia interacts with her sparrow in Catullus’ poem.
2. How do you think Roman attitudes towards animals compare to modern American attitudes?
3. Discuss Roman attitudes towards capital punishment and compare them to your own views.
4. Servilia takes solace in the poetry of Catullus. Where might a modern American go for similar solace today?

EXERCEĀMUS!
XVII.G SCRĪBĀMUS
Directions:
Use the lectiōnēs to answer the following questions in Latin. Base your answers on the story (not on the Catullus’ poems) and answer in complete Latin sentences.
DISCE LATÌNAM!

Hint: Here is some vocabulary you may need.

- quis? (singular)  who?
- quī? (plural)  who?
- quid?  what?
- qualia?  what kind of?

Example: Quis sōlāciolum suī dolōris petēns rīdet?
          Servīlia, sōlāciolum petēns, rīdet.

   1. Quis passerem sedentem in gremiō tenet?

   2. Quis Iullum amбуlantem in viā numquam vīdit?

   3. Quis circumsiliēns et pīpiāns nihil dīcit?

   4. Quis circumsilientī passerī dīcit?

   5. Quis digitum puellae lacrimantis mordet?

   6. Quī sedentēs in aliā parte domī dē mūneribus dīcunt?

XVII.H  COLLOQUĀMUR
Directions: Use the questions and answers in Exercise XVII.G to practice asking and answering questions with a classmate. Don’t be afraid of making a mistake or two. That is how oral proficiency grows.

XVII.I  Verba Discenda
Directions: Use the Verba Discenda to answer the questions listed below.

<table>
<thead>
<tr>
<th>Verba Discenda</th>
<th>ille, illa, illud he, she, it; they; that, those</th>
<th>mūnus, -eris, n. obligation; here, in pl., games, spectacles [munificence]</th>
</tr>
</thead>
<tbody>
<tr>
<td>alter, altera, alterum</td>
<td>another (of two)</td>
<td>neuter, neutra, neutrum</td>
</tr>
<tr>
<td>amphitheātrum, -īn.</td>
<td>amphitheatre</td>
<td>neither [neutral]</td>
</tr>
<tr>
<td>animal, -ālis n. animal</td>
<td>animal</td>
<td>nūllus, -a,- um no, not any, none [nullify]</td>
</tr>
<tr>
<td>carmen, carminis n. song, poem</td>
<td></td>
<td>numquam never</td>
</tr>
<tr>
<td>cor, cordis n. heart</td>
<td>heart</td>
<td>quō modo how</td>
</tr>
<tr>
<td>[cordial]</td>
<td></td>
<td>sērius later, too late</td>
</tr>
<tr>
<td>etiam, still, and also, even now</td>
<td></td>
<td>tōtus, -a, -um whole, all [totality]</td>
</tr>
<tr>
<td>gladiātor, -ōris m.</td>
<td>gladiator</td>
<td>ūllus, -a, -um any</td>
</tr>
<tr>
<td>gladius, -īū m. sword</td>
<td></td>
<td>vōbīs dat./abl. you (all)</td>
</tr>
</tbody>
</table>
1. How many *UNUS NAUTA* words are included in this *Verba Discenda*? List the Latin words and their English meanings. Can you supply the ones which are not included? Hint: They are already *Verba Discenda*.

2. Find at least three words directly related to the Roman games. What do they mean?

3. What is the third principal part of *lacrimō*?

4. What two Latin pronouns provide the singular equivalents of *vōbīs*?

5. Which Latin pronoun in the *Verba Discenda* would you use to refer to someone you do not like?

6. *Passerēs, leōnēs, panthērae* and *elephāntēs*, are examples of this *verbum discendum*.

**ANGULUS GRAMMATICO**

**Gender**

English, like Latin, is a language rich in gender. What do we mean by that? Well, in English we can show gender by means of pronouns like “he,” “she” and “it” and with adjectives like “his,” “her” and “its.” Sometimes we can distinguish male and female by changing suffixes; for example, -ess in seamster/seamstress, poet/poetess, master/mistress.

English has also borrowed from Latin another suffix which can make English nouns feminine instead of masculine: -trix, as in mediator/mediatrix, aviator/aviatrix, and testator/testatrix. But these gender indicators began dying out in English as gender equality became more and more important in American society.

In Latin, on the other hand, it is very difficult to avoid issues of gender, since every noun bears a **grammatical gender**. So words like *pecūnia* (“money”), *virtūs* (“virtue”, “manliness”) and *mālus* (“apple tree”) are always feminine while *mālus* (“ship’s mast”), *lūdus* (“game,” “school”), *amor* (“love”) and *annus* (“year”) are always masculine. This makes little sense to an English speaker for whom all these words are things and therefore neuter. Speakers of modern European languages like French, Spanish, Italian and German, however, employ gender in much the same way that Latin does. So studying Latin can help you understand how those languages work.

Furthermore, all Latin adjectives must show gender (as well as case and number). So *cāra* means “a dear woman” while *cārus* means “a dear man.” *Celer* means “the swift man” while *celeris* means “the swift woman.”

As we saw earlier in this chapter, the pronoun *is/ea/id* can be used in Latin to distinguish the gender in the third person. Latin can do this not only in the singular, as
English does with “he,” “she,” and “it,” but also in the plural, so the English sentence “they call” can be written several ways in Latin:

\[
\begin{align*}
Vocant. & \quad \text{They call. (Subject is gender neutral. Subject is masc., fem. or neuter.)} \\
Eī vocant. & \quad \text{They call. (Subject is probably masculine but can be both masculine and feminine.)} \\
Eae vocant. & \quad \text{They call. (Subject is clearly feminine.)} \\
Ea vocant. & \quad \text{They call (Subject is clearly neuter.)}
\end{align*}
\]

Note how Latin uses masculine gender if “they” consists of both men and women. So \textit{eae} can only mean “those women” while \textit{eī} can mean either “those males” or “those people.” Grammarians would therefore say that the masculine gender is “unmarked” in Latin, i.e., it can refer to both males and females, while the feminine gender is “marked” and can only refer to females.

English grammarians used to teach that the English words “he” and “his” were unmarked and should be used when the referent could be either male or female, as in the sentence

“Everyone should now close his book.”

This unmarked use of “he” and “his” is essentially dead in English now and has been replaced by a statement like

“Everyone should now close their books.”

While some grammatical purists may still object to this use of “their,” it remains a tribute to the effect political and social changes can exert on grammar and usage.

\textit{LEGENDA}


Valeria and her family arrive home and chat with Mendax, the beggar, who lives in their *insula*. Their conversation is interrupted by the arrival of a runaway slave.

**GRAMMATICA**

**Imperfect Tense**

Interrogative and Relative Pronouns and Adjectives

**RÖMÄNĪ IPSĪ**

Slaves as “Talking Tools”

**MUNDUS RÖMÄNUS**

Roman Slavery

**LATĪNA HODIERNA**

Slaves, Slavs and Serfs

**ORBIS TERRĀRUM RÖMÄNUS**

Östia

**ANGULUS GRAMMATICUS**

Building Your Latin Vocabulary

Here we get to see the inside life of an *insula*. We meet Mendax the beggar, his cat Felix and an unexpected visitor. Amid all this you will also meet the imperfect tense.

The Imperfect Tense

The imperfect tense of regular verbs

- has the tense marker –*ba*- before the normal personal endings. Thus, -*bam*, -*bās*, -*bat*, -*bāmus*, -*bātis*, -*bant*.
- Translate it by using the English “used to” or “was/were 'verb'ing”.
  Thus, *vocābāmus* is translated “we used to call” or “we were calling.”
The imperfect tense of *sum* and *possum*

- Do you remember that the stem of *sum* for the future was *er-* as in *erō, eris, erit,* etc.?
- The same holds true for the imperfect of *sum.*

```
eram    erāmus
erās    erātis
erat    erant
```

Translate as a simple “was/were” or “used to be”

- Thus, the imperfect of *possum,* whose stem is *pot-* is easy

```
poteram  poterāmus
poterās  poterātis
poterat  poterant
```

Translate “I was able” etc.

That is all you need to know in order to translate the next section. We will show you the fine points below. To help you, all the imperfect tense verbs are put in **bold** in the *Lectiō Prīma.*

**EXERCEĀMUS**

**XVIII.A Identifying Imperfects**

Directions: Before you read *Lectiō Prīma,* make a list line by line of all the imperfect verbs (marked in bold). Determine their person and number. Then use the *Verba Omnia* to translate them. We have done the first one for you.

<table>
<thead>
<tr>
<th>line</th>
<th>verb</th>
<th>person</th>
<th>number</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>adveniēbant</td>
<td>3rd</td>
<td>plural</td>
<td>they were arriving at</td>
</tr>
</tbody>
</table>

**Mendāx**

Dum Marcus et Lūcius in colle Vīminālī dē mūneribus dīcunt, in Subūrā Licinia, Valeria, et Flāvia ad insulam suam **adveniēbant.** Hīc, cum eīs, quoque habitant Aelius et Plŏtia (māter Valeriae)—omnēs in duābus cellīs! Familia Valeriae pauper est—multam pecūniam nōn habet sed aliquid 5 pecūniae habet. Sed nōnnullī in insulā egēnī sunt et paene nūllam pecūniam habent. Ūnus exīs egēnīs Mendāx est. Ōlim eī nōmen “Quīntus” **erat.**
CAPUT XVIII

Fugitīvus!

Quīntus in pistrīnō labōrābat. Labor strēnuus erat et mox Quīntus, aegrescēns, nōn labōrābat. Rōmam veniēbat sed aeger labōrem invenīre nōn poterat.

10 Ut Mendax dīcit: “Mox egēnus eram et famem magnam habēbam. Ergō, pecūniam ab hominibus in viā ambulantibus poscere incipiēbam. Quid aliud facere poteram?”

Nunc ille Quīntus nōmen novum habet—Mendāx. Cūr? Quod mendīcus est vir pecūniam ab aliīs poscens et talēs hominēs rarō vērum dicunt.

Mendāx, nūllam pecūniam habēns, prō paucīs nummīs nōn cellam propriam sed parvum spatium sub scālīs habēre poterat. Hoc spatium parvum et fētidum, sed siccum, est, et hīc Mendāx et fēlēs suā, Félix nōmine, trēs annōs habitānt. Félix illud nōmen habet quod Mendāx eam aegram et paenē mortuam in viā invēnit.

Valeria in insulam intrāns Mendācem salūtat. Fēmina nōn crūdēlis sed alma est. Multī Mendācem nōn salūtānt quod eum formīdant. Sed incolae omnēs Félicem amant quod iam dūdum murēs multōs in insulā capit—et in Subūrā multī murēs sunt!

25 “Salvē, Mendāx,” inquit Valeria “quid tū et Félix agitis? Quid fortunae hodie capiēbatis?”


Subitō, vir territus in insulam rūpit. Sē ad terram iēcīt et, “Mē adiuvāte!!” clāmāvit.

Valeria et aliī attonitī sunt quod homō territus servus est. Collāre in collō habet et collāre inscriptiōnem habet. Prīmae magnae litterae sunt “TMQF” et hae litterae significant “Tenē mē quia fūgī.” Ecce, servus fugiēns!

---

GEMMA

The fact that the slave is wearing a collar bearing the inscription TMQF means that his master thought he was a flight risk.

---

Fēlix Fēlēs

Clipart Item # 21776882
## Verba Útenda

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aeger, aegra, aegram</td>
<td>sick</td>
</tr>
<tr>
<td>aegrescō, aegrescere</td>
<td>grow sick</td>
</tr>
<tr>
<td>aliquis, aliiquid</td>
<td>someone, something</td>
</tr>
<tr>
<td>almus, -a, -um nourishing,</td>
<td>kind, dear</td>
</tr>
<tr>
<td>attonitus, -a, -um astonished</td>
<td></td>
</tr>
<tr>
<td>cella, -ae f. room</td>
<td></td>
</tr>
<tr>
<td>collāre, collāris</td>
<td>n. collar</td>
</tr>
<tr>
<td>collis, collis m.</td>
<td>hill</td>
</tr>
<tr>
<td>collum, -ī n. neck</td>
<td></td>
</tr>
<tr>
<td>crūdēlis, crūdēle</td>
<td>cruel</td>
</tr>
<tr>
<td>dīdum</td>
<td>See iam.</td>
</tr>
<tr>
<td>egenus, -a, -um destitute,</td>
<td>poverty stricken</td>
</tr>
<tr>
<td>famēs, -is f. hunger</td>
<td></td>
</tr>
<tr>
<td>fēlēs, fēlis f. cat</td>
<td></td>
</tr>
<tr>
<td>felix, fēlicis</td>
<td>lucky, fortunate</td>
</tr>
<tr>
<td>fētīdus, -a, -um foul smelling</td>
<td></td>
</tr>
<tr>
<td>formīdō (1) fear</td>
<td></td>
</tr>
<tr>
<td>hīs these</td>
<td></td>
</tr>
<tr>
<td>iaciō, iacere iēcī hurl, throw</td>
<td></td>
</tr>
<tr>
<td>iam dīdum for a long time now (used with present tense)</td>
<td></td>
</tr>
<tr>
<td>incipiō, incipere, incēpī,</td>
<td>inceptum begin</td>
</tr>
<tr>
<td>incipīo, incipere, incēpī</td>
<td>begin</td>
</tr>
<tr>
<td>inscriptīō, -iōnis f. inscription</td>
<td></td>
</tr>
<tr>
<td>intrō (1) enter</td>
<td></td>
</tr>
<tr>
<td>littera, -ae f. letter of the alphabet</td>
<td></td>
</tr>
<tr>
<td>mendāx, mendācis lying.</td>
<td>Mendāx “Liar”</td>
</tr>
<tr>
<td>mendicus, -ī m. beggar</td>
<td></td>
</tr>
<tr>
<td>mortuus, -a, -um dead</td>
<td></td>
</tr>
<tr>
<td>mūs, mūris m. mouse</td>
<td></td>
</tr>
<tr>
<td>nummus, -ī m.. coin</td>
<td></td>
</tr>
<tr>
<td>ōlim once, formerly</td>
<td></td>
</tr>
<tr>
<td>paene almost</td>
<td>pauper, pauperis poor</td>
</tr>
<tr>
<td>pistrīnum, -ī n. mill</td>
<td></td>
</tr>
<tr>
<td>prīmus, -a, -um first</td>
<td>propītus, -a, -um one’s own</td>
</tr>
<tr>
<td>quia since</td>
<td></td>
</tr>
<tr>
<td>rārus, -a, -um rare</td>
<td>Rōmam “to Rome”</td>
</tr>
<tr>
<td>rumpō, rumpere, rūpī burst,</td>
<td>break open</td>
</tr>
<tr>
<td>scūlae, -ārum f. pl. stairs, staircase</td>
<td></td>
</tr>
<tr>
<td>siccus, -a, -um dry</td>
<td></td>
</tr>
<tr>
<td>significō (1) mean</td>
<td></td>
</tr>
<tr>
<td>spatiō, -ī n. space</td>
<td></td>
</tr>
<tr>
<td>strēnus, -a, -um hard, strenuous</td>
<td></td>
</tr>
<tr>
<td>Subūra, -ae f. Subura, a neighborhood in Rome</td>
<td></td>
</tr>
<tr>
<td>tālis, -e such, of such a sort</td>
<td></td>
</tr>
<tr>
<td>vērus, -a, um true. vērum is a substantive so translate here as “the truth”</td>
<td></td>
</tr>
</tbody>
</table>
POSTQUAM LĒGISŤI

1. (L) How many people lived in Valeria’s apartment? How many rooms does it have?
2. What was the beggar Mendax’s original name? Where did he work formerly?
3. How did he become a beggar? And how did he get the name Mendax (“Liar”)?
4. (L) Why do the residents of this apartment building like Felix?
5. Who appears suddenly at the end of the story? How is his identity known?

GRAMMATICA A

Forming the Imperfect Tense

The imperfect tense is the third and last tense in what is called the Present System. Previously you have learned the Present and the Future. The following chart shows you how to form those tenses and the imperfect. You now know how to form the entire Present System for active verbs.

<table>
<thead>
<tr>
<th>ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
</tr>
<tr>
<td>1, 2: Present Stem</td>
</tr>
<tr>
<td>2nd principle part – “-re”</td>
</tr>
<tr>
<td>-ō</td>
</tr>
<tr>
<td>-s</td>
</tr>
<tr>
<td>-t</td>
</tr>
<tr>
<td>Imperfect</td>
</tr>
<tr>
<td>-bam</td>
</tr>
<tr>
<td>-bas</td>
</tr>
<tr>
<td>-bat</td>
</tr>
<tr>
<td>Future</td>
</tr>
<tr>
<td>-bō</td>
</tr>
<tr>
<td>-bis</td>
</tr>
<tr>
<td>-bit</td>
</tr>
</tbody>
</table>

Thus:

<table>
<thead>
<tr>
<th>Imperfect Endings</th>
<th>1st Conjugation</th>
<th>2nd Conjugation</th>
<th>3rd Conjugation</th>
<th>3rd Conjugation –ō</th>
<th>4th Conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-bam</td>
<td>vocābam</td>
<td>monēbam</td>
<td>dūcēbam</td>
<td>capiēbam</td>
<td>audiēbam</td>
</tr>
<tr>
<td>-bās</td>
<td>vocābās</td>
<td>monēbās</td>
<td>dūcēbās</td>
<td>capiēbās</td>
<td>audiēbās</td>
</tr>
<tr>
<td>-bat</td>
<td>vocābat</td>
<td>monēbat</td>
<td>dūcēbat</td>
<td>capiēbat</td>
<td>audiēbat</td>
</tr>
<tr>
<td>-bāmus</td>
<td>vocābāmus</td>
<td>monēbāmus</td>
<td>dūcēbāmus</td>
<td>capiēbāmus</td>
<td>audiēbāmus</td>
</tr>
<tr>
<td>-bātis</td>
<td>vocābātis</td>
<td>monēbātis</td>
<td>dūcēbātis</td>
<td>capiēbātis</td>
<td>audiēbātis</td>
</tr>
<tr>
<td>-bant</td>
<td>vocābant</td>
<td>monēbant</td>
<td>dūcēbant</td>
<td>capiēbant</td>
<td>audiēbant</td>
</tr>
</tbody>
</table>
Notā bene:

- 3rd –io and 4th conjugation verbs have –ie- before –ba-.
- *Sum* and *possum* use familiar endings but have an irregular stem for the imperfect:

<table>
<thead>
<tr>
<th>sum</th>
<th>possum</th>
</tr>
</thead>
<tbody>
<tr>
<td>eram</td>
<td>poteram</td>
</tr>
<tr>
<td>erăs</td>
<td>poterās</td>
</tr>
<tr>
<td>erat</td>
<td>poterat</td>
</tr>
<tr>
<td>erāmus</td>
<td>poterāmus</td>
</tr>
<tr>
<td>erātis</td>
<td>poterātis</td>
</tr>
<tr>
<td>erant</td>
<td>poterant</td>
</tr>
</tbody>
</table>

Aspect of the Imperfect and Perfect

Why does Latin need both an imperfect and a perfect tense? It is a question of what grammarians call *aspect*. The perfect tense indicates that the action of the verb is simple, i.e., it happened only once in the past. (Think of a photograph here.) The imperfect tense indicates that the action of the verb is a continuing action in the past. (Think of a video recording here.)

Consider this English sentence:

We were watching television when the lights went out.

“We were watching television” is the equivalent of the Latin imperfect. It shows that the action continued in the past for a period of time. “The lights went out” is the equivalent of the Latin perfect. It indicates that the action happened only once.

**Note:** Latin and English tenses do not always match on a one to one basis. For example, Latin uses the *present tense* to indicate a continuous action in an expression like:

*Hīc Mendāx et fēlēs sua, Fēlix nōmine, trēs annōs habitant.*

Here Mendax and his cat, Felix by name, have lived for three years.

*Fēlix iam dūdum murēs multōs in insulā capit.*

Felix has, for a long time now, caught many mice in the apartment building.

In English we prefer the perfect tense (“have been”) in this case. Likewise, while English says “While we were walking…” Latin says “Dum ambulāmus…” literally, “While we walk.” This is always the case, even if the surrounding verbs are in the past tenses.

Compare this example of *continuous time with the conjunction dum* in a sentence from *Lectiō Prīma*:
CAPUT XVIII
Fugitīvus

Dum Marcus et Lūcius dē mūneribus dīcunt, in Subūrā Licinia, Valeria et Flāvia ad insulam suam adveniēbant.
While Marcus and Lucius were talking about the games, in the Subura Licinia, Valeria and Flavia were arriving at their apartment house.

EXERCEĀMUS
XVIII.B  Tense Substitution
Directions: Change each of the following present tense verbs to the imperfect without changing person and number. Then translate both verbs. The first one is done for you.

1. dīcunt  they say  dīcēbant  they were saying
2. habitant
3. advenis
4. habent
5. est
6. labōrō
7. venītis
8. potest
9. incipiunt
10. possumus
11. invenit
12. intrāmus
13. estis
14. amātis
15. capit

LECTIŌ SECUNDA

ANTEQUAM LEGIS

The inhabitants of the insula are in a bind. Helping a runaway slave was a serious crime and their instincts fight with their sense of self preservation. As they do so, they use a lot of what Latin students have called “those X*#%-ing Q-words.”

Interrogative and Relative Pronouns and Adjectives: The Q-Words

The “Q-words” tend to look alike and be used in several ways. In English they are the “W-words” as in “who, what, which” and their various forms.
You already know most of their endings, having just learned is, ea, id and ille, illa, illud.
Here is what you need to know to read the following passage:

- **Quī, quae, quod** means “who” or which. It can stand alone or modify a noun.
- **Quis, quid?** is always interrogative and means “who?” “what?”.
- All of the case endings are familiar to you. The are 2-1-2 declension nouns with irregular genitive and dative singulars like those *is* and *ille* that you saw above.
  - **cuius** “whose”
  - **cui** “to/for whom”
  
  Note that the "q" has become a "c" in these forms.

**Study Tip:**

If you use these suggested translations for forms of the "q-words", you will almost never make a mistake. Commit them to memory.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, which, or what</td>
<td>Whose, of which</td>
<td>To/for whom, to/for which</td>
<td>Whom/which</td>
<td>BWIOF whom or which</td>
</tr>
</tbody>
</table>

or use the preposition supplied, which can come attached to the form as in *quōcum* “with whom” “with which”

For now that is all you need. Try to translate the following using these rules. Keep your eyes peeled and notice that sometimes the “Q-word” is used alone and sometimes modifying a noun. At other times it seems to ask a question.

**EXERCEĀMUS**

**XVIII.C  Identifying Relative and Interrogative Pronouns**

Directions: As you read *Lectiō Secunda* make a list of all Q-words marked in bold line by line. Be sure to identify the GNC of each. Then, using the study tip given above, translate the word into English (use a question mark where appropriate). We have done the first one for you.

<table>
<thead>
<tr>
<th>Line</th>
<th>Pronoun</th>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>quis</td>
<td>m./f.</td>
<td>sing.</td>
<td>nom.</td>
<td>who?</td>
</tr>
</tbody>
</table>
CAPUT XVIII
Fugitīvus

Tenē Mē Quīa Fūgī


Brevī tempore silentium erat. Perīculōsum est servō fugientī auxilium dare. Cīvēs Rōmānī servīs quī fūgērunt nūllum auxilium dare possunt.


Vōx servī trementīs dēbilis erat: “Secundus pistor est et Ōstiae pistrīnum habet. In pistrīnō istō ego et uxor mea labōrābāmus dōnec dominus meus, iste Secundus, uxorīm meam āmīsit. Dominus crūdēlis est et ergō fūgī.”


Nunc Mendāx timidus, sed quoque īrātus, est. Quia omnēs pistōrēs ōdit, servum adiuvāre vult. Sed quōmodo?

Subitō vocēm virī clamantis in viā audiunt: “Quaerō servum quī heri ā mē fūgit. Aliquis eum vīdīt?”

Mendāx servum sub pannīs fētidīs, quī prō lectō sunt, abdit.

Look for these words in the reading

Verba Utenda

abdā, abdere, abdīō hide
alicuis, aliquid someone, something
almus, -a, -um nourishing, kind, dear
ascendō, ascendere, ascend climb
aspiciō, aspicer, aspexī look at
auxilium, -ī n. help, aid
brevis, breve short
cella, -ae f. room
cicātrīxis, cicātrīcis f. scar
cīvis, cīvis m./f. citizen
crūdēlis, crūdēlē cruel
dēbilis, -e weak
dīficīlās, -ātās f. difficulty
digiōs, -ī m. finger
dominus, -ī m. master
dōnec until
dōr, dōrae, dōrae or dōre, dōris m. back
emō, emere, ēmī, emptum buy
fēlix, fēlicīs lucky, fortunate
fētīdus, -a, -um filthy
fremō, fremere, fremūī growl
fugītīvus, -ī m. runaway, fugitive
fūstitis, ōstitis m. staff, club
hoc “this (thing)”
lectus, -ī m. couch, bed
littera, -ae f. letter of the alphabet
locus, -ī m. place
macellum, -ī n. market
maestus, -a, -um sad, gloomy
monstrō (1) point out, show
nōn sālum . . . sed eiām . . . not only . . . but also . .
ōbīsus, -a, -um fat
ocular, -ī m. eye
ōdī, ōdisse hate
Ōstia, -ae f. Ostia, the harbor of Rome
Ōstiae “at Ostia”
Ōstiensis, -īs pertaining to Ostia, Rome’s port, Ostian
pannus, -ī m. cloth, garment, rag
periculōsus, -a, -um dangerous
pistor, pistōris m. miller
pistriēnum, -ī n. mill. bakery
praemium, -ī n. reward
prō lectō “instead of a bed”
quaerō, quaerere, quaesīvī / quaesīō, quaesītum ask, seek
quī, quae, quod who, which
quia since
quis, quid who? what?
rectius “more correctly”
respīroū (1) breathe
revoctoū (1) here “bring back,” “return”
rumpō, rumpere, rūpī burst, break open
silentium, -ī n. silence
timidus, -a, -um afraid
tremō, tremere, tremūī tremble
uxor, uxōris f. wife

POSTQUAM LÆGISTĪ

1. What is written on the slave’s collar?
2. Where did the slave work?
3. (L) Why did he run away?
4. What does Valeria give the slave? Why doesn’t she help him more?
5. Why does Mendax help the slave? Where does he hide him?
6. Who do you think the fat Roman is and what does he want?
7. (L) Where is Felix the cat at the end of the lectīō and what is he doing?
8. (L) Where is the slave at the end of the lectīō and what is he doing?
GRAMMATICA  B
Relative and Interrogative Pronouns and Adjectives

Defining Terms

First of all, what do we mean by interrogatives and relatives?

- An **interrogative** asks a question; for example “**Who** ate my piece of cake?”
- A **relative** connects or relates two pieces of information about the same person. “I know the person **who** ate your cake.” That is it “relates” one part of a sentence to another.
- Notice that in English the interrogative and relative words are exactly the same.

Here are some examples of interrogative and relative pronouns in English:

<table>
<thead>
<tr>
<th>Case</th>
<th>Interrogative Pronoun</th>
<th>Relative Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>WHO is always in trouble?</td>
<td>Bart is the one WHO is always in trouble.</td>
</tr>
<tr>
<td>Gen.</td>
<td>WHOSE father is Homer?</td>
<td>Lisa is the one WHOSE father is Homer.</td>
</tr>
<tr>
<td>Dat.</td>
<td>TO WHOM is Marge married?</td>
<td>Marge is the one TO WHOM Homer is married</td>
</tr>
<tr>
<td>Acc.</td>
<td>WHOM did Smithers fire?</td>
<td>Homer is the one WHOM Smithers fired.</td>
</tr>
<tr>
<td>Abl.</td>
<td>WITH WHOM does Homer drink?</td>
<td>Barnie is the one WITH WHOM Homer drinks.</td>
</tr>
</tbody>
</table>

For things English sometimes replaces “who, whose, whom” with “which” as in “The event was one WHICH no one will ever forget.”

Interrogatives can be either pronouns or adjectives. Compare:

- “**Who** ate my piece of cake?” interrogative pronoun
- “**Which friend** of mine ate the cake?” interrogative adjective
- “I know the person **who** ate your cake.” relative pronoun
- “I know **which person** ate your cake.” relative adjective

In Latin the interrogative/relatives are a bit more complicated because they show gender, number and case. (Remember GNC!)
The Latin Forms

- **Relative Pronoun:** *quī* *qua* *quod* (nominative singular).
- **Interrogative Pronoun:** *quis* (m.f.), *quid* (n.)
- Both belong to what you might call the “Weird Declension.”
- Their forms are identical in most instances. See the chart below. Only the forms in bold have separate forms for the relative and interrogative. That is, only in the following four forms are they different.

<table>
<thead>
<tr>
<th></th>
<th>Masc. who</th>
<th>Fem. who</th>
<th>Ntr. who</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom.</td>
<td><em>quī</em></td>
<td><em>qua</em></td>
<td><em>quod</em></td>
<td>who?</td>
</tr>
<tr>
<td>Gen.</td>
<td>cuius</td>
<td>cuius</td>
<td>cuius</td>
<td>whose, of whom, of which</td>
</tr>
<tr>
<td>Dat.</td>
<td>cui</td>
<td>cuius</td>
<td>cuius</td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>quem</td>
<td>quam</td>
<td><em>quod</em></td>
<td>Neuter Rule at Work</td>
</tr>
<tr>
<td>Abl.</td>
<td><em>quō</em></td>
<td><em>quā</em></td>
<td><em>quō</em></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom.</td>
<td><em>quī</em></td>
<td><em>qua</em></td>
<td><em>qua</em></td>
<td>Note the unusual neuter nominative plural ending!</td>
</tr>
<tr>
<td>Gen.</td>
<td>quōrum</td>
<td>quārum</td>
<td>quōrum</td>
<td>whose, of whom, of which</td>
</tr>
<tr>
<td>Dat.</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>quōs</td>
<td>quās</td>
<td><em>qua</em></td>
<td>Neuter Rule at Work</td>
</tr>
<tr>
<td>Abl.</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td></td>
</tr>
</tbody>
</table>

*Notā Bene:*
- neuter plural nom and acc are both *QUAE!!!!*
- So....... how many GNCs can the form QUAE be?

_________  __________  __________  __________

- Do not worry about the forms that look alike. After all, they are identical in English as well. Context will always make it crystal clear whether the word is a relative or an interrogative.
EXERCEĂMUS!

XVIII. D Forms of Qui, Quae, Quod
Directions: Answer the following questions.
1. Find the forms in this chart that do NOT come from the first and second declensions.
2. Find the forms that look like 3rd declension endings
3. Find the forms that use īnus nauta endings that were first introduced to you in is, ea, id and ille, illa, illud.

Conclusion: There is nothing here you have not seen before. It is just an amalgam of different endings.

Using Interrogatives and Relatives

Interrogatives
You can easily recognize an interrogative because of the question mark at the end of the sentence.

Quis es? Who are you?
Cuius es? Whose (slave) are you?
Cui labōras? For whom do you work?

Relatives
A relative pronoun “relates” one part of a sentence to another. It is used to avoid choppy sentences. Consider this English.

Licinia works in the snack shop. Licinia is Valeria’s daughter.
Licinia, who is Valeria’s daughter, works in the snack shop.

Notā Bene:
- Two sentences have been made into one, with the second sentence becoming a relative clause introduced by the word “who.”
- In the second sentence “Who” refers back to Licinia but it also is the subject of the clause set off by commas.
The relative pronoun can be in any case but still refer back to the same noun. Consider:

- Licinia, whose husband is Aelius, works in the snack shop.
- Licinia, to whom I gave a present, is Valeria’s daughter.
- Licinia, with whom I walked home, has a jealous husband.

The concepts are the same in Latin as in English, but, of course, there are endings to consider. A relative pronoun has **gender, number, and case (GNC)**. Here is the important rule:

- A relative pronoun takes its **gender from the antecedent**.
- But it takes its **number and case from the function it performs in its own clause**.

Let’s try this in English first.

Licinia, whose husband is Aelius, works in the snack shop.

- The *whose* refers to Licinia, so it must be feminine and singular
- But in the clause it is genitive, showing possession.
- So the Latin form for “whose” would be feminine, singular, genitive.

Look now at a couple of Latin examples:

*Quaerō servum quī herī ă mē fūgīt.*

- *Quaerō* is masculine, nominative singular
- *servum* is feminine, nominative singular

*Flāvia, quae ipsa serva est, maesta est.*

- *Flāvia* is feminine, nominative singular
- *ipsa* is feminine, nominative singular

Determining the gender is always fairly simple. But sometimes it is difficult to determine the case of a relative pronoun.
To determine the **CASE**, remember this **HINT**:

- Who = Nominative
- Whose = Genitive
- To Whom/For Whom = Dative
- Whom = Accusative
- BWIOFAT Whom= Ablative

or.... break the long sentence back into two short ones

I seek the slave **who** ran away from me yesterday.
    I seek a slave.
        The slave ran away.

Flāvia **who** is herself a slave, is sad.
    Flavia is sad.
        Flāvia is herself a slave.

**Notā Bene:** Interrogatives don’t have antecedents. They simply ask a question.

Relative: *Quaerō servum quī heri ā mē fūgit* (Antecedent is *servum*).
    I seek the slave who fled from me yesterday.

Interrogative: *Quis heri ā mē fūgit?* (Antecedent is unknown.)
    Who fled from me yesterday?

**Summary and Simplification**

<table>
<thead>
<tr>
<th>When you see</th>
<th>Case</th>
<th>Translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>quī, quae, quod</td>
<td>nominative</td>
<td>who</td>
</tr>
<tr>
<td>cuius, quōrum, quārum</td>
<td>genitive</td>
<td>whose</td>
</tr>
<tr>
<td>cui, quibus</td>
<td>dative</td>
<td>to whom</td>
</tr>
<tr>
<td>quem, quam, quōs, quās, quae</td>
<td>accusative</td>
<td>whom</td>
</tr>
<tr>
<td>quō, quā, quibus</td>
<td>ablative</td>
<td>BWIOF whom</td>
</tr>
</tbody>
</table>

**EXERCEĀMUS!**

**XVIII. E   GNC’ing Relative Pronouns**

Directions: What would be the GNC of the underlined relative pronoun if the sentence were in Latin? The first one is done for you.

1. Valeria, whom I saw yesterday, owns the snack shop.
    Fem. (refers to Valeria) acc. s. (direct object of clause)

2. Aelius, whose wife is Licinia, is a very strong man.
3. Servilia, for whom a husband has been chosen, is very unhappy.

4. Lucius, who is always hungry, wants to see the games.

5. The cat, who catches many mice, is named Felix.

6. The mice, which Felix catches, don’t much care for him.

EXERCEĀMUS!

XVIII. F  Forming Relative Pronouns
Directions: Now go back and, using the declension chart of qui, quae, quod above, determine what the relative pronoun would be in Latin for the sentences above.

1. fem. acc. s. → quam

RŌMĀNĪ IPSĪ

Slaves as “Talking Tools”

Slaves had no rights in ancient Rome and were considered property, not people. In a memorable section of a farming manual entitled Dē Rē Rustīcā (On Country Matters) Marcus Terentius Varro (116-27 B.C.) considers slaves no more than instrūmentī genus vōcāle (“a talking sort of tool”). Here is Varro’s quote in context, mofied just a bit to help you read it. (Note all the relative pronouns marked in bold! Can you find their antecedents?)


Dē Rē Rustīcā 1.17.1

<table>
<thead>
<tr>
<th>Verba Útenda</th>
<th>fundus, -ī m. farm</th>
<th>plaustrum, -ī n. wagon</th>
<th>quās rēs. lit. &quot;which things,&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>adminiculum, -ī f.</td>
<td>genus, generis n. type</td>
<td>quibus rēbus = those things by</td>
<td></td>
</tr>
<tr>
<td>ager, agrī m. field</td>
<td>haereō, haerēre stick</td>
<td>means of which</td>
<td></td>
</tr>
<tr>
<td>aliī . . . aliī . . .</td>
<td>instrūmentum, -ī n. tool,</td>
<td>rebus things</td>
<td></td>
</tr>
<tr>
<td>others . . .</td>
<td>instrument</td>
<td>sēmī- prefix, “half”</td>
<td></td>
</tr>
<tr>
<td>bōs, bovis m./f. bull, cow</td>
<td>mūtus, -a, -um speechless,</td>
<td>solum, solī n., earth, soil</td>
<td></td>
</tr>
<tr>
<td>cantur = “are cared for”</td>
<td>pars, partis f. part</td>
<td>vōcālis, vōcāle speaking, vocal</td>
<td></td>
</tr>
</tbody>
</table>
Slavery was always part of Roman life and few in antiquity questioned its cruelty or inhumanity. As the Roman Empire grew, especially following the conquest of Greece and Carthage in the second century B.C., many slaves flooded into Italy. A good number of these were captives of war. Slavery was a major factor in the growth of large rural estates called *lātifundia* owned by wealthy Romans who lived in the city and left the management of these estates to managers (who were often themselves slaves or former slaves).

The possibility of runaway slaves was a major concern for Roman society and law. Romans were expected to return runaway slaves to their masters and it was illegal to assist a runaway. To discourage flight, slaves were sometimes branded or collared with identifying tags like the one on the fugitive in the story. Some of these collars survive, including the one in the photo below.

Slave revolts occasionally occurred and were brutally suppressed. The most famous of these was led by Spartacus, a Thracian gladiator slave (ca 120–71 B.C.), whose brilliant successes against the superior Roman army have made him a modern folk hero. Perhaps you have seen Kirk Douglas starring as Spartacus in Stanley Kubrick’s 1960 film. Behind all the romanticism of this Hollywood portrayal stands a real historical figure and the brutal reality of Roman slavery. Spartacus and 6600 of his followers were crucified along the Appian Way from Rome to Brundisium after their defeat by the Roman general M. Licinius Crassus.

Would you see any connection between the words “slave,” “Slav,” and “serf?” They are actually connected through the Latin word *servus*, -ī m. slave. In medieval times, so many people of Slavic background came to be enslaved that *sclavus*, a Latin word for “Slav,” came to be used for “slave.” At the same time, the meaning of the word *servus* shifted to mean someone bound to the land or “serf.” Here is how these two words come into some modern European languages.

<table>
<thead>
<tr>
<th></th>
<th><em>servus</em> (“slave”)</th>
<th><em>sclavus</em> (“Slav”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian</td>
<td>servo della gleba</td>
<td>schiavo/a</td>
</tr>
<tr>
<td>Spanish</td>
<td>siervo</td>
<td>esclavo</td>
</tr>
<tr>
<td>French</td>
<td>serf</td>
<td>esclave</td>
</tr>
<tr>
<td>English</td>
<td>serf</td>
<td>slave</td>
</tr>
</tbody>
</table>
The fugitive slave has escaped from his master in Ostia (Ostia, -ae f. or Ostia, -iōrum n. pl.), the port of Rome. Ostia is located about sixteen miles east of the capital city, at the mouth (ōs, ōris n.) of the river Tiber (Tiberis, Tiberis m.). This area was an important source of the salt which Romans exported from earliest times.

According to the historian Livy, Ostia was founded by Ancus Marcius, Rome’s fourth king (642-617 B.C.), and was Rome’s first colony (colōnia, -ae f.). There is no archaeological evidence, however, for settlement before 350 B.C.

A port on the sea became more and more important to Rome as the empire expanded, and especially during the Punic Wars (264-146 B.C.) in which an expanding navy was essential to Rome’s victory over Carthage.

In the Late Republic and, especially, in the Empire, Ostia was a major source of imported essentials and luxuries for Rome. Large ships could not sail up the Tiber to Rome, so cargoes had to be unloaded at Ostia and stored in large warehouses until the merchandise could be taken in smaller sail or tow boats up river to Rome.

In the mid 1st-century A.D. the emperor Claudius built a major new harbor for Ostia a few miles north of the city. This new harbor was called Portus (portus, -ūs m. harbor, port). This harbor was expanded by later emperors, especially by Trajan in the early second century.

The area around Ostia has silted up over the centuries and the ancient city, which has been excavated by archaeologists, is no longer on the sea. Its warehouses (horrea, -eōrum n. pl) and large insulae or apartment houses (like the one Valeria and her family live in) are important evidence for similar architecture which did not survive in Rome.

Horrea Ostiae
Warehouses on Via Dei Molini in Ostia
Jupiter Images 24767839
Horrea Epagathiana et Epaphroditiana

This warehouse in Ostia was built ca 145–150 A.D. The inscription over the front door reads

HORREA EPAGATHIANA ET EPAPHRODITIANA

and tells us that this building belonged to two freedmen named Epagathus and Epaphroditus. The building was heavily restored by Italian excavators in the early part of the twentieth century.
1. Varro lists three categories of things without which fields cannot be taken care of. Can you list these three categories and one example from each?

2. What affect do you think slavery had on Roman society?

3. In what ways do you think the institution of slavery was similar and different in American and Roman societies?

4. Do you think that ancient Romans would have romanticized the story of Spartacus the way Hollywood has? Why or why not?

5. To which American cities could you compare Ostia? How?
CAPUT XVIII
Fugitīvus

EXERCEĀMUS!

XVIII.E  SCRĪBĀMUS

Directions: Use Lectiō Secunda to answer each of the following questions in Latin. We have done the first one for you.

1. Quid servus in collō habet? Collare habet.
2. Quis tremēns oculōs ad terram tenēbat?
3. Cuius est fugitīvus?
4. Quid Valeria in servī collārī légít?
5. Quōcum fugitīvus in pistrīnō labōrābāt?
6. Quid est Publius Secundus?
7. Quem Publius Secundus amīsit?
8. Quid Mendāx et Valeria in dōrsō fugitīvī aspiciunt?
9. Cui Valeria cibum dat?
10. Quem aut quid Rōmānus obēsus quaerit?
11. Sub quibus Mendāx celeriter servum abdīt?

XVIII.F  COLLOQUĀMUR

Directions: This exercise is organized like a spelling bee. All the students in the class stand up and the teacher will ask each student one of the questions in Exercise XVIII.E. Student responding correctly in Latin remain standing for the next round. Students responding incorrectly sit down and do not continue to the next round. The teacher continues to ask questions until only one student remains standing and is the victor.

Hint: Use the questions randomly and the same questions can be used more than once.

XVIII.G  Verba Dicenda

Directions: Use the Verba Discenda to answer each of the questions listed below. All of the answers are in the Verba Discenda.

Verba Discenda
aliquis, aliquid someone, something
almus, -a, -um nourishing, kind, dear
brevis, breve short
[brevity]
cella, -ae f. room [cell]
crūdēlis, crūdēle cruel
dominus, -ī m. lord, master [dominate, dominion]
emō, emere, ēmī, emptum buy
fēlix, fēlicis lucky, fortunate [felicity]
incipiō, incipere, incēpī, inceptum begin
[incipient, inception]
lectus, -ī m. couch, bed
maestus, -a, -um sad
nōn sōlum . . . sed etiam . . . not only . . . but also . . .
paene almost [peninsula]
prīmus, -a, -um first
[primary]
quērō, quaerere, quaeśīvī / quaeśīi, quaesītum ask, seek [question]
qui, quae, quod who, which
quia since
quis, quid who? what?
uxor, uxōris f. wife [uxorious]
1. What is the nominative neuter singular form of *crūdēlis*?
2. Give an English expression employing a form of the word *almus, -a, -um*. It is mostly associated with colleges and universities. What does it mean in common usage? How is it translated literally?
3. Which form of *maestus, -a, -um* would be used with *uxor*?
4. If the pen- in the English word “peninsula” comes from *paene*, what does “peninsula” literally mean?
5. What is the feminine form of *aliquis, aliquid*?
6. What is the neuter nominative singular form of *fēlix*?
7. What is the alternate form for *quaesiī*?

**ANGULUS GRAMMATICUS**

**Building Your Latin Vocabulary**

You can increase your Latin (and English) vocabulary by paying attention to the way Latin uses prefixes and suffixes to form words. Look at some examples in the charts below. Combine the meaning of the stem with the meaning of the suffixes (and prefixes) to determine the general meaning of the word. For example,

*dictātor*  “one who speaks”

Look the word up in a Latin dictionary for more precise meanings. Do you recognize any English words in this list?

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Stem</th>
<th>Suffix</th>
<th>Latin Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dict-</td>
<td>say</td>
<td>-or “one ”</td>
<td><em>dictātor, -ōris m.</em>  one who speaks</td>
</tr>
<tr>
<td>dict-</td>
<td>say</td>
<td>-io “the act of”</td>
<td><em>dictiō, -iōnis f.</em>  act of speaking</td>
</tr>
<tr>
<td>contrā “against”</td>
<td>dict- say</td>
<td></td>
<td><em>contradictiō, -iōnis f.</em>  act of speaking against</td>
</tr>
<tr>
<td>fac-</td>
<td>make, do</td>
<td>-ilis “able to”</td>
<td><em>facilis</em>  able to do</td>
</tr>
<tr>
<td>dis- “not”</td>
<td>fac- make, do</td>
<td>-ilis “able to”</td>
<td><em>difficilis</em>  not able to do</td>
</tr>
<tr>
<td>fac-</td>
<td>make, do</td>
<td>-io “the act of”</td>
<td><em>factiō, -iōnis f.</em>  act of doing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pot-</th>
<th>be able</th>
<th>-ens “-ing”</th>
<th><em>potens</em>  being able</th>
</tr>
</thead>
<tbody>
<tr>
<td>in- “not”</td>
<td>pot- be able</td>
<td>-ia “state of”</td>
<td><em>potentia, -ae f.</em>  state of being able</td>
</tr>
<tr>
<td>pot</td>
<td>be able</td>
<td>-ia “state of”</td>
<td><em>impotentia</em>  state of not being able</td>
</tr>
<tr>
<td>pot</td>
<td>be able</td>
<td>-tas “the act of”</td>
<td><em>potestas, -tatis f.</em>  act of being able</td>
</tr>
</tbody>
</table>
CAPUT XVIII

Fugitīvus

<table>
<thead>
<tr>
<th>pōt-</th>
<th>drink</th>
<th>-or “one who”</th>
<th>pōtor</th>
<th>one who drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>pōt-</td>
<td>drink</td>
<td>-rix “she who&quot;</td>
<td>pōtrix</td>
<td>she who drinks</td>
</tr>
<tr>
<td>pōt-</td>
<td>drink</td>
<td>-iō “act of&quot;</td>
<td>pōtiōs, potiōnis f.</td>
<td>act of drinking</td>
</tr>
<tr>
<td>pōt-</td>
<td>drink</td>
<td>-iō “act of&quot;</td>
<td>pōtiō, pōtiōnis f.</td>
<td>act of drinking, a drink or draught</td>
</tr>
</tbody>
</table>

LEGENDA


The simplest way to read Varro’s works is in the Loeb edition.

In this lectio the runaway slave describes his work in the bakery/mill. His job was to turn enormously heavy millstones around constantly, all day long, pushing on a beam that was inserted into the square hole. Life in a mill was one of the worst fates a slave could endure and slaves were often sent to work there as punishment.
Pluperfect Tense

As you read the story, you will learn about the **Pluperfect Tense**. This tense, represented in English by the helping verb “had,” indicates a completed action that preceded another action in the past; for example, “I had seen” or “you had run.”

For now, when you see a form with these endings, translate the verb using the helping verb “had.”

- -eram - -erāmus
- -erās - -erātis
- -erat - -erant

Note that these endings are identical to the imperfect forms of the verb *sum, esse*. For example,

- *manserat* he had remained
- *labōrāverāmus* we had worked

**Hic, haec, hoc**

Other words to look for in this *lectiō* are forms of *hic, haec, hoc* (“this/these”). This demonstrative pronoun/adjective is the counterpart to *ille, illa, illud* (“that”) and it, too, is one of the words with a genitive in –ius. Pay attention to the forms, marked in **bold italics** in the *lectiō* below. Note especially the following forms:

- dative singular forms: *huic* (“to this man/woman/thing”)
- accusative singular forms: *hunc, hanc, hoc* (“this man/woman/thing”)
- neuter nominative and accusative plural forms: *haec* (“these things”)

**EXERCEĀMUS!**

**XIX.A Hic, haec, hoc**

Directions: Here is a list of all the phrases with *hic, haec, hoc* in *Lectiō Prīma* line by line. Before you read use the phrases to help you identify the GNC of the *hic, haec, hoc* forms. When in doubt, check out the context of the phrase in the *lectiō*. We have done the first one for you.

2. *in hāc insulā* (line 4)
3. *hoc sōlum* (line 6)
DISCE LATINAM!

4. hāc difficultāte (line 11)
5. huius Secundī (line 12)
6. huic servō (line 15-16)
7. hī Rōmānī (line 16)
8. huius pistrīnī (line 21)
9. huius malī dominī (line 24)
10. hoc collāre (line 26)

In Noctem


Secundus circumspectāvit et locum, in quō servus latēbat, inspectāvit, sed pannōs fētīdōs tangere nōluit. Fūstem quatiēns et fortiter clāmāns abīt.

Servus territus, quī sub pannīs quiētus manserat, diūtius mansit et tunc exīt. “Abestne Secundus?” rogāvit. 10

“Ut scīs, nōs in pistrīnō huius Secundī multōs annōs labōrāverāmus cum subītō dominus uxōrem āmīsit. Uxor pānem in furnō torrēbat et ego molās cotīdiē prōpellēbam–opus mūlō nōn virō aptum.”


“Abhinc quattuor diēs uxor mea abiit et quattuor diēs miser sum. Sine uxōrem, servus huius malī dominī nōn erō! Propter haec, heri ab hoc malō dominō fūgī. Periculōsum est, sed uxōrem, quam valdē amō, invenīre
necesse est. Ōlim antehāc fūgeram et ergō mihi hoc collāre dominus dederat. Et nunc iterum fugītīvus sum. Grātiās tibi permaximās agō, sed nunc abeō. Uxōrem meam invenīre dēbeō.”

Tālia dīcēns, in noctem abiit.

**Verba Úienda**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdo, abdere, abdīdī, abditum</td>
<td>hide, conceal</td>
</tr>
<tr>
<td>abhinc</td>
<td>from here</td>
</tr>
<tr>
<td>absum, abesse, āfuī</td>
<td>be absent, gone</td>
</tr>
<tr>
<td>adsum, adesse, adfuī</td>
<td>be near or here</td>
</tr>
<tr>
<td>antehāc</td>
<td>before this time</td>
</tr>
<tr>
<td>aptus, -a, -um</td>
<td>fit, suitable</td>
</tr>
<tr>
<td>āra, -ae f. altar</td>
<td></td>
</tr>
<tr>
<td>cachinnō (1)</td>
<td>laugh loudly</td>
</tr>
<tr>
<td>Calabria, -ae f.</td>
<td>region in the heel of Italy</td>
</tr>
<tr>
<td>certus, -a, -um</td>
<td>certain, sure</td>
</tr>
<tr>
<td>ċivis, ōvis m./f.</td>
<td>citizen</td>
</tr>
<tr>
<td>cloāca, -ae f.</td>
<td>sewer</td>
</tr>
<tr>
<td>collāre, collāris n.</td>
<td>collar</td>
</tr>
<tr>
<td>cotīdiē daily</td>
<td></td>
</tr>
<tr>
<td>cum</td>
<td>when</td>
</tr>
<tr>
<td>diffīcultās, -ātis f.</td>
<td>difficulty</td>
</tr>
<tr>
<td>diūtūs (comparative) for a bit longer</td>
<td></td>
</tr>
<tr>
<td>exeō, exīre, exīi</td>
<td>go out</td>
</tr>
<tr>
<td>fētidus, -a, -um</td>
<td>filthy</td>
</tr>
<tr>
<td>furnus, -ī m.</td>
<td>oven, bakehouse</td>
</tr>
<tr>
<td>fugītīvus, -ī m.</td>
<td>fugitive</td>
</tr>
<tr>
<td>fūstis, ōvis m.</td>
<td>club, stick</td>
</tr>
<tr>
<td>grātia, -ae f. grace; favor; pl. thanks</td>
<td>grātīs agere to thank someone</td>
</tr>
<tr>
<td>hic, haec, hoc this</td>
<td></td>
</tr>
<tr>
<td>iactō (1) hurl, throw</td>
<td></td>
</tr>
<tr>
<td>inspectō (1) look closely at</td>
<td></td>
</tr>
<tr>
<td>ēstrīmentum, -ī n.</td>
<td>tool</td>
</tr>
<tr>
<td>ita so, thus; yes</td>
<td></td>
</tr>
<tr>
<td>lateō, latēre latūī</td>
<td>hide</td>
</tr>
<tr>
<td>libertās, -ātis f.</td>
<td>freedom</td>
</tr>
<tr>
<td>locus, -ī m. place</td>
<td></td>
</tr>
<tr>
<td>loquentia “talking”, pres. participle, neuter pl., from loquor</td>
<td></td>
</tr>
<tr>
<td>maneō, manēre, mansī</td>
<td>stay, remain</td>
</tr>
<tr>
<td>miser, misera, miserum</td>
<td>wretched, miserable</td>
</tr>
<tr>
<td>mittō, mittere, mīstī</td>
<td>send</td>
</tr>
<tr>
<td>molāe, -ārum f. pl. mill</td>
<td></td>
</tr>
<tr>
<td>mūlus, -ī m.</td>
<td>mule</td>
</tr>
<tr>
<td>nābīs to us</td>
<td></td>
</tr>
<tr>
<td>nōminā (1) name</td>
<td></td>
</tr>
<tr>
<td>nōs we, us</td>
<td></td>
</tr>
<tr>
<td>optimus, -a, -um</td>
<td>best</td>
</tr>
<tr>
<td>ōlim once, formerly</td>
<td></td>
</tr>
<tr>
<td>opus, operis n. work</td>
<td></td>
</tr>
<tr>
<td>pānis, pānis m. bread</td>
<td></td>
</tr>
<tr>
<td>pannus, -ī m. cloth, rags</td>
<td></td>
</tr>
<tr>
<td>periculōsus, -a, -um dangerous</td>
<td></td>
</tr>
<tr>
<td>permaximus, -a, -um</td>
<td>very great</td>
</tr>
<tr>
<td>pistrīnum, -ī n.</td>
<td>bakery</td>
</tr>
<tr>
<td>prōpellō, prōpellere, prōpuli</td>
<td>drive, push forward</td>
</tr>
<tr>
<td>quattō, -ere, quassī</td>
<td>shake, wave about</td>
</tr>
<tr>
<td>quiētus, -a, -um</td>
<td>quiet</td>
</tr>
<tr>
<td>rampō, rampere, rūpī</td>
<td>burst, break open</td>
</tr>
<tr>
<td>sciō, scīre, scīvī / scīi</td>
<td>know, know about</td>
</tr>
<tr>
<td>servō (1) save, protect</td>
<td></td>
</tr>
<tr>
<td>spērō (1) hope</td>
<td></td>
</tr>
<tr>
<td>tālis, tāle</td>
<td>such</td>
</tr>
<tr>
<td>tangō, tangere, tetiō</td>
<td>touch</td>
</tr>
<tr>
<td>torreō, torrēre, torrūi</td>
<td>bake ut as</td>
</tr>
<tr>
<td>valdē</td>
<td>very (much)</td>
</tr>
<tr>
<td>vōcālis, -ē</td>
<td>speaking</td>
</tr>
</tbody>
</table>

**Pistrīnum Ōstia**

Photograph by Thomas J. Sienkiewicz
DISCE LATĪNAM!

POSTQUAM LĒGISTĪ
1. (L) Where does Mendax suggest the runaway slave is hiding? Where is he really hiding?
2. Why does Mendax laugh when he learns that the runaway slave worked in a mill?
3. What plans did the runaway slave and his wife have?
4. (L) Why was the wife sent to Calabria?

GRAMMATICA A

Pluperfect Tense

The Pluperfect tense active is the second member of the Perfect System you have met. The first was the Perfect tense. Here are the “formulas” for making these two tenses:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Perfect Stem + -ī</td>
<td>-ērunt</td>
</tr>
<tr>
<td>♦ -istī</td>
<td>-istis</td>
</tr>
<tr>
<td>♦ -īmus</td>
<td>-erāmus</td>
</tr>
<tr>
<td>♦ -it</td>
<td>-erātis</td>
</tr>
<tr>
<td>♦ -erat</td>
<td>-erant</td>
</tr>
</tbody>
</table>

And here is the conjugation of vocō in the perfect and pluperfect active indicative. Notice how easy it is to form the pluperfect from the perfect by using endings identical to the imperfect of sum.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocāvī I have called</td>
<td>vocāveram I had called</td>
</tr>
<tr>
<td>vocāvistī you have called</td>
<td>vocāverās you had called</td>
</tr>
<tr>
<td>vocāvit he/she/it has called</td>
<td>vocāverat he/she/it had called</td>
</tr>
<tr>
<td>vocāvimus we have called</td>
<td>vocāverāmus we had called</td>
</tr>
<tr>
<td>vocāvistis you have called</td>
<td>vocāverātis you had called</td>
</tr>
<tr>
<td>vocāvērunt they have called</td>
<td>vocāverant they had called</td>
</tr>
</tbody>
</table>

Notā Bene:
- The plu- in “pluperfect” comes from the Latin word plūs “more.” So the tense is literally “more than perfect.”
- The pluperfect is sometimes called the “Past Perfect” because it refers to a time prior to the perfect.

Marcus dormīvit postquam cēnāverat. Marcus slept after he had dined.
EXERCEĀMUS!

XIX. B Using the Pluperfect

Directions: Take each pair of Latin sentences and combine them into one, putting the logical verb into the pluperfect tense. Hint: Use events in Lectīō Prīma to help you.

Example: Secundus ex insulā abiit. (postquam)
         Servus in noctem fūgit.

→ Postquam Secundus ex insulā abierat, servus in noctem fūgit.

1. Publius Secundus in insulam rūpit.
   Secundus Mendācī appropinquāvit.

2. Secundus fugitūvum quaesīvit.
   Servus ā Secundō fūgit.

3. Mendāx fugitūvum in pannīs fētīdīs abdidit.
   Secundus locum, in quō servus latēbat, inspectāvit.

4. Secundus gladium quatiēns et fortiter clāmāns abiit.
   Servus ē pannīs exiit.

5. Servus et uxor in pistrīnō Secundī multōs annōs labōrābant.
   Subitō dominus uxōrem āmīsit.

   Dominus uxōrem ad alterum pistrīnum mīsit.

7. Servus ab hoc malō dominō fūgit.
   Dominus servō hoc collāre dēdit.

8. Fugitūvus Mendācī grātiās ēgit.
   Fugitūvus in noctem abiit.
The Demonstrative *Hic, Haec, Hoc*

Here is the full declension of *hic haec hoc*:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hic</td>
<td>haec</td>
<td>hoc</td>
</tr>
<tr>
<td>huius</td>
<td>huius</td>
<td>huius</td>
</tr>
<tr>
<td>huic</td>
<td>huic</td>
<td>huic</td>
</tr>
<tr>
<td>hunc</td>
<td>hanc</td>
<td>hoc</td>
</tr>
<tr>
<td>höc</td>
<td>häc</td>
<td>höc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hī</td>
<td>hae</td>
<td>haec</td>
</tr>
<tr>
<td>hōrum</td>
<td>hārum</td>
<td>hōrum</td>
</tr>
<tr>
<td>hīs</td>
<td>hīs</td>
<td>hīs</td>
</tr>
<tr>
<td>hōs</td>
<td>hās</td>
<td>haec</td>
</tr>
<tr>
<td>hīs</td>
<td>hīs</td>
<td>hīs</td>
</tr>
</tbody>
</table>

All the singular forms of this word are translated “this” in English. All the plural are “these.” *Hic, haec, hoc* refers to someone or something close by or recently mentioned. The opposite of this word is *ille, illa, illud* (“that, those”) which refers to someone or something farther away or mentioned earlier.

**Notā Bene:**
- Note the –ius ending in the genitive singular. Where have you seen this ending before?
- The dative, accusative and ablative singulars all end in –c meaning “here. If you drop this –c the rest of the words will make more sense to you; e.g., *hui-* like *cui*, *sōli*, in the dative singular and *hō-/hā/hō*- like *puerō/puella/donō* in the ablative singular.
- Look what happened to the standard –m ending in the masculine and feminine singular, where *hum + c → -hunc* and *ham + c → hanc*.
- Compare *hoc* and *hōc*. How does the macron change the meaning of this word?
- All the plural forms except the neuter nom. and acc. have regular 2-1-2 endings.
- The feminine nominative singular and the neuter nominative and accusative plural forms also have the –c (“here”) ending. Note that *haec* can thus mean “this woman,” “these things” (subject) or “these things” (object).

*Hic haec hoc* is used as a demonstrative (“pointing”) adjective, so remember that is GNC’s as in these examples:

- *hic vir* → this man
- *haec fēmina* → this woman
- *hoc dōnum* → this gift

- *hī virī* → these men
- *hae fēminae* → these women
- *haec dōna* → these gifts
In this lectio we get a glimpse of the world of the Roman gladiatorial games. You will practice the pluperfect a bit more and learn how to express comparisons in Latin.

**Comparisons**

“More,” “better,” “less,” “happier…” All these words are what grammarians call **comparatives** and they all seem to require the word “than.” “X is bigger **than** Y.” “A is happier **than** B.” Note that the simplest way to make a comparative in English is to add -er to the adjective. Sometimes, English uses “more” instead of “-er;” for example, “more beautiful,” “more careful.”

The words marked in **bold** in Lectio Secunda below are comparatives. The ones that are regular add some form of the ending -ior- to the basic stem of the adjective. You thus will have no trouble in seeing that longior means “longer/taller” or brevior “shorter.”

Other words are irregular (e.g. melior, “better”) and will have to be looked up and/or memorized. Do not feel bad. Most languages, including English, tend to have some irregular comparatives. Think of our “good, better, best,” for example.

Whether regular or irregular, all comparatives use the endings of regular third declension nouns, so there is nothing new to learn!

You have already seen how quam is used in Latin to mean “than” but “than” can also be expressed in Latin in another way. We have put all the “than” expressions in italics in Lectio Secunda. Try to figure out from context the other way that the Romans expressed “than.”

**EXERCEĀMUS!**

**XIX.C Making Comparisons**

Directions: In each of the following phrases listed line by line from Lectio Secunda two things are being compared. Make a list of the two things and the word which compares them. Then use the Verba Omnia to help you translate the comparison. We have done the first one for you. Watch out! One comparison does not use quam (“than”)

1. haec animālia meliōra quam illa omnia alia animālia (lines 6-7)
2. omnia animālia ferōciōra quam passer (line 9)
3. nūlla mūnera māiōra quam haec in urbe (lines 17-18)
4. mūnera grandiōra quam illa (line 21)
5. mūnera longiōra quam illa (line 21)
6. ille Thrāx multō maiōr aliīs est (line 25)
DISCE LATīNAM!

A is [comparative] than B
1. haec animālia meliōra than alia animālia
   these animals better than those animals

2.

3.

4.

5.

6.

Mūnera

Amphitheatrum plēnum hominibus est quod hodiē Imperātor mūnera magna populīs Rōmānīs dat. In variīs locīs aliī alia agunt.

Hīc, ēditor lūdorum et Fabius, vir quī animālia Rōmam mūneribus tulit, in ūnā parte Amphitheatrī, stant. “Fabi,” ēditor inquit, “Anteā, multa bona animālia Rōmam ab Āfricā tulistī, sed haec animālia, quae nūper tulistī, meliōra atque ferociōra sunt quam illa omnia alia animālia!”


In parte superiore Amphitheatrī, nōnnullī spectātōrēs dē mūneribus dicunt. Ūnus “Quid,” rogat, “hodie vidēbimus? Multa mūnera alībī videram priusquam Rōmam vēnī abhinc annōs duōs, sed nūlla meliōra aut māiora quam haec in urbe.”

1. What does the Master of the Animal Hunt think about the animals acquired for these games?
2. How has Lucius’ attitude towards the games changed over the years?
3. (L)What did people especially remember about the games sponsored by Pompey the Great?
4. What would your reaction be if you witnessed such games today?
5. What weapon does the gladiator dressed like Hercules carry? What will he fight in the arena?
Forming Comparatives in Latin

Most regular comparative adjectives are formed by adding –ior (masc. and fem.) and –ius (neuter) to the stem followed by regular 3rd declension endings. It does not matter whether the simple (positive) form of the adjective uses 2-1-2 or 3 endings. Here is how it works:

- **vērus, -a, -um**: vēr- + -ior, -ius = vērior, -ius truer, rather true
- **pulcher, pulchra, pulchrum**: pulchr- + -ior, -ius = pulchrior, -ius more beautiful, fairly true
- **fortis, forte**: fort- + -ior, -ius = fortior, -ius braver

Now see how the other forms or cases are made. Comparative adjectives are always two-termination third declension adjectives.

<table>
<thead>
<tr>
<th></th>
<th>Masculine / Feminine</th>
<th>Neuter</th>
<th>Masculine / Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>pulchrior</td>
<td>pulchrius</td>
<td>fortiori</td>
<td>fortius</td>
</tr>
<tr>
<td>Genitive</td>
<td>pulchriōris</td>
<td>pulchriōris</td>
<td>fortīōris</td>
<td>fortīōris</td>
</tr>
<tr>
<td>Dative</td>
<td>pulchriōrī</td>
<td>pulchriōrī</td>
<td>fortīōrī</td>
<td>fortīōrī</td>
</tr>
<tr>
<td>Accusative</td>
<td>pulchriōrem</td>
<td>pulchrius</td>
<td>fortīōrem</td>
<td>fortius</td>
</tr>
<tr>
<td>Ablative</td>
<td>pulchriōre</td>
<td>pulchriōre</td>
<td>fortīōre</td>
<td>fortīōre</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>pulchriōrēs</td>
<td>pulchriōra</td>
<td>fortīōrēs</td>
<td>fortīōra</td>
</tr>
<tr>
<td>Genitive</td>
<td>pulchriōrum</td>
<td>pulchriōrum</td>
<td>fortīōrum</td>
<td>fortīōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>pulchriōribus</td>
<td>pulchriōribus</td>
<td>fortīōribus</td>
<td>fortīōribus</td>
</tr>
<tr>
<td>Accusative</td>
<td>pulchriōrēs</td>
<td>pulchriōra</td>
<td>fortīōrēs</td>
<td>fortīōra</td>
</tr>
<tr>
<td>Ablative</td>
<td>pulchriōribus</td>
<td>pulchriōribus</td>
<td>fortīōribus</td>
<td>fortīōribus</td>
</tr>
</tbody>
</table>

**Notā Bene:**
- Comparative adjectives use regular third-declension, not i-stem endings. Thus, you find the genitive plural *fortiōrum* (not *fortiōrium*) and neuter nom. & acc. pl. *fortiōra* (not *fortiōria*).
- The masculine and neuter accusative singular forms are the only ones not formed from the –ior stem. To create these forms, drop the –or and add –us, as in *pulchrius* and *fortius*.

Some Latin adjectives form their comparatives by changing their stems. This happens in English too:

- good: better
- bad: worse
DISCE LATİNAM!

Latin does the same thing with these words:

<table>
<thead>
<tr>
<th>Case</th>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>m./f.</td>
<td>bonus, -a, -um</td>
<td>melior, melius</td>
</tr>
<tr>
<td>m./f.</td>
<td>malus, -a, -um</td>
<td>pêior, pêius</td>
</tr>
</tbody>
</table>

The following adjectives have regular comparatives in English but irregular ones in Latin. Remember that the words marked in bold are Verba Discenda.

<table>
<thead>
<tr>
<th>Case</th>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>m./f.</td>
<td>magnus, -a, -um</td>
<td>mäior, mäius</td>
</tr>
<tr>
<td>m./f.</td>
<td>multus, -a, um</td>
<td>_____, plüs</td>
</tr>
<tr>
<td>m./f.</td>
<td>multï, -ae, -a</td>
<td>plürêš, plûra</td>
</tr>
<tr>
<td>m./f.</td>
<td>parvus, -a, -um</td>
<td>minor, minus</td>
</tr>
</tbody>
</table>

The Latin comparative adverb is identical in form to the neuter comparative adjective. Compare these sentences:

\[ \text{Videō melius vînum.} \quad \text{I see a better wine.} \]
\[ \text{Videō melius nunc.} \quad \text{I see better now.} \]

In the first sentence melius is an adjective modifying vînum. In the second it is an adverb describing the verbal action. How can you tell the difference between a comparative adjective and a comparative adverb? Well, if there is no singular neuter noun in the sentence try the adverb first. In other words, let context be your guide, just as in English where the two uses of “better” rarely confuse us.

Using Comparatives in Latin

Typically a comparative is comparing two people or things. If the two are both expressed, they are joined in English by the word “than.”

One person is better than another.
This woman is more intelligent than this man.
She runs faster than he does.

As you have seen earlier, Latin can use quam (“than”) in a similar way:

\[ \text{Hic melior quam ille est.} \]
\[ \text{Haec intelligenter quam hic est.} \]
\[ \text{Haec celerius quam hic currit.} \]

When you read Lectiō Secunda did you notice the other way that Latin can express a comparison? Here are some examples:

\[ \text{Ille Thrâx multō mäior aliis est.} \]
That Thracian is much bigger than the others.
Ille multō minor mē est.
That guy is much smaller than I am.

In these sentences Latin has used the ablative case instead of *quam*. This is called the **ablative of comparison**.

<table>
<thead>
<tr>
<th>GEMMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice the use of <em>multō</em> with comparative adjectives:</td>
</tr>
<tr>
<td><em>multō māior</em> = “much older”</td>
</tr>
<tr>
<td>Literally this means “older by much” in Latin. <em>Multō</em> is in the ablative case and this use of the ablative is called <strong>ablative of degree of difference</strong>.</td>
</tr>
</tbody>
</table>

**Translating Comparatives**

If comparatives can be translated “more,” “rather,” and “too,” how do you know which to choose? If no explicit comparison is being made in the sentence, it may make more sense to translate the comparative as a simple (positive) adjective with “rather” or “too.” For example

*Haec melior est.* “She is better.” or “She is rather good.” or “She is too good.”

*Hic intelligentior est.* “He is more intelligent.” or “He is rather intelligent.” or “He is too intelligent.”

In general you will pick the translation that makes the best sense in context! But it is useful to know that, in order of frequency, the translations are: 1) “more” 2) “rather” 3) “too.”

**EXERCEĀMUS!**

**XIX. D ** Comparatives

Directions: Choose the word in parentheses which the comparative adjective in bold agrees with in GNC. Then translate the sentence two ways if the sentence allows it.

For example,

*Haec (bursae, animālia, virī) mēliōra sunt.*
*Haec animālia mēliōra sunt.*
*These animals are rather good.*
*These animals are (better).*

1. (Fēminae, virīs, animālia) mēliōrēs sunt.

2. (Fēminae, virōs, animal) ferōciōrēs invēnērunt?

3. (Puer, animal, puellae) pēior est.
4. (Gladiī, Forum, insula) mirābiliōrēs sunt.

5. (Mūnera, Puella, Gladiātōrēs) grandīōra quam illa vīderāmus!

6. Plūrēs (spectātōrēs, animālia, gladiātōribus) mūnera vident.

**RōMāNĪ IPSĪ**

**Dé Gladiātōribus**

Gladiators were the sports superstars of ancient Rome and were often celebrated out of the arena. Here is an excerpt from a poem by Martial (V, 24) in which the many great qualities of a gladiator named Hermes are listed. There is no main verb in this poem. In each line understand Hermes as the subject of est (“Hermes is . . .”). See the Verba Útenda just below and you should be able to translate this fairly easily.

Hermēs Mārtia saeculī voluptās,
Hermēs omnibus ērudītus armīs,
Hermēs et gladiātor et magister,
Hermēs, vincere nec ferīre doctus,
Hermēs cūra laborque lūdiārum.

Notice Hermes’ great reputation among the women. This was apparently not unusual. Here are two pieces of graffiti from the walls of Pompeii to illustrate this appeal:

Suspīrium puellārum Celadus Thraex.
*Corpus Inscrīptōrum Latīnārum* (C.I.L.) IV, 4397

Crescens rētiārius pupārum nocturnārum
C.I.L. 4. 4356

In his biography of the emperor Claudius, Suetonius describes an occasion when a group of condemned prisoners were about to take part in a mock naval battle (*naumachia*) on Lake Fucinus in 52 A.D. As they left for the galleys, they cried out

*Avē, imperātor. Moritūrī tē salūtant!*

to which the emperor replied *Aut nōn.* Claudius probably was making a joke implying that they might or might not die in the battle, but the prisoners thought he was releasing them from combat and they refused to fight until the emperor threatened and cajoled them into doing so.

There is no evidence that gladiators regularly addressed the emperor in this way at the beginning of games, but it has become a fixture in Hollywood, even showing up in the title of a fairly forgettable 1937 movie entitled “We Who Are About To Die,” which was a prison escape film!
There is also a great deal of debate about the “thumbs down” gesture that supposedly meant the crowd or emperor wanted the loser to die. The Latin expression *pollicem vertere* (“to turn the thumb”) may actually have referred to turning the thumb towards the chest, not downwards, to call for death. While the jury may be out on this subject, it did not stop Jean-Léon Gérôme from producing the following painting (currently in the Phoenix Art Museum) or from having the gesture appear in many a Hollywood film.

![Gladiators Fighting](https://photos.com/#5266425)

**Gladiátorês Pugnantês**
Pollice Verso (1824-1904)
“With a Turned Thumb” painting,
1872
Photos.com #5266425

---

**Verba Ütenda**

*Avē!* Hail!

*belliger, -a, -um* martial, war-

*divitiae, -ārum* f. pl. wealth,

*ēruditus, -a, -um* skilled

*ferō, ferīre* hit, kill, slay

*hasta, -ae* f. spear

*imperātor, -ōris* m.

*commander, general, ruler, emperor*

*lūdia, -ae* f. a gladiator’s girl,

*“girls of the ludus,” a sort of groupie!lūdus, -ī m. here a gladiatorial school*

*Mārtius, -a, -um* of Mars

*mortuāriī “those about to die” nocturnus,-a,um nocturnal, of the night*

*vētiārius, -īi m. netter*

*superbus, -a, -um* proud, haughty

*suspirium, -īi n. sigh, heartthrob*

*timendus, -a, -um* “must be feared”

*turba, -ae f. (cause of)*

*disorder, confusion*

*tūnversus, -a, -um* translate “all”

*tūnus, -a, -um* Translate as “only this one”

---

**MUNDUS RŌMĀNUS**

*Mūnera Rōmāna*

*Mūnera*, or games like the ones described in this chapter, were a regular feature of Roman life from early times. The earliest ones were probably funeral games held in honor of important men. The earliest such games may have been held in 264 B.C. by the sons of Junius Brutus in honor of their father. In those games three pairs of gladiators fought. In the mid-first century B.C. Faustus, the son of the dictator Sulla, held gladiatorial games for several years on the anniversary of his father’s death. Such games were subsidized by the family of the deceased.
Over time, games became more and more elaborate and were organized around religious festivals and other public occasions. *Aedilēs*, elected magistrates in charge of public works, were responsible for these games, which they were expected to pay for out of their own pockets. Ambitious politicians like Julius Caesar went into great debt as aediles to organize very expensive games.

These games often included gladiators or fighters with a *gladius* (“sword”). Most gladiators were prisoners of war, slaves or indentured free citizens. Some were even condemned criminals.

There were different kinds of gladiators, distinguished by their weaponry and armor.

**Samnīs, Samnītīs** m. Samnite, named after the mode of armor and weapons of the Samnites, an Italic people Rome conquered early in her history. A heavily armed and armored fighter, equipped with helmet (*galea, -ae f.*), oblong shield (*scūtum, -ī n.*), sword (*gladius, -īī m.*), wide leather belt (*balteus, -eī m.*) and metal greave (*ōcrea, -ae f.*) on the left leg only. Eventually this gladiator came to be called a *secūtor, secūtōris* m. chaser.

**Mirmillō, Mirmillos** m. Mirmillo. Armed like a Samnite, but with a special, fish-shaped helmet.

**Rētiārius, Rētiarius** m. Netter. This fighter was protected only with a shoulder guard (on left side only). For attacking, he carried a trident and a net and was often pitted against a Samnite or a Mirmillo.

**Thrāx, Thrācis** n. Thracian. A fighter with lighter armor, including a helmet and greaves on both legs. With a bare torso and an arm guard (*manica, -ae f.*) on his right arm, he carried a small shield (*parmula, -ae f.*) in in one hand and a short sword (*sīca, -ae f.*) in the other.

---

**Galea Gladiātōris**

Can you use the descriptions of gladiator types at left to identify the two kinds of gladiators fighting here?

Clipart Item #25452201

Clipart Item: #396538
In addition to these gladiators, there were other fighters in the games:

- *essedarius, -iī* m. Chariot fighter
- *equēs equitās* m. Knight (or fighter on horse back)
- *bestiārius, -iī* m. Animal fighter

Another important figure in the arena was the *vēnātor, vēnātōris* m. hunter. These performers specialized in battling exotic animals like elephants, lions, bears, and leopards.

Roman spectators especially enjoyed unusual pairings of contestants, not only human vs. human, but even human vs. wild animal.

Despite its many historical inaccuracies, Ridley Scott's *Gladiator* (2000) captures the exotic and bloody nature of such contests.

---

**Verba Útenda**

<table>
<thead>
<tr>
<th>feliciter</th>
<th>luckily</th>
</tr>
</thead>
<tbody>
<tr>
<td>vēcennālis, -āle</td>
<td>made for a period of twenty years, 20th anniversary</td>
</tr>
</tbody>
</table>

---

**GEMMA**

Hunters roamed the entire Roman empire looking for animals for the games. Sometimes foreign kings donated the animals and sometimes they were captured by soldiers stationed abroad. The main sources were Africa and Syria, but exotic animals from every corner of the empire made their way to Rome to die in the games.
Latin Comparative Adjectives in English

Latin comparatives have resulted in a number of English derivatives. Knowing the meaning of the Latin word makes it easier to understand what these English words mean:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>melior, melius</td>
<td>better</td>
</tr>
<tr>
<td>pēior, pēius</td>
<td>worse</td>
</tr>
<tr>
<td>māior, māius</td>
<td>greater, older</td>
</tr>
<tr>
<td>plūs</td>
<td>more (in quantity)</td>
</tr>
<tr>
<td>plūrēs, plūra</td>
<td>more (in number)</td>
</tr>
<tr>
<td>minor, minus</td>
<td>smaller, younger</td>
</tr>
<tr>
<td>posterior, posterius</td>
<td>later; inferior</td>
</tr>
<tr>
<td>priōr, prius</td>
<td>former</td>
</tr>
<tr>
<td>superior, superius</td>
<td>higher</td>
</tr>
</tbody>
</table>

**Notā Bene:**

- Remember the birth of “J” illustrated in words like “pejorative” and “majority.”
- In mathematics the words *plūs* (+) and *minus* (-) are used to refer to arithmetic functions.

Lawyers, for example, talk about arguments *a fortiori* (“from the stronger”), in which one claim is proven or supported by another stronger argument. For example, one can argue a fortiori that if it is illegal to steal $10, then it is also illegal to steal $50.

Philosophers talk about *a priori* (“from the former”) and *a posteriori* (“from the later”) proofs or knowledge. For example, we know *a priori* that all Romans spoke Latin but we know *a posteriori* that some Romans also spoke Greek.

The motto of the International Olympic Committee consists of three comparative Latin adverbs:

**Citius! Altius! Fortius!** “Faster! Higher! Stronger!”

It may seem strange at first glance that the modern Olympics would use Latin instead of Greek, but one good reason to do so is to avoid using the language of any individual country and Latin, much more than Greek, became a universal language of scholars and diplomats. Watch for a character to use the Olympic motto in an upcoming *lectiō*.

The motto of the State of New York is the comparative adjective *Excelsior!* (“Higher!”).

Finally, don’t forget the following expression inscribed on the obverse of the Great Seal of the United States of America:

**Ē plūribus ūnum** “Out of many, one”

This phrase is actually borrowed from the “Moretum,” a poem by Vergil which we will come back to later in this book. Although we have used the traditional translation of this
expression, “many” does not accurately translate *plūribus*, does it? This is another good reason to study Latin!

**ORBIS TERRĀRUM RŌMĀNUS**

*Amphitheatrum Flāviānum*

The earliest gladiatorial contests were informal affairs fought in temporary facilities in open areas like the Roman Forum. The Amphitheatre of Statilius Taurus was the first stone amphitheatre built in Rome in 29 B.C. This structure, probably located near the Campus Martius, may have been the place Lucius and Marcus went to see their games. This amphitheatre was destroyed in the great fire in 64 A.D. during the reign of Nero.

Work on a new stone amphitheatre began in 70-72 A.D. under the reign of Vespasian, but the building was not completed until 80 A.D., under Titus, with spectacular games commemorated in the poetry of Martial. These opening games lasted 100 days, during which 5,000 animals were killed. The original name of this building was the Flavian Amphitheatre (*Amphitheatrum Flāviānum*) after the cognomen (*Flavius*) of the emperors who built it.

Vespasian wisely chose as the site for his great amphitheatre the valley between the Palatine, Esquiline and Caelian hills, where Nero had built a lake for his notorious
Amphitheātrum

Each of the 80 arched entrances to the amphitheatre were numbered so spectators knew exactly where to enter by ticket. Note the number LI over this arch.
Photograph by Thoms J. Sienkewicz

This amphitheatre was the largest such structure ever built by the Romans. Because of its size and because of the Colossus, a giant statue of Nero which was located nearby, the amphitheatre eventually became known as the Colosseum, the name by which we know it today.

The structure, a masterpiece of Roman engineering, was built of concrete and stone with a marble façade. The amphitheatre was capable of holding about 50,000 spectators and had awnings which could be drawn to protect these crowds from the elements. So the Colosseum was, in many ways comparable to one of our modern domed stadiums.

Adjacent to the Flavian Amphitheatre and connected via an underground passage way was the Lūdus Magnus, a gladiatorial school with its own practice arena in the same elliptical shape as that of the amphitheatre.

The Colosseum remained intact and was used for games and entertainment until the medieval period. Unfortunately, in subsequent years the building was used as a quarry for building materials.

And here is a famous quote from the Venerable Bede (Beda Venerābilis, 673-735). Most people today assume that Bede was talking about the Flavian Colosseum, also known as the Colosseum, but there is a scholarly debate about whether Bede was actually referring to the Flavian Amphitheatre or to a colossal statue of the emperor Nero which stood next to the amphitheatre (and which gave the Amphitheatre the name “Colosseum”):

Quandiū stat Colisaeus, stat et Rōma.
Quandō cadet Colisaeus, cadet et Rōma.
Quandō cadet Rōma, cadet et mundus.

Bedae Opera Omnia Migne P.L. XCVI pg. 543.
Bedae Opera (Cologne, 1612), pg. 482

Verba Ùtenda

cadē, cadere fall (down) mundus, -ī m. world quandiū as long as
Colisaeus, -ī m. “Colossus”
Amphitheatrum Flāviānum
Note the awning and the staged lion fight in this reconstruction.
Clipart Item #778247

Amphitheatrum Flāviānum
Clipart Item #778239
**DISCE LATINAM!**

**QUID PUTĀS?**
1. Compare the gladiator Hermes described by Martial to a modern American athlete. Be sure to explain why you chose that particular athlete.
2. What does the Venerable Bede’s statement about the Colosseum and Rome tell you about the image of Rome in Bede’s medieval world? Do the Colosseum and the city have the same reputation today?
3. Why do you think the Romans had so many different types of gladiators?
4. In a contest between a retiarius and a Samnite which do you think would have the advantage and why?
5. What modern building or monument would have a reputation comparable to that of the Colosseum in Rome? Why?
6. Why do you think the expression ē plūribus ūnum was chosen as the motto of the United States? Why do you think that the Founding Fathers chose to say this in Latin?

**EXERCEĀMUS!**

**XIX. E SCRĪBĀMUS**
Directions: Retell the following selected events of Lectiō Prīma in the present tense instead of the past. This means that you should change each verb in the perfect or imperfect tense to the present. We have marked in **bold** the first few verbs you need to change, but after that you will have to find them on your own. We have also started the retelling below to get you started.

Hint: You may have to consult the *Verb Ūtenda* following Lectiō Prīma for help with principal parts.

Publius Secundus in insulam **rupit** et Mendācī **appropinquāvit**. Secundus **circumspectāvit** et locum, in quō servus **latēbat**, **inspectāvit**, sed pannōs fētīdōs tangere **nōluit**. Gladium quatiēns et fortiter clāmāns **abiit**. Servus sub pannīs diūtius **mansit** et tunc **exīt**. Mendāx dē **difficultāte servī audīre voluit.”**

Tunc servus dē **difficultatibus suīs** **dixit**: In pistrīnō huius Secundī multōs annōs cum uxore labōrāveram. Uxor pānem in furnō torrēbat et ego mōlās cotīdiē prōpellēbam—opus mūlō, nōn virō, aptum... Talia dīcēns, servus in noctem abīt. Tunc, Publius Secundus in insulam **rumpit** et Mendācī **appropinquat**.

**XIX. F COLLOQUĀMUR**
Directions: For this class exercise you will need some items found around any classroom. Here are some suggestions: two writing utensils (*stilus, -ī n.*), two books (*liber, librī m.*), two sheets of paper (*charta, -ae f.*), two wrist watches (*hōrologium, -ī n.*) and two coins (*nummus, -ī f.*). Pile these objects in two groups in different parts of the classroom.
Now tell a classmate (or classmates) to give you a certain object, using one of the following formulae:

- *Da mihi, sī tibi placet, _________*
- *Date mihi, sī vōbīs placet, _________*

Complete your sentence with one of the following phrases:
- *hunc stilum or illum stilum*
- *hunc librum or illum librum*
- *hanc chartam or illam chartam*
- *hunc nummum or illum nummum*

Example:
- Point to the book in the far pile and say to one classmate
  
  *Da mihi, sī tibi placet, illum librum*

- or
- Point to the book in the pile near you and say to more than one classmate
  
  *Date mihi, sī vōbīs placet, hunc librum*

**XIX. G  Verba Discenda**

Directions: Use the *Verba Discenda* to find the comparative adjective for each of the Latin adjectives listed below. Give the meaning of each and an English derivative for the comparative form. We have done the first one for you.

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Meaning</th>
<th>English Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdo, abdere, abdidī</td>
<td>hide, conceal</td>
<td></td>
</tr>
<tr>
<td>abditum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>absum, abesse, āfuī be absent, gone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adsum, adesse, adfuī be near, be present or here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>āra, -ae f. altar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contrā + acc. against, facing</td>
<td>contradict</td>
<td></td>
</tr>
<tr>
<td>coēdiē daily [cotidian]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grātia, -ae f. grace; favor; pl. thanks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grātiās agere to thank someone</td>
<td>gratitude</td>
<td></td>
</tr>
<tr>
<td>heri yesterday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hic, haec, hoc this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inspectō (1) look closely at [inspector]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>locus, -ī m. place</td>
<td>locality</td>
<td></td>
</tr>
<tr>
<td>longus, -a, -um long</td>
<td>“rather long”</td>
<td></td>
</tr>
<tr>
<td>melior, melius better</td>
<td>melioration</td>
<td></td>
</tr>
<tr>
<td>minor, minus smaller</td>
<td>minority</td>
<td></td>
</tr>
<tr>
<td>ālim once, formerly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pars, partis f. part, piece</td>
<td>partition</td>
<td></td>
</tr>
<tr>
<td>pēior, pēius worse</td>
<td>pejorative</td>
<td></td>
</tr>
<tr>
<td>plūrēs, plūra more (in number)</td>
<td>plurality</td>
<td></td>
</tr>
<tr>
<td>plūs more (in amount)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prior, prius former</td>
<td>priority</td>
<td></td>
</tr>
<tr>
<td>priorquam before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>superior, superius higher</td>
<td>superiority</td>
<td></td>
</tr>
</tbody>
</table>
DISCE LATĪNAM!

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
<th>Comparative</th>
<th>Meaning</th>
<th>Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bonus, -a, -um</td>
<td>good</td>
<td>melior, melius</td>
<td>better</td>
<td>ameliorate</td>
</tr>
<tr>
<td>malus, -a, -um</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multus, -a, um</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multī, -ae, -a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parvus, -a, -um</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>superus, -a, -um</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANGULUS GRAMMATICUS**

“This Here” Deictic Enclitic –c(e)

The forms of *hic, haec, hoc* makes more sense if you know that Latin can add a -c(e) at the end of a word to mean “here” or “there.” The technical term for this is a deictic enclitic, i.e., a word ending which points out or shows something, especially direction. In earlier Latin authors like Plautus, there are forms like *illac* (“that man there”) and *illaec* (“that woman there”). This type of expression is not that far from some dialectical forms of American English where we can still hear “this here one” and “that one yonder.”

You have learned, for example, that the genitive singular of *hic, haec, hoc* is *huius*. But occasionally Romans used *huiusce*, as in the expression *huiusce modī* (“of this type here”). The –c(e) was not regularly used with *huius* but now look again at the declension of *hic, haec, hoc* and point out the forms where this –c(e) was always used:

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>hic</td>
<td>haec</td>
<td>hoc</td>
</tr>
<tr>
<td>huīus</td>
<td>huīus</td>
<td>huīus</td>
</tr>
<tr>
<td>huic</td>
<td>huic</td>
<td>huic</td>
</tr>
<tr>
<td>hunc</td>
<td>hanc</td>
<td>hoc</td>
</tr>
<tr>
<td>hōc</td>
<td>hāc</td>
<td>hōc</td>
</tr>
<tr>
<td>hī</td>
<td>hae</td>
<td>haec</td>
</tr>
<tr>
<td>hōrum</td>
<td>hārum</td>
<td>hōrum</td>
</tr>
<tr>
<td>hīs</td>
<td>hīs</td>
<td>hīs</td>
</tr>
<tr>
<td>hōs</td>
<td>hās</td>
<td>haec</td>
</tr>
<tr>
<td>hīs</td>
<td>hīs</td>
<td>hīs</td>
</tr>
</tbody>
</table>
CAPUT XIX
Venatiō

The –c(e) suffix is seen in other Latin words like Ecce! (“Look here!”) and is useful for understanding the following Latin adverbs:

<table>
<thead>
<tr>
<th>hīc</th>
<th>“at this place here”</th>
<th>illīc</th>
<th>“at that place over there”</th>
</tr>
</thead>
<tbody>
<tr>
<td>hūc</td>
<td>“to this place here”</td>
<td>illūc</td>
<td>“to that place over there”</td>
</tr>
<tr>
<td>hinc</td>
<td>“from this place here”</td>
<td>illinc</td>
<td>“from that place over there”</td>
</tr>
</tbody>
</table>

Also:

|hāc| “by this path here”| illāc| “by that path over there”|

Now compare these adverbs with those formed from iste, ista, istud:

<table>
<thead>
<tr>
<th>illīc</th>
<th>“at that place over there”</th>
<th>istīc</th>
<th>“at that place of yours, where you are”</th>
</tr>
</thead>
<tbody>
<tr>
<td>illūc</td>
<td>“to that place over there”</td>
<td>istūc</td>
<td>“to that place of yours, where you are”</td>
</tr>
<tr>
<td>illinc</td>
<td>“from that place over there”</td>
<td>istinc</td>
<td>“from that place of yours, from where you are”</td>
</tr>
<tr>
<td>illāc</td>
<td>“by that path over there”</td>
<td>istāc</td>
<td>“by that path of yours”</td>
</tr>
</tbody>
</table>

By comparison adverbs formed from is, ea, id do not have this deictic emphasis:

<table>
<thead>
<tr>
<th>ibi</th>
<th>“there”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ēō</td>
<td>“to that place”</td>
</tr>
<tr>
<td>ēā</td>
<td>“that way, by that path”</td>
</tr>
</tbody>
</table>

If you can recognize the fine distinctions in meaning among all these words, you know you are really beginning to think like a Roman.

LEGENDA

For further reading, on games and gladiators, you have lots of good choices, including:


ARGUMENTUM FĂBULÆ
Aelius and Licinia worry about the future of their unborn child and decide to compare him to the hero Hercules instead of Perseus. Aelius tells his wife stories about Hercules’ childhood and great deeds.

GRAMMATICA
Superlative Adjectives and Adverbs
Future Perfect Tense

RŌMĂNĪ IPSĪ
INVICTŎ HERCVLĪ

MUNDUS RŌMĀNUS
Herculēs Rōmānus

LATĪNA HODIERNĂ
Herculēs Hodiē

ORBIS TERRĀRUM RŌMĀNUS
Herculēs Rōmae

ANGULUS GRAMMATICUS
The Future Perfect and Sequence of Tenses

LECTĪŌ PRĪMA

ANTEQUAM LEGIS
In Lectīō Prīma Aelius and Licinia are talking together about their unborn child. Their decision to compare him to the hero Hercules instead of Perseus leads Aelius to tell his wife the story of baby Hercules and the snakes.

Hercules

Hercules was the son of Jupiter and a mortal Greek woman named Alcmena. She was actually pregnant when Jupiter visited her and you will see all this again soon when the characters attend a play of Plautus that depicted these events. Alcmena gave birth to twins, Hercules (son of Jupiter) and his mortal half brother, Iphicles (son of Amphitryon). Juno, Jupiter’s wife, was pretty unhappy about the affair and tried to eliminate Hercules.
Superlatives

In the previous chapter you learned about comparatives (e.g. bigger, better). There is a third “level” of adjective, of course, called the **superlative**. In English we form these by using the word “most” or by adding “-est” to the adjective, but, as always, there are irregular forms as well.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>angrier</td>
<td>angriest</td>
</tr>
<tr>
<td></td>
<td>more angry</td>
<td>most angry</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>

Most Latin superlatives end in –issimus, -, um. But be sure to do *Exerceamus* XX.B as you read.

**Nota Bene:**
- Superlatives can also be translated as “very”, e.g., *Vir fortissimus* can indicate a “very brave man.” *Aēmina fortissima* could be “a most brave woman!” In Boston, these would be translated “wicked brave!”
- **Superlative adverbs** are formed by dropping the GNC ending and adding –ē. For example,
  - *facillimus,-a,-um* “easiest” → *facillimē* “most/very easily”

**EXERCEĀMUS!**

**XX.A Pre-Reading Questions**

Directions: Skim through *Lectīō Prīma* to find the answers to each of the following questions in both Latin and English. We have helped you by indicating the number of the line where you will find the answer. We have done the first one for you.

Line 1: At what time of day does this *lectīō* take place? Responsum: *nocte*, at night
Line 3: How does Licinia feel about the prediction the astrologer made about her baby?
Line 6: How does Aelius react to his wife’s feelings?
Line 7: To what hero does Aelius compare his son?
Line 10: Who does Aelius believe will protect his son?
Line 11: What command does Aelius give his wife?
Line 13: Whom did the goddess Juno hate?
Lines 14-15: What does she send to the family?
Line 18: Where do Hercules and his brother sleep?
Line 20: How does Iphicles, Hercules’ brother, respond to the danger?
Lines 21-22: What does baby Hercules do?
Line 26: Who puts on a light and seizes a sword?
Line 27: What does Hercules show?
XX.B Classifying Superlatives
Directions: **As you read** you will see superlatives marked in **bold**. Put them into groups according to how they are formed. For example, one group will have all those that end in some form of –issimus, -a, -um and another will be those that end in a form of –illimus,-a.-um. See how many groups you come up with. Hint: one group will have the heading “irregular.”

Noster Nōvus Herculēs


CAPUT XX
Nōn Perseus sed Herculēs!

marītum suum ē somnō excitāverat. Ille celerrimē lumen accendit et gladium suum rapuit; tum ad puerōs properābat, sed ubi ad locum vēnit, rem mūrabillissimam vīdīt, Herculēs enim rīdēbat et serpentēs mortuās monstrābat.

<table>
<thead>
<tr>
<th>Verba Útenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>accendō, accendere, accendī light, burn</td>
</tr>
<tr>
<td>accidō, accidere, accidī happen</td>
</tr>
<tr>
<td>adhuc to this point, still</td>
</tr>
<tr>
<td>Alcēnā, -ae f. Alcmena,</td>
</tr>
<tr>
<td>mother of Herculēs</td>
</tr>
<tr>
<td>at but, and yet</td>
</tr>
<tr>
<td>autem however</td>
</tr>
<tr>
<td>clāmōr, clāmōris m. shout</td>
</tr>
<tr>
<td>clārus, -a, -um famous</td>
</tr>
<tr>
<td>collum, -ī n. neck</td>
</tr>
<tr>
<td>comprimō, comprimere,</td>
</tr>
<tr>
<td>compressi press, squeeze together</td>
</tr>
<tr>
<td>conservō (1) preserve, keep safe</td>
</tr>
<tr>
<td>cubō (1) sleep, lie</td>
</tr>
<tr>
<td>cūnae, cūnārum f.pl. cradle</td>
</tr>
<tr>
<td>enim for</td>
</tr>
<tr>
<td>excitātī sunt “were awakened”</td>
</tr>
<tr>
<td>exclāmō (1) call out</td>
</tr>
<tr>
<td>facīlis, -e easy</td>
</tr>
<tr>
<td>factum, -ī n. deed</td>
</tr>
<tr>
<td>fāma, -ae f. fame, rumor, report</td>
</tr>
<tr>
<td>fērōx, fērōcis fierce, savage</td>
</tr>
<tr>
<td>filiōlus, -ī m. little son (affectionate)</td>
</tr>
<tr>
<td>Graecia, -ae f. Greece</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

POSTQUAM LĒGISȚĪ

Answer these questions in English.

1. How does the conversation of Aelius and Licinia indicate that they are new parents? What does their conversation indicate about their relationship?
2. Why does Aelius prefer to compare his unborn son to Hercules rather than Perseus?
3. What do you think of Juno’s behavior in the story about Hercules and the snakes? Does she act the way you would expect a god to act? What does this tell you about Roman gods?
4. What does the story of Hercules and the snakes suggest about Hercules as a hero?
GRAMMATICA A

Superlatives

Regular Formation

Most Latin adjectives form superlatives by adding -issimus, -a, -um to the stem. This works for both 2-1-2 and third-declension adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Stem</th>
<th>Ending</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>laetus, -a, -um</td>
<td>laet-</td>
<td>-issimus, -a, -um</td>
<td>laetissimus, -a, -um</td>
</tr>
<tr>
<td>fortis, -e</td>
<td>fort-</td>
<td>-issimus, -a, -um</td>
<td>fortissimus, -a, -um</td>
</tr>
</tbody>
</table>

Exceptions

Any adjective which has a masculine nominative singular ending in –er forms a superlative by adding –rimmus, -a, -um not to the stem but to the masculine nominative singular form. This is also true for both 2-1-2 and third-declension adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Masculine Nominative Singular</th>
<th>Ending</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>miser, misera, miserum</td>
<td>miser</td>
<td>-rimus, -a, -um</td>
<td>miserrimus, -a, -um</td>
</tr>
<tr>
<td>pulcher, -chra, -chrum</td>
<td>pulcher</td>
<td>-rimus, -a, -um</td>
<td>pulcherrimus, -a, -um</td>
</tr>
<tr>
<td>ācer, acris, acre</td>
<td>ācer</td>
<td>-rimus, -a, -um</td>
<td>ācerrimus, -a, -um</td>
</tr>
</tbody>
</table>

Six adjectives ending in –lis form their superlatives by adding –limus, -a, -um to the stem:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Stem</th>
<th>Ending</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>facilis, -e</td>
<td>facil-</td>
<td>-limus, -a, -um</td>
<td>facillimus, -a, -um</td>
</tr>
<tr>
<td>difficilis, -e</td>
<td>difficil-</td>
<td>-limus, -a, -um</td>
<td>difficillimus, -a, -um</td>
</tr>
<tr>
<td>similis, -e</td>
<td>simil-</td>
<td>-limus, -a, -um</td>
<td>simillimus, -a, -um</td>
</tr>
<tr>
<td>dissimilis, -e</td>
<td>dissimil-</td>
<td>-limus, -a, -um</td>
<td>dissimillimus, -a, -um</td>
</tr>
<tr>
<td>gracilis, -e</td>
<td>gracil-</td>
<td>-limus, -a, -um</td>
<td>gracillimus, -a, -um</td>
</tr>
<tr>
<td>humilis, -e</td>
<td>humil-</td>
<td>-limus, -a, -um</td>
<td>humillimus, -a, -um</td>
</tr>
</tbody>
</table>

Other adjectives ending in –lis form their superlatives, by adding –issimus, -a, -um to the stem; for example,

crūdēlis, -e → crūdēlissimus, -a, -um

Irregular Superlatives

Finally, here is a list of irregular superlative adjectives (along with their positive and comparative forms). All of these entail stem changes which you must learn. They are all verba discenda. Several of these you will see for the first time in Lectiō Secunda.
CAPUT XX
Nōn Perseus sed Herculēs!

Using the Superlative

Quam is sometimes used with a superlative adverb to mean “as __________ as possible;” for example:

*quam celerrimē* as quickly as possible
*quam facillimē* as easily as possible

Watch for an example of this in the next lectiō.

Herculēs

This drawing is based upon the so-called “Farnese Hercules,” a statue originally found in the Baths of Caracalla and now in the National Museum in Naples.

Behind his back Hercules is holding the Golden Apples acquired during one of his last labors. Note the lion skin draped over the hero’s club.

Photos.com 5273794
EXERCEĀMUS!

XX.B  Comparatives and Superlatives

Directions: Match the English word in Col. A with its Latin equivalent in Col. B.

Col. A                  Col. B
1. greater             A. facilior
2. smaller             B. optimus
3. fastest             C. maximus
4. prettier            D. celerrimus
5. worst               E. pessimus
6. better              F. intelligentior
7. happiest            G. maior
8. greatest            H. minor
9. best                I. laetissimus
10. easier             J. difficillimus
11. most difficult     K. pulchrior
12. more intelligent   L. melior

LECTIŌ SECUNDA

ANTEQUAM LEGIS

In Lectīō Secunda Aelius continues telling the story of Hercules to his wife. In the story several years have passed since the events described in Lectīō Prīma and Hercules is now married to his first wife.

Future Perfect Tense

This reading is designed to help you reinforce the verb forms you have learned so far, as well as the three declensions you have learned. Remember that so far you have seen the present, future, imperfect, perfect and pluperfect. As you read this story about Hercules, you will also learn your final Latin tense, the future perfect. This is the third tense in the Perfect Active System. The other two are the perfect and pluperfect.

Future perfect: the name says it all. It is a tense that is in the future, but also has a “perfected” or “done” sense to it. In short, if two things are going to happen in the future, and one clearly happens first, then that one goes into the future perfect tense.

Example 1: We will be safe when the meteors will have passed.

or, more colloquially,

We’ll be safe when the meteors pass.
Both parts of the sentence refer to the future, but one will clearly be done before the other occurs. That one goes into the future perfect tense.

**Example 2:** If you *see* her, ask her for the keys.

Here, the “seeing” has to precede the “giving,” so, in Latin, it would go into the future perfect.

**Note:** As you may have surmised, the literal translation of the future perfect is “will have” but this is rare in today’s speech. Ask your teacher’s preference in translating this tense.

**Forms:** How to make the future perfect?

Perfect stem (3rd PP minus the –ī) + -erō -erimus
-eris -eritis
-erit -erint

More below. For now, when you see a future perfect, think “will have” and translate that thought into appropriate English. All future perfects below are put into bold.

**EXERCEĀMUS!**

**XX.C Recognizing Perfect, Pluperfect and Future Perfect**

Directions: The future perfect tense which you are learning in this chapter uses the same perfect active stem used by the perfect and pluperfect, but the endings are different. **As you read Lectīō Secunda** see if you can distinguish these different tenses.

- We have marked all the verbs in the perfect system in **bold**.
- To help you learn the newest member of the perfect system, the future perfect verbs are marked in **bold italics**.
- As you read, make a list of all these verbs line by line. Indicate the tense of each. Then translate the word appropriately into English. We have done one perfect and one future perfect to get you started.

<table>
<thead>
<tr>
<th>Line</th>
<th>Verb</th>
<th>Tense</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>incidit</td>
<td>perfect</td>
<td>he fell into</td>
</tr>
<tr>
<td>5</td>
<td>vīderit</td>
<td>future perfect</td>
<td>he will have seen</td>
</tr>
</tbody>
</table>
Aelius "Multōs post annōs," inquit, "mea cāra, Herculēs cum Megarā, uxōre suā, beātām vitam agēbat; sed paucōs post annōs Herculēs subīō in furōrem incīdit atque Megaram et īberōs suōs occīdit. Post breve tempus ad sānītātem ređīit, et propter hoc scelus mox ex urbe effūgit et in sīlvās sē recēpit. 'Sī nēmō mē vīderīt,' inquit, "nēmō mē oppugnābit!

"Herculēs tantum scelus expiāre magnopere cupīēbat. Constituit igitur ad ōrāculum Delphicum īre; hoc enim ōrāculum erat omnium celeberrimum et suprēmum. Hīc, in templō Apollinis, in summō monte sedēbat fēmina quaedam, nomine Pīthia, quae consilium dabat eīs quī ad ōrāculum vēnerant.

"Herculēs 'Sī Pīthia mē audīverit,' inquit, "certē mihi auxilium dabit." Ubi Herculēs Pīthiam certiōrem dē scelere suō fēcit, Pīthia prīmō tacēbat. Tandem tamen 'Sī ad urbem Tīryntha īveris,' inquit, 'et omnia imperia Eurystheī rēgis fēcerīs, iterum pūrus eris.' Herculēs, ubi haec audīvit, quam celerrīmē ad urbem īllam contendīt, et Eurystheō rēgī sē in servītūm trādidīt.

"Herculēs, 'Pessimus,' inquit 'hominum sum. Sed sī omnia quae mihi imperās facere potuerō, scelus meum expiābō. Sī Minerva mē adīverit, omnia tua imperia facere poterō.'

"Duodecim annōs crūdēlissimō Eurystheō servīēbat, et duodecim labōrēs, quōs ille imperāverat, confēcerīt; hoc enim ūnō modō tantum scelus expiāre potuit. Dē hīs laborībus plurīma poetae Graecī atque Rōmānī scripsērunt."

Aelius conclūsit: "Itaque, Licinia, fīlius noster nōn Perseus nōvus erit, sed nōvus Herculēs! Herculēs maior herōs quam Perseus erat et fīlius noster herōs maximus erit!"
CAPUT XX
Nōn Perseus sed Herculēs!

Verba Útenda

POSTQUAM LĒGISΤĪ

Remember that, wherever possible, you should try to answer these questions in both Latin and English. The ones marked (L) must be answered in Latin.

1. (L) What does Hercules do while he is insane?
2. After this where does he go first? Why?
3. Why does he eventually go to the Dephlic oracle?
4. (L) What does the oracle tell him?
5. What happens after Hercules leaves Delphi?
6. How does Aelius conclude this tale?
DISCE LATĪNAM!

GRAMMATICA B

Future Perfect Indicative

With the future perfect active tense you now know all the active tenses in Latin. This also completes the perfect active system of the verbs.

<table>
<thead>
<tr>
<th>Making the Perfect Active System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect Stem = 3rd principle part – “-ī”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect Stem +</td>
<td>Perfect Stem +</td>
<td>Perfect Stem +</td>
</tr>
<tr>
<td>-ī</td>
<td>-eram</td>
<td>-erō</td>
</tr>
<tr>
<td>-istī</td>
<td>-erās</td>
<td>-eris</td>
</tr>
<tr>
<td>-it</td>
<td>-erat</td>
<td>-erit</td>
</tr>
<tr>
<td>-imus</td>
<td>-erāmus</td>
<td>-erimus</td>
</tr>
<tr>
<td>-istis</td>
<td>-erātis</td>
<td>-eritis</td>
</tr>
<tr>
<td>-ērunt</td>
<td>-erant</td>
<td>-erint</td>
</tr>
</tbody>
</table>

Here is the conjugation of vocō in the perfect, pluperfect, and future perfect indicative.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
<th>Future perfect</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocāvī</td>
<td>vocāveram</td>
<td>vocāverō</td>
<td>I will have called</td>
</tr>
<tr>
<td>vocāvistī</td>
<td>vocāverās</td>
<td>vocāveris</td>
<td>you will have called</td>
</tr>
<tr>
<td>vocāvit</td>
<td>vocāverat</td>
<td>vocāverit</td>
<td>he/she/it will have called</td>
</tr>
<tr>
<td>vocāvimus</td>
<td>vocāverāmus</td>
<td>vocāverimus</td>
<td>we will have called</td>
</tr>
<tr>
<td>vocāvistis</td>
<td>vocāverātis</td>
<td>vocāveritis</td>
<td>you will have called</td>
</tr>
<tr>
<td>vocāvērunt</td>
<td>vocāverant</td>
<td>vocāverint</td>
<td>they will have called</td>
</tr>
</tbody>
</table>

Nota Bene:

- These rules for forming the perfect system work for all verbs in all conjugations, even “irregular” verbs. Thus sum, esse, fuī → fuī, fueram, fuerō.

Future Perfect Tips

1. Be careful of your stems. Forms like erō (future) and fuerō (future perfect) can confuse you. The stems will guide you best. The “fu-“ in fuerō tells you that this is part of the perfect system since it is based on the 3rd Principal Part. Therefore, the form has to be future perfect. Compare poterō vs. potuerō.

2. Don’t confuse the following endings:

- vēnerunt perfect active (they came, they have come)
- vēnerint future perfect (they will have come)

3. You have probably figured out that the endings resemble the future of “sum.” But be careful! The 3rd plural is –erint not –erunt.
CAPUT XX

Nōn Perseus sed Herculēs!

4. Also, as you read aloud, do not fall into the temptation to put the stress on the endings. You do not pronounce these forms

clamāverō, clamāverīs, clamāverīt, etc.....

Follow your normal rules for accent:

clamĀVerō, clamĀVerīs, clamĀVerīt, etc.

More Tips – False Indicators

Verbs can be tricky. Take this totally made up “Latin” word: “surfēs”

If it were from the verb “surfeō, -ēre” (to “surf” of course) it would be a 2nd conjugation verb and would be present.

If it were from “surfo, -ere” then it would be a third conjugation verb and could only be a future.

One beauty of Latin is that you may see the same ending on different forms but the stem or conjugation will tell you what the true story is.

Which is perfect?     vidēmus       vidimus
Which is present?     fūgimus       fugimus

Using the Future Perfect Tense

The most important thing to remember about the future perfect tense is that it is used to show an action which “will have happened” before another action. Look at the two verbs in the following sentence from Lectīō Secunda:

Sī nēmō mē vīderit, nēmō mē oppugnābit!

Vīderit is future perfect while oppugnābit is future. The future perfect is used to show that the seeing would have to take place before the attacking.

EXERCEĀMUS!

XX.D Tense Indentification

Directions: For each of the following sentences from Lectīō Secunda, identify the tenses of the two verbs marked in bold (one of which is future perfect) and explain the relationship between the two actions.
Example: Sī nēmō mē vēderit, nēmō mē oppugnābit!

vēderit: future perfect
oppugnābit: future
The future perfect is used to show that the seeing would have to take place before the fighting.

1. Sī Ὕthia mē audīverit, certissimē mihi auxilium dabit.
2. Sī ad urbem Tiryntha īveris, iterum pūrus eris.
3. Sī omnia imperia Eurystheī rēgis fēceris, iterum pūrus eris.
4. Sī omnia quae mihi imperās facere poturō, scelus meum expiābō.
5. Sī Minerva mē adiuerit, omnia tua imperia facere poterō.

Don’t worry if you find the future perfect tense a bit challenging. Statistically it is the least common of the six Latin tenses. This is no surprise.

**A Vocabulary Note**

Many of the *Verba Discenda* in this chapter are indeclinable adverbs or conjunctions. They are your friends. Their spelling never changes and if you learn their meanings carefully, you can use them as translation aids.

Here is a list of all these adverbs and conjunctions which you have learned as *Verba Discenda* in either this chapter or earlier ones. They are grouped here thematically.

**Connecting:** *atque* and, and yet, and even; *et* and; *et...et* both......and; *etiam* and also, even now; *-que* and; *-que...-que* both...and; *sīc* thus, in this way; yes; *sīcut* just as; *tam so*, so much (as)

**Negative:** *nec* and not; *nec...nec* neither, nor; *nōn* not

**Contrasting:** *at* but, yet; *autem* however; *sed* but; *solum* only; *tamen* nevertheless

**Causal:** *enim* for; *ergō* therefore; *itaque* therefore; *quia* since; *quod* because; *sī* if

**Temporal:** *cotīdīē* daily; *crās* tomorrow; *diū* for a long time; *dum* while, as long as; *heri* yesterday; *hodiē* today; *iam* now, already; *iterum* again; *māne* early in the morning; *mox* soon; *numquam* never; *nunc* now; *ōlim* once, formerly; *priusquam* before; *saepe* often; *semper* always; *statim* immediately; *subitō* suddenly; *tandem* at last, at length; *tum* then; *tunc* then; *ubi* when

**Locative:** *ubi* where
Hercules is the Latin name of the hero the Greeks knew as Heracles. Actually, the hero and his myth are an amalgamation of Greek and Roman tales. While the stories you read in this chapter deal with Hercules in Greece, there are many adventures of Hercules which take place in Italy and even in Rome. In particular, ancient Romans told the story that, long before the city existed, the hero passed through the area on his way back from Spain with the cattle he captured from the three-bodied monster Geryon on one of his last labors. Here Hercules encountered another monster called Cacus, who stole the hero’s cattle and led them backwards into his cave on the Aventine Hill. This way their tracks lead away from the cave, not toward it. Eventually Hercules heard the cattle and tracked them to the cave, where he and Cacus wrestled to the death. Hercules, of course, won. You can read about Hercules and Cacus in Vergil’s *Aeneid* 8 and in Ovid’s *Fasti* 1.

**Herculēs Cacusque**
Baccio Bandinelli (1525-1534) at Palazzo Vecchio in Florence
Photos.com 12691438

Worship of the hero Hercules was an important part of the public religion of Rome and a temple in his honor stood in the Forum Boarium (“Cattle Forum”), an ancient meat and fish market on the Tiber River just west of the Circus Maximus. Nearby there was also the important *Herculis Invictī Āra Maxima* (“Very Great Altar of Unconquered Hercules”).

**Aedēs Herculīs in Forō Boārīō**
Hodiē
This round temple in the Forum Boarium was long identified with the goddess Vesta, but it is now known to be the Temple of Hercules.
Shutterstock 12527107
There were many temples or altars dedicated to this hero in Rome and throughout the empire. Another important temple of Hercules in Rome was known as the Aedēs Herculis Mūsārum (Temple of Hercules and the Muses), located near the Circus Flaminius near the Campus Martius. There are no visible signs of this temple in Rome today. This temple was built by M. Fulvius Nobilior to celebrate his capture of the Greek city of Ambracia in 189 B.C. It contained statues of the nine Muses (goddesses of inspiration) and of Hercules playing the lyre.

The emperor Commodus (180-192 A.D.), who was renowned for being less than stable and for his passion for being a gladiator, often posed and had himself depicted as Hercules.
Here is an inscription from an altar dedicated to Hercules in late antiquity in Ostia:

DEO
INVICTO HERCVLII
HOSTILIUS ANTIPATER
V P PRAEF ANN
CVRAT REI PVBLIC OST

As you read this, remember that the Romans often used abbreviations. Here is an abbreviation guide:

V P = v(ir) p(erfectissimus),
PRAEF = praef(ectus) “prefect”
ANN = ann(ōnae) “provisions, grain”
CVRAT = cūrāt(or)
PUBLIC = public(ae)
OST = Ost(iensis)

And here is the full, unabbreviated text:

Deō
Invictō Herculī
Hostilius Antipater
v(ir) p(erfectissimus) praeffect(ectus) ann(ōnae)
cūrāt(or) reī public(ae) Ost(iensis)
(fēcit)

You can translate this on your own with a little help. Try reading it as a sentence:

Hostilius Antipater, vir perfectissimus, praefectus annōnae, (et) cūrātor reī publicae Ostiensis, (hoc) deō Invictō Herculī (fēcit).

This inscription must be dated after 268 because it was written on a statue base originally used for another dedication under the emperor Gallienus (253-268). It was also written before 328 when the office of praefectus annōnae (the administrator in charge of the public dole of grain) position became senatorial. Notice too that here the dative Herculī appears, as a third declension form of Hercules’ name.
While serving as ambassador to France during the Revolutionary War, Benjamin Franklin designed a medal to celebrate American independence. The obverse depicted the head of a woman representing the goddess Liberty, with the date 4 July 1776 below and the words Libertās Americana above. On the reverse baby Hercules is strangling the snakes while the goddess Minerva is fighting with a lion. Above is the following Latin inscription:

nōn sine dīis animōsus īnfāns

This quote from Horace’s Odes III.4.20 can be translated at least two ways: “a courageous infant is not without gods” and “an infant is not courageous without gods.”

Why do you think Franklin would have chosen infant Hercules for this medal? He did so to identify our new nation with the young hero. Infant Hercules struggling with the snakes is like young America fighting for its independence. What about Minerva and the lion? Well, the lion is a popular symbol for Great Britain. In that case, Minerva is fighting the lion the way that France helped the United States during its fight for independence. The Latin inscription is then a further compliment to the young nation’s French allies, who are called gods. Not surprisingly, Franklin had gold copies of this coin made to give to the king Louis XVI of France and his wife Marie Antoinette.

The hero has appeared on other modern coins, including a 2-pound coin issued by the British government in Gibraltar, 1998. On the obverse is the head of Elizabeth II. On the reverse is depicted Hercules slaying the Hydra (his second labor).

And, then, of course, there is Hercules in modern cinema and television, including Disney’s 1997 film and the 2005 miniseries starring Paul Telfer as Hercules.

**QUID PUTĀS?**

1. Why do you think Aelius and Licinia prefer comparing their child to Hercules rather than Perseus? Which one do you prefer?
2. Why do you think Hercules has appeared in so many different contexts in ancient Rome and in the modern world?
3. Which translation of the quote from Horace’s Odes III.4.20 on Franklin’s Hercules coin do you prefer: “a courageous infant is not without gods” and “an infant is not courageous without gods”? Why?
CAPUT XX
Nōn Perseus sed Herculēs!

EXERCEĀMUS!

XX.E SCRĪBĀMUS
Directions: Respond to each of the following questions and supply an appropriate temporal adverbs from the list. See how many other of the temporal adverbs you can use in your response to each question.

Temporal Adverbs:
cotīdiē; crās; dīū; heri; hodiē; iam; iterum; māne; mox; numquam; nunc; ōlim; saepe;
semper; statim; subitō; tum; tunc

Here is one way to do this with the first question:

Spectāsne lūdōs _______?
Lūdōs cotīdiē spectō. Lūdōs semper spectō.

1. Spectāsne lūdōs _______?
2. Ludere vīs?
3. Legisne librōs _______?
4. Habitāsne in Ītaliā _______?
5. Bibisne aquam _______?
6. Vidēsne canem _______?
7. Vidēsne sīmiam _______?

XX.F COLLOQUĀMUR
Directions: Now practice asking and answering questions similar to those in Exercise XX.I with other members of your class. Here are some other words you might want to use by combining the two columns – and don’t forget the adverbs in the answers!

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambulāsne</td>
<td>ad tabernam</td>
</tr>
<tr>
<td>audīsne</td>
<td>ad theatrum</td>
</tr>
<tr>
<td>cupisne</td>
<td>canēm</td>
</tr>
<tr>
<td>habēsne</td>
<td>cibum</td>
</tr>
<tr>
<td>venīsne</td>
<td>domum</td>
</tr>
<tr>
<td></td>
<td>musicam</td>
</tr>
<tr>
<td></td>
<td>pōtum</td>
</tr>
<tr>
<td></td>
<td>puellās</td>
</tr>
<tr>
<td></td>
<td>puerōs</td>
</tr>
</tbody>
</table>
XX.G  Verba Discenda
Directions: Replace the English words in bold with appropriate Latin words from Verba Discenda or from the list of temporal adverbs provided below. The first one is done for you.

Verba Discenda
at but, yet
atque and, and also, and
even, and yet
autem however
clāmor, clāmōris m.
shout [clamorous]
enim for
facilis, -e easy [facile]
factum, -ī n. deed [fact]
fāma, -ae f. fame,
rumor, report
[rumor, report]
igitur therefore
itaque therefore

maximus, -a, -um greatest
[minimize]
minimus, -a, -um smallest
[minimal]
mitto, mittere, mīssum
send [transmission]
optimus, -a, -um best
[optimal, optimist]
pessimus, -a, -um worst
[pessimist]
plurimus, -a, -um most
[plurality]
rapiō, rapere, rapū, rapitum
snatch, seize
[ravenous, raptor]
scelus, sceleris n.
crime
statim immediately
summus, -a, -um
highest, greatest
[summit]
suprēmus, -a, -um
highest, final
[supreme]
tamen nevertheless

tum then
urbs, urbis f. city
[urban]

Temporal Adverbs:
cotīdiē; crās; diū; ergō; heri; hodiē; iam; iterum; māne; mox; numquam; nunc; ōlim;
paene; saepe; semper; sī; statim; subitū; tum; tunc

I have never numquam seen a gladiatorial contest. And yet I have always wanted to. At last I have my greatest chance. I heard yesterday that games are planned for tomorrow. Therefore, although I often sleep late, I am going to get up early in the morning so that I can go immediately to the amphitheatre and find a good seat, not in the highest rows, but almost in the front so I can hear the shouts of the gladiators. These gladiators are the greatest. For their fame and deeds are the best. However, if I am lucky, the gladiators will not die suddenly and the games will last for a long time. Then I will go home happy.
ANGULUS GRAMMATICUS
The Future Perfect and Sequence of Tenses

Look for the future perfect tense especially in subordinate clauses introduced by sī (“if”), cum (“when”), and, more rarely, antequam (“before”) or priusquam (“before”).

Sī amīcī mē adiuvāverint, vincam! If my friends help me, I will win!
Cum amīcī mē adiuvāverint, vincam! When my friends help me, I will win!
Antequam amīcī mē adiuvāverint, vincam! Before my friends help me, I will win!

Later you will see the future perfect used in more elaborate “if” clauses.

Can you see in all of the sentences above how the action of the verb in the future perfect tense “will have happened” before the action of the verb in the future tense? This is an illustration of sequence of tenses, a concept which is very important in Latin and to which we will return later.

LEGENDA
EXERCEĀMUS!

AN EXERCISE BOOK
to accompany

DISCE LATĪNAM!

An Elementary Latin Course for College and University Students

Kenneth F. Kitchell, Jr.
University of Massachusetts Amherst
and
Thomas J. Sienkewicz
Monmouth College

Historical Consultant:
Gregory Daugherty
Randolph Macon College

MMX

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EXERCEĀMUS!

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NOTE TO USERS: To save space in this field tester version of the text, we have not left space to answer some of the questions. When in doubt, answer on a separate piece of paper.

EXERCEĀMUS!

WB I.A Cultural Background
Directions: At the beginning of the chapter you were introduced to the members of the Valeria family and the Servilia family. Use the genealogies and the Word Bank to identify the character who is speaking in sentence 1. Then supply the Latin name of this person in the blank provided in sentence 2.

Verba Ūtenda

<table>
<thead>
<tr>
<th>est is</th>
<th>nōmen, -inis n. name</th>
<th>quis who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>mihi my, to me</td>
<td>quid what?</td>
<td>tibi your, to you</td>
</tr>
</tbody>
</table>

NAME BANK

| Valeria    | Servília | M. Servīlius Sevērus M. f. |
| Licinia    | Aelius    | L. Servīlius Noniānus |
| Socrates   | C. Licinius C. f. |

Familia Servīliī

Avā (†) = Avus (aet. 82)

Caecilia Metella Secunda (aet. 38) = M. Servīlius Severus (aet. 45) = Cornelia (divorced)

M. Servīlius Severus M.F. (aet. 21)

Servīlia (aet. 16)

L. Servīlius Noniānus (aet. 10)
For example:

I am the current wife of Servilius.

*Quid nōmen mihi est?* (“What is my name?”)

*Nōmen tibi est Caecilia Metella Secunda.* (“Your name is ________________.”)

1. I am the head of an upper-class family and am running for the office of praetor.

*Quid nōmen mihi est?*

*Nōmen tibi ______ _________ est.*

2. I am a 40-year-old widow who moved to Rome after the death of my husband Licinius a few years ago.

*Quid nōmen mihi est?*

*Nōmen tibi ________________ est.*

3. I am a blacksmith who works in a shop in the Subura. My wife is Licinia.

*Quid nōmen mihi est?*

*Nōmen tibi ________________ est.*

4. I am a 16-year-old girl in an upper-class Roman family. My father is M. Servilius Severus.

*Quid nōmen mihi est?*

*Tibi nōmen est ________________.*

5. I am the 10-year-old son of Servilius and Caecilia Metella.

*Quid nōmen mihi est?*

*Nōmen tibi ________________ est.*
6. I am an 18-year-old, married woman, who works with my mother at a fast-food stand.

Quid nōmen mihi est?
Nōmen tibi ______________ est.

7. I am the pet monkey of the Licinia family.

Quid nōmen mihi est?
Nōmen tibi ______________ est.

8. I am the son of a woman who runs a shop in Rome. I have enlisted in the army and am serving on the German border.

Quid nōmen mihi est?
Nōmen tibi __________ est.

WB I.B Pronunciation
Directions: The following Latin words were taken directly into English. Next to each one, indicate if its stress is on S3, S2, or S1. You can do this following your teacher's lead or as a written assignment. Be careful—some words came into English with the same stress, some did not.

ēducātor  ērātor  ulterior
gladiātor  pallor  vacuum
ignōrāmus  rabiēs  videō
lēgislātor  specimen  vīscera

WB I.C English Derivatives
Directions: Match the English word in Col. A with the word or phrase in Col. B which best expresses the meaning of the Latin word on which these English words are based. Use your knowledge of the English words to help you. Hint: See the LATĪNA HODIERNA for some examples.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arena</td>
<td>A. sand</td>
</tr>
<tr>
<td>2. habitat</td>
<td>B. he lives</td>
</tr>
<tr>
<td>3. trivia</td>
<td>C. shepherd</td>
</tr>
<tr>
<td>4. minister</td>
<td>D. madness</td>
</tr>
<tr>
<td>5. video</td>
<td>E. servant</td>
</tr>
<tr>
<td>6. rabies</td>
<td>F. I forbid</td>
</tr>
<tr>
<td>7. ego</td>
<td>G. whey, watery part of milk</td>
</tr>
<tr>
<td>8. serum</td>
<td>H. “I”</td>
</tr>
<tr>
<td>9. veto</td>
<td>I. twins</td>
</tr>
<tr>
<td>10. pastor</td>
<td>J. places where three roads meet</td>
</tr>
<tr>
<td>11. Gemini</td>
<td>K. I see</td>
</tr>
</tbody>
</table>
WB I.D  How Closely Did You Read?
Directions: Use the Thesaurus Verbōrum (“Treasure Chest of Words”) following words to fill in the blanks.

*Thesaurus Verbōrum*

<table>
<thead>
<tr>
<th>Festūnā lente!</th>
<th>arēna</th>
<th>Licinia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch of Titus</td>
<td>Valeria</td>
<td>Marcus</td>
</tr>
<tr>
<td>Judaea</td>
<td>Servīlii</td>
<td></td>
</tr>
<tr>
<td>S.P.Q.R.</td>
<td></td>
<td>Caecilia</td>
</tr>
</tbody>
</table>

1. The emperor Vespasian sent his son Titus to suppress the revolt in this province: __________.
2. Hasten slowly!: ________________.
3. The wife of Servilius: __________.
4. Refers to “The Senate and the Roman People”: ________.
5. The upper-class family in the story: __________.
6. This word means “sand” in Latin and a sporting facility in English: ____________.
7. The woman who runs a snackshop with her daughter: __________
8. Monument erected to celebrate a Roman military victory: ____________.
9. Lucius’s older brother: ____________.
10. She is the married daughter in the lower-class family: ____________.

WB II.A  Comprehension Exercise on Lēctō Prīna
Directions: Use Lēctō Prīna to answer each of these questions in Latin. Then translate both the question and the answer into English. If there is more than one answer, list them all. We have done the first one for you.

1. Quis est ad sinistram in pictūrā? Who is at the left in the picture?
   In pictūrā Valeria ad sinistram est. Valeria is at the left in the picture.

2. Quis est tertia fēmina in pictūrā?

3. Quis est ancilla?
DISCE LATĪNAM!

4. Quis est domina?

7. Quis vendit in tabernā?

8. Quid fēmina vendit in tabernā?

9. Quis est Ītala?

9. Quis est Germānica?

WB II.B Recognizing Derivatives in Lectiō Prīma
Directions: English is filled with words which are derived from Latin words. Very often the meanings of the Latin and English words are very similar. Make a list of the Latin words marked in bold in Lectiō Prīma below and give at least one English word which may be derived from it. We have done one for you. If you need help finding English derivatives, use an English dictionary.

<table>
<thead>
<tr>
<th>Line</th>
<th>Latin word</th>
<th>English Derivative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pictūrā</td>
<td>picture</td>
</tr>
</tbody>
</table>

Trēs Fēminae

WB II.C Derivatives in Lectio Secunda

Directions: Here are some English words derived from Latin words you saw in Lectio Secunda. The part in bold will help you recognize a Latin word. List the Latin word and then define the Latin word. The first one is done for you.

<table>
<thead>
<tr>
<th>English Derivative</th>
<th>Latin Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>meridional</td>
<td>meridiēs</td>
<td>midday</td>
</tr>
<tr>
<td>altitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perambulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aquifer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>virility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frigidity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>popularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multiplicity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WII.D Reading Substitution

Directions: Read this paragraph in which three women greet each other. Use the Verba Utenda below for unfamiliar vocabulary. Then try the same dialogue replacing Salvē or Salvête (“Hello”) with Valē or Valête (“Goodbye”) and using the proper form for the number of people being addressed.

Valeria: “Salvē, Licinia.” (Licinia filia est.)
Licinia: “Salvē, māter.”
Valeria: “Salvē, Flāvia.”

Verba Utenda
ancilla maid servant
serva female slave, servant
dominae mistresses
tunc then

Valeria: “_______, Licinia.” (Licinia filia est.)
Licinia: “_______, māter.”
Valeria dīcit “_______, Flāvia.”
DISCE LATĪNAM!

WB II.E  Nōmina Rōmāna
Directions: Indicate the praenōmen, nōmen, and cognōmen in each of the following Roman names. Be sure to indicate the unabbreviated form of the praenōmen. If you do not remember what these abbreviations stand for, see the MUNDUS RŌMĀNUS. Not all Romans had cognōmina and some had more than one cognōmen. We have done the first one for you.

C. Iulius Caesar:
Praenōmen Nōmen Cognōmen
Gaius Iulius Caesar

Q. Horātius Flaccus
P. Vergilius Maro
T. Līvius
C. Iulius Caesar Octaviānus Augustus
M. Sevīlius Severus
C. Licinius
M. Aelius
Caecilia Metella Secunda

WB II.F  How Closely Did You Read?
Directions: Match the description in Col. A with the item in Col. B which best describes it.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. refers to the person spoken to</td>
<td>A. 1st person</td>
</tr>
<tr>
<td>2. the street where Valeria’s shop is located</td>
<td>B. 2nd person</td>
</tr>
<tr>
<td>3. the family name of a Roman</td>
<td>C. 3rd person</td>
</tr>
<tr>
<td>4. “sends greetings”</td>
<td>D. Argilētum</td>
</tr>
<tr>
<td>5. refers to the person saying “hello”</td>
<td>E. cognōmen</td>
</tr>
<tr>
<td>6. refers to the person speaking</td>
<td>F. nōmen</td>
</tr>
<tr>
<td>7. “If you are well, I am well.”</td>
<td>G. praenōmen</td>
</tr>
<tr>
<td>8. refers to the person spoken about</td>
<td>H. S.D.</td>
</tr>
<tr>
<td>9. the personal name of a Roman</td>
<td>I. S.V.V.</td>
</tr>
<tr>
<td>10. refers to the person saying “Good-bye” to a group</td>
<td>J. salutatorian</td>
</tr>
<tr>
<td>11. the third name of some Romans</td>
<td>K. valedictorian</td>
</tr>
</tbody>
</table>
WB III.A    Comprehension Questions in Lēctīō Prīma
Directions: Use Lēctīō Prīma to answer each of the following questions in complete Latin sentences. Then translate both question and answer into English. We have done the first one for you.

1. Quid Valeria dat?   What does Valeria give?
   Valeria cibum et pōtum dat. Valeria gives food and drink.

2. Quis inquit “Gratiās, domina.”

3. Quid aliī dicunt?

4. Quid virī dant?

5. Quis respondet “Valēte!”?

6. Quis ad tabernam venit?

7. Quid multī virī poscunt?

8. Quis strēnuē labōrat?

9. Quis laeta est?

10. Quid multī virī significant?
WB III.B Derivatives in Lectūnēs Prīma et Secunda
Directions: Here is a list of Latin words you saw in the two lectūnēs in this chapter. How many English derivatives can you name for each?

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, <em>pictura</em> = picture, pictorial</td>
<td></td>
</tr>
</tbody>
</table>

1. secunda =
2. taberna =
3. frīgidum =
4. significant =
5. respondent =
6. virōs =
7. nihil =
8. ambulant =
9. negōtium =
10. vīnō =

WB III.C Translation
Directions: Practice your grasp of endings (and Latin word order) by translating the following sentences. Let the endings be your guide, not your sense of English word order.

1. Virī fēminam vident.
2. Vir bonus est.
3. Fēminae laetae nōn sunt.
4. Vir laetus nōn est.
5. Fēminae virum vident.
6. Vir pecūniam vident.
7. Vir fēminās laetās nōn videt.
8. Virum fēminae vident.
10. Fēminae bonae sunt.
11. Virum nihil videt.

WB III.D Word Substitution
Directions: Substitute the word in parentheses for the word in bold in the pattern sentence. Be careful to keep the number the same as the original (i.e. don’t make singulars plural or vice versa).

Examples: Vir fēminam vident. (taberna) (ancilla) (vir) → Vir tabernam vident. Vir ancillam vident Vir virum vident.
EXERCÉÁMUS!

1. Valeria ancillam videt. (pecúnia) (ficus) (cibus) (discipulus)
2. Fēminae fīcōs vident. (fília) (vir) (Rōmānus) (discipula)
3. Rōmānī fīcōs vident. (fília) (vir) (discipulus) (discipula)

WB III.E Crucigramma
Directions: Use the clues below to complete the following crossword puzzle. All of the answers are in Latin and are Verba Discenda.

ACROSS
2 but
4 high
5 they give
7 much
8 I walk
9 money
13 shop
14 wine
15 happy

DOWN
1 we see
3 the plural of est
6 Hello!
10 water
11 woman
12 only
WB III.F  Grammatical Analysis
Directions: In these sentences based on the story you just read, identify the declension, of the words in bold.

1. In tabernā Valeria pōtum et cibum vendit.
2. Tertius advenit, et valdē iēiūnus est.
3. Valeria multam pecūniam habet.
4. Valeria multōs virōs in tabernā videt.
5. Multī virī multam pecūniam significant.

WB III.G  Case Identification
Directions: Now use the sentences from IIIF for another purpose. List all the nominatives in one column and the accusatives in another. Hint: Remember that Latin accusative singulars end in –m and accusative plurals in –s. We have done the first two for you.

Nominative    Accusative
Valeria      pōtum

WB III.H  Declension Identification
Directions: Now list the nouns you found in III.G, by number instead of by case. Don't concern yourself with case – just put all the singulars together and all the plurals together.

WB III.I  Reading Comprehension in Lectiō Secunda
Directions: Rearrange the following sentences to tell the story of Lectiō Secunda in the order in which the events happened. The first event is numbered to help you.

Virī cibum et pōtum habent.
Quīnque fīcī ad terram cadunt.
“Et tū, valē!” virī respondent.
Pecūniam dant et ad Forum ambulant.
Valeria valdē laeta est quod multam pecūniam habet.
1. Flāvia fīcōs capit.
   “Valēte!” Valeria clāmat.
   Valeria nōn laeta est, sed nihil dicit.
WB III.J   Translating *et* vs. *et...et...*
Directions: Translate each of the sentences to show that you understand the proper uses of *et* (“and”) and *et...et* (“both...and”).

1. Valeria cibum et pōtum dat.
2. Valeria et cibum et pōtum dat.
3. Virī et fēminae ad tabernam veniunt.
4. Et virī et fēminae ad tabernam veniunt.
5. Valeria et ancilla pōtum dant.
6. Fēminae et virī et cibum et pōtum poscunt.
7. Fēminae et ancillae in Forō ambulant.
8. Fēminae et ancillae et ad Forum et ad tabernam ambulant.

WB III.K   From *et* to *-que*
Directions: Now rewrite sentences in WB III.K using *-que* instead of *et*. Remember that *-que* is attached at the end of a word. We have done the first two for you.

1. Valeria cibum et pōtum dat.
   Valeria cibum pōtumque dat.

2. Valeria et cibum et pōtum dat.
   Valeria cibumque pōtumque dat.

3. Virī et fēminae ad tabernam veniunt.

4. Et virī et fēminae ad tabernam veniunt.

5. Valeria et ancilla pōtum dant.

6. Fēminae et virī et cibum et pōtum poscunt.

7. Fēminae et ancillae in Forō ambulant.

8. Fēminae et ancillae et ad Forum et ad tabernam ambulant.
WB III.L  How Closely Did did You Read?
Directions: The word or phrase marked in bold in each sentence is wrong and actually belongs in another sentence in the list. Rewrite the sentences with the correct word or phrase.

1. **Thermopolium** is another name for the Senate House.

2. **Calidum** is a snack shop.

3. **Rōstra** is a type of road.

4. **Predicate nominative** is used in Latin to refer to the direct object of a transitive verb.

5. **Taberna** is another name for **calidum**.

6. **Cūria Iūlia** is the speaker's platform in the Forum.

7. **Accusative** refers to the subject of a verb.

8. **Nominative** refers to the time indicated by a verb.

9. **Declension** is a group of verbs that act alike.

10. **Subject** refers to a group of verbs that act alike

11. **Direct object** is found with intransitive verbs.
WB IV.A  Personal Endings
Directions: Using the endings in bold choose the best translation:

1.)  *ambulāmus:* they walk; we walk; I walk; he walks
2.)  *respondēs:* he responds, I respond; you respond
3.)  *vendit:* I sell; she sells; we sell
4.)  *veniunt:* they come; we come; I come
5.)  *sumus:* they are; we are; I am
6.)  *ambulātis:* they walk; we walk; you walk; he walks
7.)  *respondēmus:* he responds, I respond; we respond
8.)  *vendīs:* you sell; she sells; we sell
9.)  *venīō:* they come; we come; I come
10.)  *dat:* he gives; we give; I give
11.)  *vendīmus:* he sells; we sell; they sell
12.)  *estīs:* they are; we are; you are

WB IV.B  Subject-Verb Agreement
Directions: Change the verb form in the target sentence to match each set of subjects.

Example:
Target sentence:  *Valeria et Flavia labōrant.*

<table>
<thead>
<tr>
<th>Verba Útenda</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ego</td>
<td>I</td>
<td>tú</td>
<td>nós</td>
<td>vós</td>
</tr>
<tr>
<td>(Ego)</td>
<td>labōrō</td>
<td>labōrās</td>
<td>labōrāmus</td>
<td>labōrātis</td>
</tr>
<tr>
<td>(Tū)</td>
<td>labōrō</td>
<td>labōrās</td>
<td>labōrāmus</td>
<td>labōrātis</td>
</tr>
<tr>
<td>(Tū et ego)</td>
<td>labōrō</td>
<td>labōrās</td>
<td>labōrāmus</td>
<td>labōrātis</td>
</tr>
<tr>
<td>(Tū et Maria)</td>
<td>labōrō</td>
<td>labōrās</td>
<td>labōrāmus</td>
<td>labōrātis</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. *Flavia in viā ambulat.*
   (Flavia et Valeria)
   (Flavia Valeriaque)
   (tū)
   (vōs)
   (tū et Valeria)
   (nōs)
   (ego et tū)

2. *Multī virī fēminās in tabernā vident.*
   (nōs)
   (nōs Flaviaque)
   (multae fēmineae)
   (tū et ancilla)
   (vōs et Valeria)
   (Hermēs et Valeria)

**WB IV.C Making More Genitives**

Directions: Change the number of the genitive in each of the following phrases; i.e., if the genitive is singular, make it plural; if it is plural, make it singular. Then translate both the original phrase and the phrase you made in two ways, with “of” and with an apostrophe. We have done the first one for you.

1.)  
   *fēminae taberna*  
   the snackshop of the woman  
   the woman’s snackshop  
   *fēminārum taberna*  
   the snackshop of the women  
   the women’s snackshop

2.)  
   *virī vīnum*

3.)  
   *familiae fīlius*  

4.)  
   *fīliī familia*  

5.)  
   *magistrī pecūniam*  

6.)  
   *populī lūdus*
WB IV.D  Dictionary Entries
Directions: Take this dictionary form and identify its parts.

\[ \textit{domina, -ae, f. mistress of a house} \]

WB IV.E  English Derivatives
Directions: Indicate which of the words in parentheses correctly completes each of the following sentences.

1. I have a (\textit{capitol} / \textit{capital}) idea!
2. Let’s go to the nation’s (\textit{capitol} / \textit{capital}).
3. We will visit (\textit{Capitol} / \textit{Capital}) Hill.
4. From here we can see all the Greek (\textit{capitols} / \textit{capitals}) on the (\textit{Capitol} / \textit{Capital}) building!

WB IV.F  \textit{VERBA DISCENDA}
Directions: Give the \textit{verbum discendum} indicated by each of the following English words in bold. We have done the first one for you.

\textbf{Early in the morning} I get up as usual. Then, I \textbf{either} go to work or \textbf{to school}. Either way, I'll \textbf{drive} my car. Since is Monday, it will be school today, so I'll \textbf{put} my books and soccer gear in the car. We have a game \textbf{today} and I \textbf{want} to play \textbf{well}. I'll \textbf{greet} my friends, go to my classes, play the game, and then go \textbf{home}. Tomorrow I'll wake up and do it all over \textbf{again}.

1. early in the morning: \textit{māne}
DISCE LATĪNAM!

WB IV.G  Comprehension

Directions: Use the Thesaurus Verbōrum to fill in the blanks in this narrative based upon Lectiō Prīma. No word is used more than once.

**Thesaurus Verbōrum**

<table>
<thead>
<tr>
<th>Caeciliae</th>
<th>familiā</th>
<th>tabernam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chīrōn</td>
<td>Hermēs</td>
<td>Valeriae</td>
</tr>
<tr>
<td>discipulī</td>
<td>laborant</td>
<td>venit</td>
</tr>
<tr>
<td>discipulum</td>
<td>ludum</td>
<td>veniunt</td>
</tr>
<tr>
<td>discipulus</td>
<td>paedagōgus</td>
<td>vir</td>
</tr>
<tr>
<td>fēmina</td>
<td>salūtat</td>
<td></td>
</tr>
</tbody>
</table>


WB IV.H  Comprehension

Directions: Rearrange the following events in the order in which they actually occur in Lectiō Secunda. Then translate each sentence into English. We have done the first one for you.

1. Valeria vīnum aquamque in pōculō pōnit
   2. Hermēs sitiēns est et pōtum poscit.
   3. Hermēs vīnumque aquamque bibit et laetus est.
   4. Ad Valeriae tabernam Hermēs ambulat.
   5. Hermēs pecūniam dat et saccum in mēnsā pōnit.

1. Ad Valeriae tabernam Hermēs ambulat.
   Hermes walks to Valeria’s shop.

2.
WB IV.I   How Closely Did You Read?
Directions: Fill in the blank with the word or phrase in the *Thesaurus Verbōrum* which best fits each description. Not every word is used.

*Thesaurus Verbōrum*

<table>
<thead>
<tr>
<th>Case</th>
<th>Word</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>accusative</td>
<td><em>mulsum</em></td>
<td>Petronius</td>
</tr>
<tr>
<td>Bonum!</td>
<td>-mus</td>
<td>Pliny the Elder</td>
</tr>
<tr>
<td>Capitōlium</td>
<td>-ne</td>
<td>Quid agis?</td>
</tr>
<tr>
<td>Cato the Elder</td>
<td>nominative</td>
<td>Rostra</td>
</tr>
<tr>
<td><em>Est! Est!! Est!!!</em></td>
<td>-nt</td>
<td>-tis</td>
</tr>
<tr>
<td>genitive</td>
<td>Palatine</td>
<td>Vale!</td>
</tr>
</tbody>
</table>

1. __________ is attached to the end of a word in Latin to indicate that a question is being asked.

2. __________ is a case used in Latin to show possession.

3. __________ is a wine drink heavily flavored with honey, very popular with the lower-classes in Rome.

4. __________ is a Latin personal ending which means “we.”

5. __________ means “How are you?” in Latin.

6. __________ is a Roman writer who said that “In wine is truth.”

7. __________ is a Roman writer who said “Wine is life.”

8. __________ was the first Roman to write about wine cultivation.

9. __________ is the Roman hill which gives its name to many modern seats of government in the United States.
10. _________ is the Latin name for a modern wine.

11. _________ is the Roman hill where the imperial palaces were built.

**WB V.A   SCRIBĀMUS! Questions in Latin**

Directions: Answer each of the following questions, based upon Lectiō Prīma. Use full Latin sentences beginning with either sīc (“yes”) or nōn (“no”), and then translate your sentence into English. We have done the first one for you.

1. Videtne Hermēs sīmiam in tabernā?
   Sīc, sīmiam in tabernā videt
   Yes, he sees the monkey at the shop.

2. Videtne Hermēs sīmiam in lūdō?

3. Sedetne sīmia in tabernā cōtīdiē?

4. Sedetne Valeria in tabernā?

5. Habetne sīmia nāsum magnum?

6. Habetne Hermēs nāsum planum?

7. Cupitne Sōcratēs vīnum?

8. Cupitne Valeria pecūniām?

**WB V.B   Reading Comprehension**

Directions: Rearrange the following prepositional phrases to list in order the places Socrates ran during the chase with the wallet. Use the map below and Lectiō Secunda as guides if you need help. We have done the first one for you.
in Viā Sacrā
ā tabernā
per Viam Argilētum
ad āram Dīvī Iūliī
super Rōstra
ad Forum
post templum Dīvī Iūliī
praetēr Lacum Curtium
ad Basilicam Paullī
**WB V.C**  More Questions in Latin.
Directions: Indicate whether each of the following questions expects a “yes” or “no” answer. Then translate the question into English. We have done the first two for you.

1. Nōnne Hermēs sīmiam in tabernā videt?
   YES  Hermes sees the monkey at the shop, doesn’t he?

2. Num Hermēs sīmiam in tabernā videt?

3. Nōnne nōmen sīmia habet?

4. Num Hermēs ridet?

5. Num Sōcratēs vīnum cupit?

6. Nōnne Sōcratēs vīnum cupit?

7. Nōnne sīmiae iocōs amant?

**WB V.D**  Prepositions
Directions: Indicate which of the Latin prepositions listed below is shown in each of the following drawings.

ä, ab
ad
in
post
super
Directions: Now make drawings to illustrate each of the following Latin sentences. Don’t worry, stick figures are fine. Write the Latin under each picture and translate it into English.

1. Sōcratēs per tabernam currit.
2. Sōcratēs in viā est.
3. Sōcratēs in tabernam currit.
4. Sōcratēs inter tabernam et viam stat.
5. Sōcratēs trans paedagogum currit.
DISCE LATĪNAM!

WB V.F SCRĪBĀMUS for Lectiō Secunda
Directions: Tell, in Latin, the story of Socrates’ run through the Forum. Just follow the monkey’s itinerary. The number of sentences is negotiable, but you have to use every word in the Thesaurus Verbōrum at least once. Do not merely copy from the lectiō. Try at least one or two new phrases on your own.

Thesaurus Verbōrum

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Prepositions</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>currit</td>
<td>ad</td>
<td>ara</td>
</tr>
<tr>
<td>est</td>
<td>ē/ex</td>
<td>basilica</td>
</tr>
<tr>
<td>intrat</td>
<td>in + abl.</td>
<td>Forum</td>
</tr>
<tr>
<td>sedet</td>
<td>in + acc.</td>
<td>lūdus</td>
</tr>
<tr>
<td>stat</td>
<td>inter</td>
<td>taberna</td>
</tr>
<tr>
<td></td>
<td>per</td>
<td>via</td>
</tr>
<tr>
<td></td>
<td>post</td>
<td></td>
</tr>
<tr>
<td></td>
<td>trans</td>
<td></td>
</tr>
</tbody>
</table>

Here is how to begin:

Prīmum Sōcrātes ad Forum currit. Deinde sīmia

WB V.G Dictionary Entries
Directions: Take these dictionary forms and identify their parts.

I. currō

currō, currere, cucurrī, currum run
II. *sedeō*

**WB V.H 1st Conjugation Pattern**
Directions: Most 1st conjugation verbs will be listed in the dictionary in this form:

*ambulō* (1) walk

Whenever you see this form you should understand the following pattern:

*ambulō, ambulāre, ambulāvī, ambulātum* love

Fill out the pattern for each of the following verbs. While some are *verba discenda* and others you have not yet learned, you can still predict the pattern.

1. *salūtō* (1) greet, say “Salvē!”:

2. *clāmō* (1) shout, cry out:

3. *intrō* (1) enter:

4. *portō* (1) carry:

5. *vocō* (1) call:

**WB V.I Do You Know *ubi*?**
Directions: Use *Lectīō Secunda* to answer each of the following questions in Latin. All of the questions ask *ubi* “where”. The first one is done for you.

1. Ubi currit Sōcratēs? Sōcratēs ā tabernā ad Forum currit.

2. Ubi est Valeriae taberna?
3. Ubi Senātus Rōmānus sedet?

4. Ubi currit Sōcratēs ā Rōstrīs?

5. Ubi quiēscit Sōcratēs?

6. Ubi sīmia territus salit?

**WB V.J  Why Learn *Verba Discenda*?**

Directions: The *verba discenda* in each chapter are determined by frequency; i.e., the more likely you are to see these words, the more important they are. To illustrate to you how necessary it is to learn these words, here is *Lēctō Prīma* of Caput V with all of the *verba discenda* marked in **bold**. Do not translate this! It is here just for reference. Translate instead the sentence under the *lēctō* into English. They consist **only** of *verba discenda*.

*For reference:*

Subītō Hermēs sīmiam in tabernā videt. Nōmen sīmiae Sōcratēs est et in tabernā Valeriae cōtīdīē sedet et lūdit.


Sīmia nihil respondet sed “Nōmen sīmiae,” inquit Valeria “Sōcratēs est.” (Sīcut Sōcratēs philosophus, sīmiae habet nāsum plānum, ergō nōmen Sōcratēs est.)

“Cupisne vīnum, Sōcratēs,” Hermēs inquit et pōculum ostendit.

“Num vīnum,” Licinia, Servīliae filia, clāmat, “eī das?!?”

Error est. Sīmiae nōn vīnum amant, sed semper iōcōs amant et Sōcratēs subītō saccum paedagōgī rapit.


Subītō Hermēs ad sīmiam salit, sed eum nōn capit. Sīmiae valdē celerēs sunt. Sōcratēs ē tabernā currit.

**Translate**

1. Sīmiam in tabernā videt.

2. Sīmia in tabernā sedet.

3. “Salvē, sīmia!” paedagōgus inquit.

4. Quid agis?

5. Habesne nōmen?”
EXERCEĂMUS!


7. “Cupisne vīnum?”

8. Sīmia pecūniam meam habet.

9. Num, sīmia, pecūniam meam cupis?

10. Sīmia ē tabernā currит.

**WB V.K Animālia Rōmāna**

Directions: Find the animal hidden in each -ine word. If you don’t recognize the animal, look the word up in an English dictionary.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. canine</td>
<td>A. bear</td>
</tr>
<tr>
<td>2. feline</td>
<td>B. dove</td>
</tr>
<tr>
<td>3. equine</td>
<td>C. peacock</td>
</tr>
<tr>
<td>4. piscine</td>
<td>D. seal</td>
</tr>
<tr>
<td>5. porcine</td>
<td>E. wolf</td>
</tr>
<tr>
<td>6. bovine</td>
<td>F. deer</td>
</tr>
<tr>
<td>7. aquiline</td>
<td>G. lion</td>
</tr>
<tr>
<td>8. ovine</td>
<td>H. fox</td>
</tr>
<tr>
<td>9. ursine</td>
<td>I. crow</td>
</tr>
<tr>
<td>10. serpentine</td>
<td>J. crow</td>
</tr>
<tr>
<td>11. asinine</td>
<td>K. goose</td>
</tr>
<tr>
<td>12. lupine</td>
<td>L. donkey</td>
</tr>
<tr>
<td>13. vulpine</td>
<td>M. snake</td>
</tr>
<tr>
<td>14. corvine</td>
<td>N. eagle</td>
</tr>
<tr>
<td>15. leonine</td>
<td>O. dog</td>
</tr>
<tr>
<td>16. anserine</td>
<td>P. horse</td>
</tr>
<tr>
<td>17. cervine</td>
<td>Q. sheep</td>
</tr>
<tr>
<td>18. phocine</td>
<td>R. fish</td>
</tr>
<tr>
<td>19. columbine</td>
<td>S. bull</td>
</tr>
<tr>
<td>20. pavonine</td>
<td>T. cow</td>
</tr>
<tr>
<td>21. taurine</td>
<td>V. cat</td>
</tr>
<tr>
<td></td>
<td>W. pig</td>
</tr>
</tbody>
</table>
WB V.L How Closely Did You Read?
Directions: Use the *Thesaurus Verbōrum* to answer each of the following questions.

**Thesaurus Verbōrum**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Templum Castorum</td>
<td>Mausoleum of Halicarnassus</td>
</tr>
<tr>
<td>Templum Dīvī Iūliī</td>
<td><em>-ne</em></td>
</tr>
<tr>
<td>Templum Vestae</td>
<td><em>nōnne</em></td>
</tr>
<tr>
<td>conjugation</td>
<td><em>num</em></td>
</tr>
<tr>
<td>Mausoleum Augustī</td>
<td>preposition</td>
</tr>
</tbody>
</table>

1. What Wonder of the Ancient World did Augustus imitate in building his tomb in Rome?
2. What word did Romans use to introduce a question expecting a “yes” answer?
3. What temple in the Roman Forum was dedicated to twin gods?
4. What syllable did Romans add to a word to indicate that a simple question was being asked?
5. What term is used to describe groups of Latin verbs that act alike?
6. What building in Rome contained cinerary urns of Augustus and his family?
7. What word did Romans use to introduce a question expecting a “no” answer?
8. What part of speech is used with nouns and pronouns to express direction, the source of an action or relationship?
9. At what temple in the Roman Forum did a fire always burn?
10. At what temple in the Roman Forum did Hermes get his wallet back?
WB VI.A  Ablatives, substitution
Directions: Change the number of each of the nouns in these prepositional phrases (i.e. singular to plural, plural to singular). Then translate the phrase you made.
For example, *in lūdō* → *in lūdīs* in the schools

1. *cum fēminīs* →
2. *dē amīcīs* →
3. *ē lūdō* →
4. *in tabernā* →
5. *in tabulā* →
6. *prō lūdō* →
7. *prō vīnō* →

WB VI.B  Ablatives, recognition and translation
Directions: Underline the ablative in each sentence. Then use BWIOF to decide how to translate it.

1. Magistrī saepe disciplūs virgā pulsant.
2. In viā lūdere amō.
3. Discipulī stilīs scribunt.
4. Puella magnā vōce clāmat.
5. Virī in terrā sedent.
6. Paedagōgus cum fēminīs ambulat.
WB VI.C  Ablatives
Directions: For the English word *bold italics* in each sentence, provide the proper ablative Latin word.

1. Socrates lives with *Valeria*. *Valerîa*
2. Roman students wrote with styluses on *wax tablets*.
3. Roman students walked to school with a *pedagogue*.
4. The picture of Chiron on *the tablet* was not flattering.
5. Most teachers stand in front of their *students*.

WB VI.D  Derivatives
Directions: Many Latin prepositions are used as prefixes in English words. Use the meaning of the English word in Col. A to identify the translation of the English prefix/Latin preposition (in bold) in Col. B. Hint: The English –ject comes from the Latin word *iaciō, iacere* meaning “to throw.”

Example: interject. *Inter* means “between, among” in Latin.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>inject</em></td>
<td>A. down</td>
</tr>
<tr>
<td>2. <em>project</em></td>
<td>B. before</td>
</tr>
<tr>
<td>3. <em>deject</em></td>
<td>C. out</td>
</tr>
<tr>
<td>4. <em>subject</em></td>
<td>D. between</td>
</tr>
<tr>
<td>5. <em>eject</em></td>
<td>E. under</td>
</tr>
<tr>
<td>5. <em>interject</em></td>
<td>F. into</td>
</tr>
</tbody>
</table>

WB VI.E  SCRĪBĀMUS
Directions: Make each of these positive commands negative.
Example: Ambulā! _______________
        Ambulā! *Nōli ambulāre*!

1. Revenīte crās!
2. Dē novō amīcō meō audi!
3. Venī hue!
4. Puerī, sedēte et scribite in tabellīs!

WB VI.F  Commands
Directions: All the commands are marked in **bold italics** in the following paragraph. Write out their correct Latin form. Remember to be on the look out for singular vs. plural and for irregulars. Review the rules before you start.

“Lead on,” said Lucius to Hermes. “It is time to go to school.
“Yes, young master,” said Hermes, “but **walk** quickly. **Don’t lead** me to Valeria’s shop, even though I might like it!” said the slave laughing.

Once in school, Lucius started his day. **“Sit down and be quiet, students,”** yelled Chiron. **“Don’t shout!”**
All the students did as they were told, except for Lucius. He drew on his tablet instead. “Lucius,” bellowed Chiron, **“Write! Don’t be bad!”**
“And you,” muttered Lucius, **“Don’t be so boring!”**

**WB VI.G  Comprehension of Lectiō Prīma**
Directions: *Respondē in Latinā.*

1. Quis est irātus in tabernā?
2. Qios nōn est irātus?
3. Quis est territus?
4. Quis pōculum vīnō implet et aquam addit?
5. Ubi est Sōcratēs?
6. Quid bibit Hermēs?
7. Ubi paedāgogus ambulat?
8. Quis est lībertīnus et Hispānus?
9. Ubi sedent discipulī in lūdō?
10. Quid spectant discipulī?
11. Quid Lūciī Chīrōn tenet?
12. Quid magister in tabulā videt?
13. Quis in picturā est?
WB VI.H  How Closely Did You Read?
Directions:  Find the answers to each of the following questions in Caput VI.

1.)  What new case is introduced in this chapter?

2.)  What does BWIOF mean?  When do you use it?

3.)  What case does a preposition use to express motion towards?

4.)  What does MOST MUST ISN’T used for?

5.)  What word is used to describe a verbal noun?

6.)  What mood expresses a direct command in Latin?

7.)  What words (singular and plural) introduce a negative direct command in Latin?

8.)  What Roman poet wrote an epigram about a schoolteacher?

---

WB VII.A  Irregular Verbs
Directions:  Translate each of the following forms into English.

1. potest  2. it  3. viś  4. māvult  5. volō  6. possum  7. nōn vultis

---

WB VII.B  Eō
Directions:  Find the Latin word in the parentheses which best translates the English verb.
For example:  He goes. (īmus, it, ī, eō) ___________
            He goes. (īmus, it, ī, eō) ___________

1. We go. (īmus, it, ī, eō) ________________

2. You (sing.) want. (volō, vultis, volumus, viś) ____________________

3. They (pl.) do not want. (nōlō, nōn vultis, nōlunt, nōlumus) ________________
EXERCEĀMUS!

4. Go! (sing.). (īmus, it, ē, ēre) ______________

5. We want. (volō, vultis, volumus, vīs) __________________

6. We prefer. (eō, māvultis, mālumus, māvīs) __________________

7. You (pl.) do not want. (nōlunt, nōlō, nōn vultis, volumus.) ________________

8. We prefer. (mālō, mālumus, māvultis, māvīs) __________________

9. We do not want. (mālumus, volumus, nōlumus, ēmus) __________

10. He prefers. (māvult, nōn vult, vult, ēt) __________

WB VII.C Odd One Out
Directions: One word in each grouping does not belong. The answer is never that “it is from a different verb.” It may be singular while the others are plural, or 1st person whereas all the others are 2nd. Which ones don’t belong? We have done the first one for you and given you a few hints for a few more to get you started.

1. volō, māvultis, nōlō, potest: Mālumus is the odd one out. It is plural while the others are singular.

2. volō, volumus, nōn vultis, mālunt All are plural except:

3. nōn vultis, māvult, vīs, māvult All are singular except:

4. possumus, volumus, possunt, mālumus

5. velle, nolī, esse, nölle

6. potes, māvis, vult, possumus

7. potes, māvis, vultis, nōn vis

8. estis, volunt, māvis, possumus
**DISCE LATĪNAM!**

**WB VII.D  3rd and 4th Conjugation Verbs**
Directions: Use the charts in GRAMMATICA B of Chapter VII to complete the following charts for: scribō, scribere, scripsī, scripustum and poscō, poscere, poposcī. We have done some for you.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>scribō</td>
</tr>
<tr>
<td>2nd</td>
<td>poscō</td>
</tr>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>poscimus</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>they write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
</tr>
<tr>
<td>Imperatives</td>
</tr>
</tbody>
</table>

**WB VII.E  3rd and 4th Conjugation Verbs**
Directions: Use the charts in GRAMMATICA B of Chapter VII to complete the following charts for: agō, agere, ēgī, actum and currō, currere, cucurrī. We have done some for you.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>agō</td>
</tr>
<tr>
<td>2nd</td>
<td>currō</td>
</tr>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>currimus</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>they do</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
</tr>
<tr>
<td>Imperatives</td>
</tr>
</tbody>
</table>
**EXERCEĀMUS!**

**WB VII.F Creating 3rd and 4th Conjugation Verbs**

Directions: The first column of the table contains a short present stem. You will add any one of the endings below to that stem, make a form, and translate it. We have done the first one for you. Be careful! And remember – “i + i = i.”

<table>
<thead>
<tr>
<th>Stem</th>
<th>Ending</th>
<th>Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>curr-</td>
<td>-is</td>
<td>curris</td>
<td>you run</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ag-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bib-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capi-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dīc-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disc-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dūc-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faci-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fer-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>posc-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scrib-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>veni-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WB VII.G  3rd and 4th Conjugation Verbs
Directions: Select the best English translation for the Latin verb form. We have done the first one for you.

Col. A  | Col. B
____1.  age | a.  drink!
____2.  audiunt | b.  drive!
____3.  bibere | c.  he hears
____4.  capimus | d.  I ask for
____5.  capit | e.  I carry
____6.  currunt | f.  learn!
____7.  dīc | g.  she is seizing
____8.  discite | h.  speak!
____9.  dūcis | i.  they seize
____10. faciunt | j.  to carry to drink
____11. ferō | k.  they are doing
____12. ferre | l.  they hear
____13. poscitis | m.  they run
____14. scribunt | n.  they write
____15. venīmus | o.  we are coming
____16. venīmus | p.  we ask for

WB VII.H  Multiple Choice
Directions: Find the Latin word in the list which best translates the English and write the Latin word in the space provided.

1.) he learns: discit  discimus  discit  discunt  discite
2.) we take: capiunt  capimus  capiō
3.) Hear!: audiō  audiunt  audite  audit
4.) they come: veniunt  venīmus  venit  venītis
5.) you drink: bibis  bibō  bibit  bibunt
6.) we ask for: ponimus, poscimus, dīcimus, ferimus
7.) they hear: audunt  audiunt  audent  audant
EXERCEĀMUS!

8.) we lead: _______________ dīcimus, ducimus, dūcimus, dīcimus
9.) Speak!: _______________ Dic! Dūc! Dīc! Duc! Dīce!
10) to take: _______________ capere, capīre, capēre, capare
11.) to come: _______________ vēnīre, venere, venēre, venīre

WB VII.I  Multiple Choice
Directions: Find the Latin word in the list which best translates the English and write the Latin word in the space provided.

1.) we learn: ______discimus______discimus discit discunt discite
2.) they take: _______________capit capiunt capimus capiō
3.) I hear: _______________audiō audiunt audite audit
4.) you come: _______________veniunt venīmus venit venītis
5.) they drink: _______________bibis bibō bibit bibunt
6.) we put: _______________ponimus, poscimus, dīcimus, ferimus
7.) we hear: _______________audamus, audmust audemus audumus
8.) they say: _______________dīcunt, ducunt, dūcant, dīcent
9.) Lead!: _______________Dic! Dūc! Dīc! Duc! Dīce!
10) to learn: _______________discere, discīre, discēre, discare
11.) to hear: _______________audīre, audere, audēre, audire
**WB VII.J** Irregular Verbs
Directions: Fill in the charts for the two verbs indicated below.

<table>
<thead>
<tr>
<th>Latin verb</th>
<th>English Translation</th>
<th>Latin verb</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>volō</td>
<td>Infinitive: Translation: to wish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>possum</td>
<td>Infinitive: Translation: to be able</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WB VII.K** How Closely Did You Read?
Directions: Match the term in Col. A with its identification in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. līberīnus</td>
<td>A. used in law to refer to a plaintiff or prosecutor’s decision not to pursue a case.</td>
</tr>
<tr>
<td>2. Antioch on the Orontes</td>
<td>B. refers to a type of painting based upon the words of Jesus to Mary Magdalene after his resurrection</td>
</tr>
<tr>
<td>3. Silk Road</td>
<td>C. author of Sententiae (The Sentences or Proverbs), a collection of Latin maxims</td>
</tr>
<tr>
<td>4. Pilleus Libertātis</td>
<td>D. a special hat or cap of liberty worn by a newly-freed Roman slave</td>
</tr>
<tr>
<td>5. Noli me tangere</td>
<td>E. process of a Roman master releasing his slave</td>
</tr>
<tr>
<td>6. Complementary infinitive</td>
<td>F. ran from the Roman province of Syria to China</td>
</tr>
<tr>
<td>7. Publilius Syrus</td>
<td>G. Latin word for a freed slave</td>
</tr>
<tr>
<td>8. Nolle prosequi</td>
<td>H. a city in the Roman province of Syria</td>
</tr>
<tr>
<td>9. Nolo contendere</td>
<td>I. In criminal law the accused has the option of making this plea instead of a declaration of guilt or innocence.</td>
</tr>
<tr>
<td>10. maumission</td>
<td></td>
</tr>
</tbody>
</table>
WB VIII.A Vocatives
Directions: In the following little English dialogue, many of our characters use vocatives. They are marked in bold italics in English. Give the Latin equivalent. Be very careful of singular vs. plural and of the special rules for the second declension.

“Marcus, my son!” cried his father, “Where have you been all day?”
“I have been out with my friends, father. Isn’t that right, Lucius?”
Lucius, stammering, tried to respond: “Yes, yes, that’s right, Marcus. Yes, indeed! With your friends. All day!”
Servilius: “Right. Licinia, you were not around here either. Where were you?”
“With my friends, Julia and Tullia are here. Tell my father where we were, girls!”
“We were in the Forum, Marcus Servilius,” responded the girls as one.
Servilius turns to Hermes and tries one final time for the truth: “Slave, do you know where these children of mine were?”
“No, master, I do not. I was inside all day, reading.”
Servilius, shaking his head, walks away threatening, “My children, you have not heard the last of this.”
The children look at Hermes and say, “Thank you, my pedagogue! You are most loyal.” Marcus, blushing a bit, looks at Tullia and smiles.

WB VIII.B Identifying Perfects
Directions: Underline the perfect form in each pair and translate it into English. Hint: You already know the present, so if the stem of the verb is different you can assume it is perfect.

For example: dīcit / dīxit: he/she/it said

1. ambulāvit / ambulant: __________
2. respondent / respondērunt: __________
3. venit / vēnit: __________
4. dūxit / dūcit: __________
5. surrēxērunt / surgunt: __________
6. vult / voluit: __________
7. fuit / est: __________
8. cōgitāvērunt / cōgitant: __________
WB VIII.C  Translation
Directions: Compare the following present and perfect verb forms. Translate each pair of words and identify the stem of each word. You will see these perfect forms used in the next scene.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Stem</th>
<th>Latin</th>
<th>English</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>portant</td>
<td>they carry</td>
<td>portā-</td>
<td>portāvērun</td>
<td>they carried</td>
<td>portāv-</td>
</tr>
<tr>
<td>ambulant</td>
<td></td>
<td>ambulāvērun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>salūtat</td>
<td></td>
<td>salūtāv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pōnunt</td>
<td></td>
<td>posuērun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vident</td>
<td></td>
<td>vīdērun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>venit</td>
<td></td>
<td>vēnit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conspiciunt</td>
<td></td>
<td>conspexērun</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WB VIII.D  Expressions of Time
Directions: From the list below, select the appropriate Latin word for each of the English expressions of time marked in **bold italics** in the following paragraph. An answer can be used more than once.

*At noon*, Hermes came to the shop of Valeria where he waited for two **hours**. He had been doing this for many **years** and was, frankly a bit tired of it. He longed for his freedom! By day he would walk the streets as he wished, and **at night** he could come and go as he pleased. If he did not wish to rise at the first, **hour** he could sleep late and if he wanted to sleep for twelve **hours** straight he could do that two. He was forty-two **years** old and hoped that his master, Servilius, would free him during his fiftieth **year**. Finally, during the seventh **hour** of the day, he stopped daydreaming and went to pick up Lucius.

- annīs
- hōrās
- annō
- merīdiē
- annōs
- merīdiem
- annum
- nocte
- hōrā
- noctem
EXERCÉÂMUS!

**WB VIII.E Comprehension**
Directions: The following English sentences summarize events in Lectiō Prīma (In Lectīcā Ornātā). Find the equivalent Latin phrase in the lectiō and write it below the English. Then rearrange the events into the order in which they actually occurred. We have done the first one for you to get you started.

Lucius enters the litter.
Servilia orders the slaves to pick up the litter and take her home.
Lucius and Hermes are walking.

*Paedagōgus cum puerō ambulat.*

The slaves put the litter down on the ground.
Lucius orders Hermes to follow behind the litter.
The slaves are unhappy.
Lucius and Hermes see a litter in the road.
Servilia invites her brother to enter the litter.

**WB VIII.F Verba Discenda**
Directions: Match the *verbum discendum* in Col. A with its English meaning in Col. B

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ancilla, -ae f.</td>
<td>A. along, beyond; except</td>
</tr>
<tr>
<td>2. ergō</td>
<td>B. also</td>
</tr>
<tr>
<td>3. fēssus, -a, -um</td>
<td>C. business, task</td>
</tr>
<tr>
<td>4. filia, -ae f.</td>
<td>D. call</td>
</tr>
<tr>
<td>5. finīō, finīre, finīvī / finīī, finītum</td>
<td>E. carry</td>
</tr>
<tr>
<td>6. hōra, -ae f.</td>
<td>F. daughter</td>
</tr>
<tr>
<td>7. iam</td>
<td>G. female servant</td>
</tr>
<tr>
<td>8. magnus, -a, -um</td>
<td>H. finish</td>
</tr>
<tr>
<td>9. negōtium, -īī n.</td>
<td>I. hour, time</td>
</tr>
<tr>
<td>10. novus, -a, -um</td>
<td>J. land</td>
</tr>
<tr>
<td>11. portō (1)</td>
<td>K. large, great, loud</td>
</tr>
<tr>
<td>12. praeter + acc.</td>
<td>L. new</td>
</tr>
<tr>
<td>13. quoque</td>
<td>M. now, already</td>
</tr>
<tr>
<td>14. sēdecim</td>
<td>N. sixteen</td>
</tr>
<tr>
<td>15. sistō, sistere, stetī / stitī, statum</td>
<td>O. stand still</td>
</tr>
<tr>
<td>16. terra, -ae f,</td>
<td>P. therefore</td>
</tr>
<tr>
<td>17. vocō (1)</td>
<td>Q. tired</td>
</tr>
</tbody>
</table>
Servilius et paedagogus In Forō stet_. Paedagogus mult__ ann___ servus fu___ et fessus e___ quia māne surrēx____ et ad tabernam vēn____. Paedagogus Lūcium ad lūdum dūx__ et ad tabernam prōcess__. In tabern___ Liciniam salūtāv__.

Licini__ mult__ hor__ labōrāvit. Sed nunc octāv__ hor__, sine populō in viā, Valeria nūllum negotium in tabernā agere potu__. Tempus negotīī finīv__.

WB VIII.G How Closely Did You Read?
Directions: The word or phrase marked in bold in each sentence is wrong and actually belongs in another sentence in the list. Rewrite the sentences with the correct word or phrase.

1. **Perfect** is the open, flat area north and west of the Capitoline hill where the Romans mustered troops and voting citizens.
2. **Sōlārium Augustī** is the Latin expression which means “Seize the Day.”
3. **Tempus fugit** is the Latin expression used by Cicero to lament the bad state of affairs in Rome.
4. **Accusative of Extent of Time** is the Latin case used to make a direct address.
5. **Carpe diem** is the Latin word for “clock.”
6. **Per diem** indicates the time of an action and the kind of action of a verb.
7. **Ablative of Time Within Which** is used in Latin to indicate a simple past action such as “greeted” or a compound past such as “has greeted”.
8. **Vocative** is a huge park in which Augustus erected an Egyptian obelisk as the arm of a sun dial that marked not only the hours of the day but also the seasons of the year.
9. **Accusative of Extent of Time** is a Latin phrase used today for a daily expense allowance.
10. Ō tempora, ō mōrēs! is used to show the time when an action took place.
11. **Campus Martius** is used to show how long an action lasted.
12. **Hōrologia** is a Latin phrase describing the quick passage of time.
WB IX.A  Phrase Analysis
Directions: Here is a list of some of genitives which appear in the lectōnēs in Caput IX. Think about what each phrase means and decide whether you think it is a genitive of possession, genitive of description or a partitive genitive. We do the first one for you:

<table>
<thead>
<tr>
<th>Gentive phrase</th>
<th>Meaning</th>
<th>Type of Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>fābulam Plautī</td>
<td>a play of Plautus</td>
<td>possession</td>
</tr>
</tbody>
</table>

WB IX.B  Reflexives
Directions: Translate the bold in each of the following sentences and indicate the person to whom the word refers.
Hint: Let the subject of the sentence be your guide.
Remember: suus, -a, -um always refers back to the subject.
Eius means “his,” “hers,” or “its”
Eōrum means “their” or “of those men.”
Eārum means “their” or “of those women.”

Example: Tōnsor prō tabernā suā stetit.
Suā refers to tōnsor (the subject) and means “his.”

1. Virī saepe (aut semper!) pecūniam suam āmittunt.
2. Multī hominēs ā Forō ad famīliās suās nunc prōcēdere incipiunt.
3. Multī hominēs ā Forō ad famīliās eōrum nunc prōcēdere incipiunt.
4. Festīnāvērunt fēminae et mox insulam suam conspexērunt.
5. Festīnāvērunt fēminae et mox insulam eius conspexērunt.
6. Valeria ad tabernam suam vēnit.
7. Valeria ad tabernam eōrum vēnit.
8. Valeria ad tabernam cārum vēnit.

**WB IX.C**

"His / Her"

Directions: This exercise is a bit odd, but it truly points out the usefulness of *suus, -a, -um* in Latin.

**Pars I.** Consider the simple phrase “He has his hand in his pocket.” Think of how many possible things it can mean. Then write them in Latin, but use *toga, -ae* instead of “pocket” (the Romans had no pockets). Just follow the example of the two we have done for you.

Manum suam in togā suā habet.                          Manum suam in togā eius habet.

Try drawing all the other possible things the initial English sentence can mean. There are at least at least two other possibilities. Hint: you will need more than two people in some of the pictures!

**Pars II.** Consider this simple English phrase: Cornelia loves (*amat*) her husband (*virum*).

Write it two ways in Latin and explain the difference in meaning.

**Nota Bene!** If the Romans had no pockets, how did they carry their money around? Sometimes they put it into a little folds (*sinūs*) of their garment. Valuable coins could be carried in the mouth to deter muggers.
**EXERCEĂMUS!**

**WB IX.D**  
**Translating suus, -a, -um**

Directions: Translate each sentence so that you show you understand how *suus, -a, -um* translates into English depending on what the subject of the verb is and not on what it modifies.

1. Fēmina Rōmana puerōs suōs semper amat.  
   A Roman woman always loves her children.

2. Socrātēs domum suam amat.

3. Fēminae Rōmanae domum suam semper amant.


5. Māter puellam suam nōn videt.


7. Caecilia et Licinia puellās suās nōn vident.

8. Marcus amīcōs suōs ad lūdum vocat.

9. Marcus amīcum suum ad lūdum vocat.


---

**WB IX.E**  
**Comprehension**

**QUID EST?**

Directions: Use *Lectio Secunda* to answer each of the questions in Col. A with the Latin answers in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quid Valeria et Licinia in viā vidērunt?</td>
<td>A. Multam pecūnia obtinēre</td>
</tr>
<tr>
<td>2. Quid mox in theātrō Marcellī habēbimus?</td>
<td>B. Multa varia</td>
</tr>
<tr>
<td>3. Quid nōmen fābulae est?</td>
<td>C. Fābula</td>
</tr>
<tr>
<td>4. Quid in tabernae angulō nōnnūllī virī iecērunt?</td>
<td>D. Tunicās, togās, et omnia alia vestīmenta</td>
</tr>
<tr>
<td>5. Quid actōrēs in viā agunt?</td>
<td>E. Amphitryō</td>
</tr>
<tr>
<td>6. Quid virī paucae pecūniae semper obtinēre spērant?</td>
<td>F. Aleās</td>
</tr>
<tr>
<td>7. Quid fullō urīnā pūrgit?</td>
<td>G. Fābula Plautī</td>
</tr>
</tbody>
</table>
**DISCE LATĪNAM!**

**WB IX.E suus, -a, -um vs. eius, eōrum, eārum**

Directions: Draw a picture to describe each sentence. Hint: The number in parentheses indicates how many people are in the picture. Then translate the sentence into English.

1. Licinia cum amīcā suā ambulat. (2)
2. Lūcius cum amīcā eius ambulat. (3)
3. Licinia cum amīcīs suīs ambulat. (3)
4. Licinia et Lūcius cum amīcā suā ambulant. (3)
5. Licinia et Lūcius cum amīcīs eōrum ambulant. (6+)
6. Licinia et Lūcius cum amīcīs suīs ambulant. (4+)

**WB IX.F suus, -a, -um vs. eius, eōrum, eārum**

Directions: Indicate in the parentheses how many people at a minimum we are to imagine in each of the following sentences. Then translate the sentence into English. We have done the first one.

1. Licinia cum amīcā eius ambulat. (2) Licinia walks with her/his friend.
2. Licinia cum amīcā suā ambulat. ( )
3. Lūcius cum amīcā suā ambulat. ( )
4. Lūcius cum amīcā eius ambulat. ( )
5. Licinia cum amīcīs eōrum ambulat. ( )
6. Licinia cum amīcīs suīs ambulat. ( )
7. Licinia et Lūcius cum amīcā suā ambulant. ( )
8. Licinia et Lūcius cum amīcā eius ambulant. ( )
9. Licinia et Lūcius cum amīcā eōrum ambulant. ( )
10. Licinia et Lūcius cum amīcīs eōrum ambulant. ( )
11. Licinia et Lūcius cum amīcīs suīs ambulant. ( )
EXERCEĀMUS!

WB IX.G  LATĪNA HODIerna
Directions: Match the Latin word or phrase in Col. A with its English meaning in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. merx, mercis f.</td>
<td>A. trade, commerce</td>
</tr>
<tr>
<td>2. commercium, -ii n.</td>
<td>B. merchandise, goods, wares</td>
</tr>
<tr>
<td>3. vendō, vendere</td>
<td>C. owed</td>
</tr>
<tr>
<td>4. redemptiō, -iōnis f.</td>
<td>D. to sell</td>
</tr>
<tr>
<td>5. crēditum</td>
<td>E. trusted</td>
</tr>
<tr>
<td>6. dēbitum</td>
<td>F. shop</td>
</tr>
<tr>
<td>7. mercor, mercārīi</td>
<td>G. buyer, contractor, tax gatherer, savior</td>
</tr>
<tr>
<td>8. mercātōr, -ōris m.</td>
<td>H. Let the buyer beware</td>
</tr>
<tr>
<td>9. redemptōr, -ōris m.</td>
<td>I. buying up, bribing, ransoming captives, tax farming</td>
</tr>
<tr>
<td>10. cavea emptor</td>
<td>J. merchant</td>
</tr>
<tr>
<td></td>
<td>K. to trade, to buy</td>
</tr>
</tbody>
</table>

WB IX.H  Possessives
Directions: Use the subject of each of the following sentences to determine which of the meanings of suus, -a, -um (marked in bold) fits in the sentence.

Possible meanings: suus, -a, -um his own, her own, their own

1. Servus suī dominī magnum arcum portat.
2. Servī suī dominī magnum arcum portant.
3. Servī suōrum dominōrum magnum arcum portant.
4. Ancilla suī dominī magnum arcum portat.
5. Ancillae suōrum dominōrum magnum arcum portat.
6. Ancillae suārum dominārum magnum arcum portat.
7. Licinia et Lūcius cum amīcā suā ambulant.
8. Licinia cum amīcā suā ambulat.
9. Lūcius cum amīcā suā ambulat.
10. Licinia et Lūcius cum amīcīs suīs ambulant.
11. Lūcius cum amīcīs suīs ambulat.
12. Licinia cum amīcīs suīs ambulat.
WB IX.I Possessives

Directions: Indicate whether the word marked in **bold** refers to the subject of the sentence or to someone else. Then translate each sentence into English in a way which indicates this. We have done the first two for you

1. Servus **suī** dominī magnam arcam portat.
   *Suī* refers to the subject (*servus*)
   The slave carries his master’s large chest.

2. Servus eius dominī magnam arcam portat.
   *Eius* refers to someone else.
   The slave carries the large chest of that man.

3. Ancilla **suī** dominī magnam arcam portat.

4. Ancilla ** eius** dominī magnam arcam portat.

5. Servī **suī** dominī magnam arcam portant.

6. Servī **eōrum** dominī magnam arcam portant.

7. Servī **ērum** dominī magnam arcam portant.

8. Ancillae **suī** dominī magnam arcam portanject.

9. Ancillae ** eōrum** dominī magnam arcam portant.
**EXERCEĀMUS!**

**WB IX.J**  
**Genitive Phrases**  
Directions: Combine words from Col. A and words from Col. B to make genitive phrases. Translate each phrase you make, and feel free to translate into idiomatic English. Then indicate whether it is genitive of possession, genitive of description or genitive of the whole. There are many possible combinations. Use a given word no more than once. We have made two for you as samples.

<table>
<thead>
<tr>
<th>Col A</th>
<th>Col B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genitives</strong></td>
<td><strong>Word Linked with Genitive</strong></td>
</tr>
<tr>
<td>Liciniaē</td>
<td>tabernae</td>
</tr>
<tr>
<td>fābulārum</td>
<td>virī</td>
</tr>
<tr>
<td>bonī animī</td>
<td>paedagōgōs</td>
</tr>
<tr>
<td>virōrum Rōmānōrum</td>
<td>aliquid</td>
</tr>
<tr>
<td>magnī pretīī (&quot;of great price&quot;)</td>
<td>puer</td>
</tr>
<tr>
<td>multōrum verbōrum (&quot;of many words&quot;)</td>
<td>multum</td>
</tr>
<tr>
<td>magnae industriae (&quot;of great ambition&quot;)</td>
<td>fēmina</td>
</tr>
<tr>
<td>nōn magnae industriae</td>
<td>filiās</td>
</tr>
<tr>
<td>paucī spatiī (&quot;of little space&quot;)</td>
<td>forum</td>
</tr>
<tr>
<td>multae pecūniae</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
<th>Type of Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Valeriae taberna</td>
<td>Valeria’s snackshop</td>
<td>possession</td>
</tr>
<tr>
<td>2. taberna magnī spatiī</td>
<td>a shop with lots of space</td>
<td>description</td>
</tr>
<tr>
<td></td>
<td>(&quot;a shop of great space&quot;)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCE LATĪNAM!

WB IX.K  How Carefully Did You Read?
Directions: Match the term in Col. A with the Latin word or phrase which best fits.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. genitive of the whole</td>
<td>A. virōs paucae pecūniae</td>
</tr>
<tr>
<td>2. genitive of description</td>
<td>(men of little money)</td>
</tr>
<tr>
<td>3. reflexive adjective</td>
<td>B. plūs negotīī (&quot;no more of business&quot; = “no more business”).</td>
</tr>
<tr>
<td>4. Let the buyer beware.</td>
<td>C. Caveat emptor.</td>
</tr>
<tr>
<td>5. Roman laundry</td>
<td>D. fullōnica</td>
</tr>
<tr>
<td>6. neighborhood in the city</td>
<td>E. Subūra</td>
</tr>
<tr>
<td></td>
<td>F. suus, -a, -um</td>
</tr>
</tbody>
</table>

WB X.A  Comprehension
Directions: Find the Latin words in Lectīō Prīma which answer each question. Write out that sentence, underlining the key words, and then answer the question in English. For example:

What did the women approach at the beginning of the narrative?
*Nunc fēminaē macellō appropinquāvērunt.* They approached the grocery store.

1. What animals were standing near the grocery store?
2. What were the dogs doing?
3. How much did the merchant say the vegetables cost?
4. Why did the grocer say that the vegetables are fresh?
5. How much did the grocer says the eggs cost?
6. What two items did Valeria buy from the grocer?
7. How many coins did Valeria give the grocer for her second purchase?
WB X.B  Neuters
Directions: Look back at Lectiō Prīma and list the neuter nouns you can find. You will have to consult the vocabulary, because a form ending in, say, -ō, can be masculine or neuter.

WB X.C  Neuter
Directions: Complete each sentence with the plural form of the neuter nouns in parentheses. For example, Sīmia per _________ (forum) cucurrit.

1. Fēmīnae ad _________ (dēlūbrum) vēnērunt.
2. Nunc fēmina _________ (macellō) appropinquāvērunt.
3. Venditor Valerīae _________ (ōvum) dedit.
4. Astrologūs _________ (oleum) super aquam effūdīt.
5. Virō suō omnia dē _________ (verbō) astrologī narrāre volūt.
6. Post _________ (macellum) canēs ossa edunt.

WB X.D  Dative
Directions: Choose the correct dative form to complete each of the following sentences.

For example:
Venditor _________ Lucīō quattuor Òva dedit:
   a.) Lūcius  b.) Lūciī  c.) Lūciō  d.) Lūciūm.

1. Nōn mala sunt sed bona _________:
   a.) femīnae b.) femīnā.  c.) femīnam  d.) femīna.
2. Fēminaē ēmere _________ aliqua volūrunt:
   b.) virōrum b.) virīs c.) virōs d.) virī.
3. Valeria _________ duōs nummōs dedit:
   c.) discipulus b.) discipulī c.) discipulōs  d.) discipulō.
4. Nunc virī _________ appropinquāvērunt:
   d.) femīnas b.) femīnis c.) femīnārum d.) femīnā.
5. Lūcius _________ donum emit:
   e.) Servīlia b.) Servīliam c.) Servīliā d.) Servīliae.

WB X.E  Mundus Rōmānus
Directions: Aut Vērum aut Falsum -- Use the information about Roman money to determine whether each of the following statements are vērum (true) or falsum (false). For example,

Ūnus dēnārius valet magis quam ūnus aureus.
Falsum. One denarius is not worth more than one aureus.

Ūnus dēnārius valet minus quam ūnus aureus.
Vērum. One denarius is worth less than one aureus.
DISCE LATĪNAM!

1. Únus aureus *valet minus quam* Únus dēnārius.
2. Únus ās valet *magis quam* Únus aureus.
3. Únus dēnārius *valet magis quam* Únus sestertius.
4. Únus sestertius *valet minus quam* Únus aureus.
5. Duo assēs *valent magis quam* Únus sestertius.

**WB X.F Numbers**
Directions: Answer each of the following mathematical problems in Latin. We have done the first one for you.

1. Únum et Únum sunt: *duo*.
2. Duo et Únum sunt:
3. Duo et duo sunt:
4. Duo et tria sunt:
5. Tres et Únum sunt:
6. Tres et tria sunt:
7. Únum et tres et duo sunt:
8. Duo et duo et duo sunt:

**WB X.G Recognizing Neuters**
Directions: Determine whether the word marked in *bold* can grammatically be neuter or not. All the sentences are based on *Lectiō Secunda*. Give a reason for your answer. We have done the first two for you.

1. Holera nōn mala sunt sed bona.
   *holera*: neuter as subject of plural verb (sunt).
2. Fēmina nōn mala est sed bona.
   *fēmina*: cannot be neuter as subject of singular verb (est).
3. Fēminae *macella* vident.

5. Ōvum antīquum est.

6. Haec ōva hodiē sub gallīnā meā fuērunt.
7. Sex bona ōva tribus assibus bonīs constant.

8. Hominēs animaliaque ubīque sunt!


10. Fēminae pōma spectavērunt.

**WB X.H Declension Review**
Directions: Complete the chart for each of the following verba discenda. Watch out for the tricky vocative singular of amīcus!

<table>
<thead>
<tr>
<th>CASE</th>
<th>1st Declension Feminine</th>
<th>2nd Declension Masculine</th>
<th>2nd Declension Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>familia</td>
<td>amīcus</td>
<td>negōtium</td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLURAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WB X.I  Case Usage Review
Directions: Indicate which Latin case is used for each of the following types of expression. Use only one case per expression but a case can be used more than once. Here are your choices:

- Nominative
- Genitive
- Dative
- Accusative
- Ablative
- Vocative

When you are finished you will have a useful chart of Latin case usage. We have done the first one for you.

<table>
<thead>
<tr>
<th>CASE</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Subject of the main verb</td>
</tr>
<tr>
<td></td>
<td>Cost</td>
</tr>
<tr>
<td></td>
<td>Direct Object</td>
</tr>
<tr>
<td></td>
<td>Predicate</td>
</tr>
<tr>
<td></td>
<td>with adjectives like <em>idoneum</em> (“suitable for”)</td>
</tr>
<tr>
<td></td>
<td>Time when</td>
</tr>
<tr>
<td></td>
<td>BWYOF</td>
</tr>
<tr>
<td></td>
<td>Object of a preposition showing motion</td>
</tr>
<tr>
<td></td>
<td>Object of a compound Verb</td>
</tr>
<tr>
<td></td>
<td>Direct Address</td>
</tr>
<tr>
<td></td>
<td>Object of a preposition showing location</td>
</tr>
<tr>
<td></td>
<td>Duration of time</td>
</tr>
<tr>
<td></td>
<td>Indirect Object</td>
</tr>
<tr>
<td></td>
<td>Price</td>
</tr>
</tbody>
</table>

WB X.J  Roman Money
Directions: Match the Latin word in Col. A with its English equivalent in Col. B

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dēnārius</td>
<td>A. a small bronze coin</td>
</tr>
<tr>
<td>2. pecūnia</td>
<td>B. a silver gold coin</td>
</tr>
<tr>
<td>3. sestertius</td>
<td>C. a gold coin</td>
</tr>
<tr>
<td>4. monēta</td>
<td>D. money</td>
</tr>
<tr>
<td>5. aureus</td>
<td>E. coin</td>
</tr>
<tr>
<td>6. ās</td>
<td>F. equals 4 bronze coins</td>
</tr>
</tbody>
</table>
WB X.K  How Closely Did You Read?
Directions: Use the *Thesaurus Verbōrum* to fill in the blanks.

*Thesaurus Verbōrum*
Perseus
Neuter
Chaldea
Pecūnia nōn olet.
Templum Iūnōnis Monētae
Templum Iovis Optimī Maximī Capitōlinī

__________1. Coins were minted here
__________2. Money does not stink.
__________3. Neither male nor female
__________4. Also known as the Capitoline Triad
__________5. Greek hero
__________6. Homeland of the astrologer
WB XI.A  Perfect Tense
Directions: We give you the perfect stem of a verb and one or more key words to act as a subject. Complete the verb by adding the appropriate endings and then translate.

<table>
<thead>
<tr>
<th>Perfect Stem</th>
<th>Key Words</th>
<th>Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. advēn-</td>
<td>nōs</td>
<td>advēnimus</td>
<td>we arrived</td>
</tr>
<tr>
<td>2. audīv-</td>
<td>ego et tū</td>
<td>audīvīmus</td>
<td>we heard</td>
</tr>
<tr>
<td>3. fēstīnāv-</td>
<td>Marcus Lūciusque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. salūtāv-</td>
<td>tū</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. stet-</td>
<td>sīmia et paedagōgus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. obtinu-</td>
<td>ego</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. advēn-</td>
<td>Marcus et tū</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. audīv-</td>
<td>illī hominēs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. aperu-</td>
<td>ego</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. vīd-</td>
<td>vōs omnēs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. clamāv-</td>
<td>sīmiae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. cucurr-</td>
<td>tū et ego</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. fū-</td>
<td>nōs et tū</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. potu-</td>
<td>Valeria Flaviaque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. målu-</td>
<td>ego et vōs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WB XI.B  From Present to Perfect
Directions: Change each of the following verbs from present to perfect tense without changing person and number. Then translate both verbs. We have done the first one for you.

1. audiō     I hear     audīvī     I heard
2. spectat
3. sistimus
4. timent
5. conspicis
6. tenētis
7. scribunt
8. portās
9. facit
10. veniō
11. vident
## WB XI.C  Sorting Verbs

Directions: Group each of the following verbs according to person and number; that is, put all the first person singulars together, all the second person singulars together, etc. Hint: Tense doesn’t matter -- verbs ending in –ō will be in the same column with the verbs ending in –ī. We have done the first one for you.

<table>
<thead>
<tr>
<th>1st sing.</th>
<th>2nd sing.</th>
<th>3rd sing.</th>
<th>1st plural</th>
<th>2nd plural</th>
<th>3rd plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>accidit</td>
<td>adveniunt</td>
<td>audīmus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>audiunt</td>
<td>audīvī</td>
<td>audīvistīs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clamāvisti</td>
<td>clāmāvit</td>
<td>cucurrit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>currīs</td>
<td>currītis</td>
<td>dīcit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dicō</td>
<td>fuit</td>
<td>dormitis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>es</td>
<td>nōvistī</td>
<td>potest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>salūtant</td>
<td>sumus</td>
<td>surgit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>surrēxī</td>
<td>tollīt</td>
<td>vidimus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voluit</td>
<td>vult</td>
<td>vidērunt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WB XI.D  Sorting Verbs – The Sequel

Directions: Now sort the same verbs into two groups according to tense, either present or perfect. Again we do the first one for you. If you are unsure, check the principal parts in the glossary at the back of the book.

<table>
<thead>
<tr>
<th>Present</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>nōvistī</td>
<td></td>
</tr>
</tbody>
</table>
WB XI.E  Comprehension

**quis est? qui sunt?**

Directions: Use *Lectiō Secunda* to match the action in Col. A with the person who performed the action in Col. B. Hint: Answers can be used more than once.

<table>
<thead>
<tr>
<th>Col A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quis holera et ōva ēmit?</td>
<td>A. Aelius</td>
</tr>
<tr>
<td>2. Quī domum prōcessērunt?</td>
<td>B. astrologus</td>
</tr>
<tr>
<td>3. Quī dēlūbrō Iūnnīs Lūcīnae appropinquavērunt?</td>
<td>C. fēminae</td>
</tr>
<tr>
<td>4. Quis oleum super aquam effūgit?</td>
<td>D. Flāvia</td>
</tr>
<tr>
<td>5. Quis fōrmās figūrāsque in oleō inspectāvit?</td>
<td>E. latrōnēs</td>
</tr>
<tr>
<td>6. Quis laeta fuit quod nunc insula nōn longinqua fuit?</td>
<td>F. Sōcratēs</td>
</tr>
<tr>
<td>7. Quis laetus fuit quod iēiūnus fuit et cibus domī fuit?</td>
<td>G. Valeria</td>
</tr>
<tr>
<td>8. Quis prō fabricā suā stetit et labōrāvit?</td>
<td></td>
</tr>
<tr>
<td>9. Quī ex angiportō subitō saluērunt?</td>
<td></td>
</tr>
<tr>
<td>10. Quī fēminārum saccum rapere voluērunt?</td>
<td></td>
</tr>
<tr>
<td>11. Quī ūnum latrōnem momordit?</td>
<td></td>
</tr>
<tr>
<td>12. Quī vōcēs in viā audīvit?</td>
<td></td>
</tr>
<tr>
<td>13. Quī fēminīs adesse voluit?</td>
<td></td>
</tr>
<tr>
<td>14. Quī Aelīō concessērunt et celeriter sine saccō fūgerunt?</td>
<td></td>
</tr>
</tbody>
</table>

**WB XI.F  Fill-In the Blanks**

Directions: Use the list of words provided in order to complete these famous sayings by Julius Caesar. Then translate the phase into English.

**Cave!** Not every answer is used.

| casta | magnī | trēs |
| duo | nōlunt | tū |
| iacta | omnis | volunt |
| in | parvīs | vōs |

1. Alea _______ est.
2. Et _______, Brute?
3. Gallia est _______ dīvisa in partēs ________.
4. Saepe _______bellō _________ mōmentīs ________ cāsūs intercēdunt.
5. Ferē libēnter hominēs id quod _________ crēdunt.
**EXERCEĀMUS!**

**WB XI.G**  
**Reviewing 3rd Person Perfect Active Forms**  
Directions: All the 3rd person perfect active verb forms used in *Lectiō Secunda* appear in this matching exercise. Match the Latin word in Col. A with its English translation in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. respondit:</td>
<td>A. he ran</td>
</tr>
<tr>
<td>2. advenērunt:</td>
<td>B. he wanted</td>
</tr>
<tr>
<td>3. accidit:</td>
<td>C. he was able</td>
</tr>
<tr>
<td>4. aperuit:</td>
<td>D. he neared</td>
</tr>
<tr>
<td>5. addidit:</td>
<td>E. he leapt</td>
</tr>
<tr>
<td>6. stetērunt:</td>
<td>F. he had</td>
</tr>
<tr>
<td>7. surrēxit:</td>
<td>G. it happened</td>
</tr>
<tr>
<td>8. clamāvit:</td>
<td>H. he opened</td>
</tr>
<tr>
<td>9. salūtāvērunt:</td>
<td>I. he shouted</td>
</tr>
<tr>
<td>10. cucurrit:</td>
<td>J. it was</td>
</tr>
<tr>
<td>11. audīvērunt:</td>
<td>K. he read</td>
</tr>
<tr>
<td>12. voluit:</td>
<td>L. he added</td>
</tr>
<tr>
<td>13. habuit:</td>
<td>M. he responded</td>
</tr>
<tr>
<td>14. potuit:</td>
<td>N. he got up</td>
</tr>
<tr>
<td>15. legit:</td>
<td>O. they ran</td>
</tr>
<tr>
<td>16. cucurrērunt:</td>
<td>P. they came</td>
</tr>
<tr>
<td>17. appropinquāvit:</td>
<td></td>
</tr>
<tr>
<td>18. saluit:</td>
<td>Q. they greeted</td>
</tr>
<tr>
<td>19. fuit:</td>
<td>R. they heard</td>
</tr>
<tr>
<td></td>
<td>S. they stood</td>
</tr>
</tbody>
</table>

**WB XI.H**  
**VERBA DISCENDA**  
Directions: Use the Verba Discenda to find the Latin word for each of the words marked in bold in the English sentences below. See if you can then translate the sentences into Latin.

1. **Suddenly** he **approaches** the **goddess**.
2. I am **getting to know** Rome.
3. **Why** does she **leap**?
4. **Look!** The **Roman arrives**.
5. Are the **words** very bad? Yes.
6. The student **lifted** the **sack**.
How Carefully Did You Read the *GRAMMATICA*?

Directions: Fill in the blanks. Not all the words in the *Thesaurus* are used.

*Theaurus Verbōrum*

complementary  
masculine  
feminine  
infinitive  
masculine  
neuter  
objective  
supplementary

1. A(n) ____________________ is a verbal noun.

2. __________ infinitives are used to complete the action of certain verbs, like *volō, nōlō, mālō, possum* and *dēbeō*.

3. __________ infinitives are used as the direct object of certain verbs, like *cupiō* (“I wish”), *doceō* (“I teach”), *vetō* (“I forbid”) and *iubeō* (“I order”).

4. __________ infinitives are commonly accompanied by a form of *est*.

5. The gender of all Latin infinitives is ________________.

How Carefully Did You Read about *Gallia*?

Directions: Match the word or phrase in Col. A with its description in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aquitania</td>
<td>A. The best preserved Roman aqueduct in France</td>
</tr>
<tr>
<td>2. Belgica</td>
<td>B. One of the best preserved Roman temples</td>
</tr>
<tr>
<td>3. Celtica</td>
<td>C. Are of <em>Gallia Trānsalpīna</em> located in the southwest of modern France</td>
</tr>
<tr>
<td>4. <em>Cisalpīna</em></td>
<td>D. The Roman name of the modern city of Lyons, France</td>
</tr>
<tr>
<td>5. Gallia Narbōnēnsis</td>
<td>E. The Roman name of the modern city of Paris, France</td>
</tr>
<tr>
<td>6. Gallia Trānsalpīna</td>
<td>F. Area of France often called <em>Prōvincia Nostra</em> or simply <em>Prōvincia</em> (“the Province”) by the Romans</td>
</tr>
<tr>
<td>7. Lugdunum</td>
<td>G. A province located on the Italian side of the Alps</td>
</tr>
<tr>
<td>8. Lutetia</td>
<td>H. Are of <em>Gallia Trānsalpīna</em> located north of modern France</td>
</tr>
<tr>
<td>9. Maison Carrée</td>
<td>I. A province located across the Alps from Italy</td>
</tr>
<tr>
<td>10. Pont du Gard</td>
<td>J. Most of modern France was in this part of <em>Gallia Trānsalpīna</em></td>
</tr>
</tbody>
</table>
**WB XII.A  Verb Transformation**

Directions: Have the characters themselves answer the following questions. This sometimes involves changing the person of the original sentence. For example,

ʻŌ paedagōge, fuistine valdē īrātus? (ʻyou”)

Ita īrātus fūi. (“ʻI”)

Remember: Use īta in a “yes” answer and nōn for a negative.

1. Ō Hermē, fuistine valdē īrātus?
2. Ō Hermē et sīmia, cūcurrīstīsne strēnuē?
3. Ō Hermē, cēpitne sīmia bursam furtīvē?
4. Ō Hermē et sīmia, cūcurrīstīsne tōtum per Forum longē?
5. Ō Hermē, habēsne cubiculum proprium in domō Servīliī?
6. Ō Servīlia, esne nāta sēdecim annōs?
7. Ō Servīlia, habēsne virum?
8. Ō Servīliī, habitāmusne ego et tū in aedificiō magnō in colle Vīmināliī?

**WB XII.B  Verbs with the Dative –Substitution Drill**

Directions: For each sentence substitute the original dative with the dative of the form in parentheses. Write out or speak the entire sentence as your instructor directs to get practice using these special verbs. Translate each new sentence.

Hint: All of the words in this exercise are in the singular.

Example:  

Tibi nōn credō.

(Marcus) → Marcō nōn credō.  I don’t believe Marcus.

1. Nōn Valeriae placet,
   (fīlius)
   (paedagōgus)
   (sīmia)
   (Aelius)
2. Pater Serviliae respondet.
   (Lūcius)
   (Marcus)
   (servus)
   (ancilla)

3. Servilius servō imperat.
   (ancilla)
   (puer)
   (puella)
   (Marcus et Servilia)

   (rhētorica)
   (mundus Rōmānus)
   (Rōma)
   (vīta Rōmāna)

**WB XII.C More on Verbs with the Dative – Substitution Drill**

Directions: For each sentence substitute the original dative with the dative of the nominative form in parentheses. Write out or speak the entire sentence as your instructor directs to get practice using these special verbs. Translate each new sentence.

Hint: The words in this exercise are mixed number, both singular and plural.

Example: Tibi nōn credō.
   (Puer) → Puerō nōn credō. I don’t believe the boy.

1. Nōn Marcō placet.
   (filius)
   (paedagōgī)
   (sīmiae)
   (magister)

2. Pater Serviliae respondet.
   (filiī)
   (filiae)
   (servī)
   (ancillae)

3. Servilius servīs imperat.
   (puellae)
   (magistrī)
   (discipulus)
   (discipulī)
EXERCEĀMUS!

   (Rōmānī)
   (deī)
   (familia Rōmāna)
   (vīna)

WB XII.D  Adjective GNC
Directions: Select the word that provides the proper GNC for the word in bold. Remember to think about all three items – gender, number, case – and that an adjective does not have to have endings identical to the noun with which it GNC’s. Near the end you encounter some PAIN words, so check the Angulus Grammaticus! Then translate the sentence into English. We have done the first one for you.

1. Māter Lūciī (bonus, bonam, bona) est: bona.
   Lucius’ mother is good.

2. Caecilia Servīliī uxor (secundus, secunda, secundi) est.

3. Chīrōn nōn paedagōgus (malum, malus, mala) est.

4. Caecilia ancillīs (aliī, aliae, aliīs) imperat.

5. Nōmen paedagōgī (malus, malī, malum) Chīrōn est.

6. Valeria pōtum poetae (bonae, bonī, bonō) dat.

7. Vidētisne nautās (bona, bonās, bonōs)?

8. (Laetī, Laetae, Laeta) incolae Rōmae pecuniam habent.
WB XII.E  Switching Number
Directions: Change the number of the subject and verb in each of the sentences in XII.D. We have done the first one for you. As you do this remember to GNC carefully! Some of the sentences you make may sound a little silly (but that is part of the fun).

1. Māter Lūciī bona est.  →  Mātrēs Lūciī bonae sunt.

2.

3.

4.

5.

6.

7.

8.

WB XII.F  Reading Comprehension
Directions: Use the Lectiō Secunda to answer each of the following questions in both English and Latin. Note the example. It does not simply ask “how much money does Servilius have?” Sometimes you have to get “behind” the actual words.

Example: What is Servilius' social status?
Servilius is very wealthy. Servilius multam pecūniam habet.

1. Where is Servilius’ house located?

2. How many rooms does Servilius’ house have?

3. Who is his second wife?

4. What happened to Marcus’ mother?

5. How old is his son Lucius?

6. Who is Lucius’ mother?

7. Who is Marcus’ mother?

8. How old is Servilia?
9. Is Servilia married yet?

10. Do all the slaves sleep in the same place?

**WB XII.G**  
**Making Adverbs**

Directions: Make each of the following Latin adjectives into adverbs. (All you usually have to do is drop the ending and add –ē). Then translate the adverb into English. We have done the first one for you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fūrtīvus</td>
<td>fūrtīvē</td>
<td>secretly</td>
</tr>
<tr>
<td>īrāta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>longum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strēnuī</td>
<td></td>
<td></td>
</tr>
<tr>
<td>timidae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>validōs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bonus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Be careful on this one!)

**WB XII.H**  
**Vocabulary of a Roman House**

Directions: Match the Latin word in Col. A with its description in Col. B

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ālae</td>
<td>A. a slave who guarded the door and controlled access to the home</td>
</tr>
<tr>
<td>2. ātrium</td>
<td>B. entryway into a Roman house, originally a place to hang one’s cloak</td>
</tr>
<tr>
<td>3. compluvium</td>
<td>C. Latin word for “jaws” or another word for the vestibulum</td>
</tr>
<tr>
<td>4. cubiculum</td>
<td>D. the main public room of the house where guests were greeted.</td>
</tr>
<tr>
<td>5. culina</td>
<td>E. a pool in the center of the ātrium</td>
</tr>
<tr>
<td>6. faucēs</td>
<td>F. an opening in the roof over the ātrium</td>
</tr>
<tr>
<td>7. iānitor</td>
<td>G. the “wings” or rooms on either side of the ātrium</td>
</tr>
<tr>
<td>8. impluvium</td>
<td>H. bedroom</td>
</tr>
<tr>
<td>9. peristylium</td>
<td>I. office where the head of the house conducted business</td>
</tr>
<tr>
<td>10. tablinum</td>
<td>J. a colonnaded garden toward the back of the house</td>
</tr>
<tr>
<td>11. trīclinium</td>
<td>K. dining room</td>
</tr>
<tr>
<td>12. vestibulum</td>
<td>L. kitchen</td>
</tr>
</tbody>
</table>
**WB XII.I**  How Closely Did You Read the *GRAMMATICA*?

Directions: Four grammatical concepts discussed in Caput XII are

A. Adverbs  
B. Datives with special verbs  
C. GNC’ing  
D. Impersonal verbs

One or more of these concepts appears in each of the following words or phrases. Use the letters provided to indicate which grammatical concepts are present. Then translate the Latin into English. We have done the first one for you.

______C__ 1. avus aeger: the sick grandfather

_______ 2. Cibō studemus.

_______ 3. domus magna

_______ 4. fūrtīvē

_______ 5. īrātē

_______ 6. longē

_______ 7. Magistrī discipulīs placent.

_______ 8. Mihi respondete!

_______ 9. Nōn sīmiś pecūniā habēre licet!

_______ 10. Paedagōgō sīmiam capere necesse est!

_______ 11. sī tibi placeat

_______ 12. Sīmiae nōn nocet.

_______ 13. Sīmiae parcō.

_______ 14. strēnuē

_______ 15. Tē mihi adesse oportet.

_______ 16. timidē

_______ 17. uxor secunda

_______ 18. valdē

_______ 19. Vīnum bibere placet.
**WB XIII.A Declining the 3rd Declension**

Directions: Complete the following declension charts for 3rd declension nouns. Pay attention to the different endings for neuter nouns.

<table>
<thead>
<tr>
<th>CASE</th>
<th>Masculine /Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SINGULAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>frāter</td>
<td>nōmen</td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td>nōmini</td>
</tr>
<tr>
<td>Accusative</td>
<td>frātrem</td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLURAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>frātrēs</td>
<td>nōmina</td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td>nōminibus</td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WB XIII.B Declining the 3rd Declension**

Directions: Now use the charts you completed above to decline one M/F 3rd declension noun and one Neuter 3rd declension noun. Here is a pool of nouns from which you can choose but be sure to choose one M/F and one N.

- *homo, hominis* m.f. human being, person, man
- *māter, mātrīs* f. mother
- *ōs, ōris* n. mouth, face
- *pater, patris* m. father
- *soror, sorōris* f. sister
- *tempus, temporis* n. time, season

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**3rd Declension**

<table>
<thead>
<tr>
<th>CASE</th>
<th>Masculine /Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WB XIII.C**  
Which Form Works?

Directions: Which of the following words completes the sentence based upon case and number? Then translate the sentence.

For example:

________ (fēmineae, puerōs, temporis, homini) vīdī:

*Puerōs vīdī.* I saw the boys.

(Only *puerōs* can be the direct object of *vīdī*. The other three nouns are in cases which don’t fit.)

1. ________ (frāter, puerī, ancillae, sīmias) currit.
2. ________ (equīs, holera, discipulum, vīnōrum) pretium cārum est.
3. ________ (patrem, sorōri, puerōs, sīmiās) pecūniām dat.
4. ________ (senātōrum, puerīs, discipulum, sorōribus) vōcēs audiunt.
5. Senatōrēs ________ (sīmiae, mercātōrēs, ōvibus, fēminēs) in Forō invēnērunt.
6. ________ (nōmen, fēminārum, magistrōs, ēctōrēs) in forum ērunt.
EXERCEÄMUS!

WB XIII.D Possibilities
Directions: Which of the two choices is the correct number and case for the given word? Careful! This one is designed to trick you – always be aware of what declension a word belongs to so that “false friends” don’t lead you astray!

1. ancillīs (abl. pl., gen. sing.)
2. fratris (dat. pl., gen. sing)
3. hominēs (nom. pl, gen. sing., abl.. pl.)
4. hominī (nom. pl, dat. sing.)
5. hominum (acc. sing., gen. pl.)
6. mātrem (acc. sing., gen. pl.)
7. mātrī (gen. sing., dat. sing)
8. matribus (dat. pl., nom. sing.)
9. servī (dat. sing., gen. sing.)
10. servum (acc. sing. gen. pl.)

WB XIII.E GNC’ing 3rd Declension Nouns
Directions: In each sentence fill in the blank with the form of suus, -a, -um which agrees with the word marked in bold. Translate the sentence with this word.

<table>
<thead>
<tr>
<th>suau</th>
<th>suās</th>
<th>suō</th>
</tr>
</thead>
<tbody>
<tr>
<td>suāa</td>
<td>suī</td>
<td>suōrum</td>
</tr>
<tr>
<td>suae</td>
<td>suīs</td>
<td>suōs</td>
</tr>
<tr>
<td>suam</td>
<td>suum</td>
<td>suus</td>
</tr>
<tr>
<td>suārum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


2. Flāvia cum dominā __________ ambulat.

3. Licinia mātris __________ pecūniam nōn habet.

4. Lūcius sororī __________ passerem nōn dat.


6. Puerī vōcēs matrum, __________ audiunt.
7. Puerī *matrēs* _________ semper amant.


9. Puerī cum *matribus* _________ ambulant.

10. Marcus *frātrī* _________ cibum dat.

11. Lūcius *frātrem* _________ videt.

**WB XIII.F Composition**

Directions: Review your 3̄̄ declension endings by deciding what word best translates the underlined word in English.

1. This is mother’s favorite. a.) mātrēs b.) mātris c.) mātrum d.) mātrī.
2. Give the candy to father. a.) patrī b) patrem c) patris d) patribus.
3. I know many people. a.) hominem b.) hominēs c.) hominum d.) homine.
4. What is his name? a.) nōminis b.) nōmina c.) nōmen d.) nōminibus.
5. No one is here. a.) nēminis b.) nēminem c.) nēmo d.) nēmine.
6. I heard my master’s voice. a.) vōcis b,) vōx c.) vōcibus d). vōcem
7. I gave the money to my sisters. a.) sorōris b.) sorōribus c.) sorōrēs d.) sororī.
8. I went with the senators. a.) senātōrēs b.) senātōris c.) senātōribus d.) senātōrum.
9. The merchants’ shops. a.) mercātōr b.) mercātōris c.) mercātōribus d.) mercātōrum.
10. The barber’s shop. a.) tonsor b.) tonsōris c.) tonsōribus d.) tonsōrum.
EXERCEĀMUS!

WB XIII.G  Vocabulary
Directions: Here are some third declension nouns you have already seen in early chapters. The ones marked in bold are now Verba Discenda. Match the third declension nouns listed in Col. A. with their English equivalent in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>________1. homō, hominis m./f.</td>
<td>A. barber</td>
</tr>
<tr>
<td>________2. frāter, frātris m.</td>
<td>B. no one</td>
</tr>
<tr>
<td>3. nōmen, nōminis n.</td>
<td>C. time</td>
</tr>
<tr>
<td>4. opus, operis n.</td>
<td>D. sister</td>
</tr>
<tr>
<td>5. tempus, temporis n.</td>
<td>E. father</td>
</tr>
<tr>
<td>6. pater, patris m.</td>
<td>F. mouth, face</td>
</tr>
<tr>
<td>7. nēmō, nēminis m./f.</td>
<td>G. voice</td>
</tr>
<tr>
<td>________8. vōx, vōcis f.</td>
<td>H. name</td>
</tr>
<tr>
<td>________9. soror, sorōris f.</td>
<td>I. human being, person</td>
</tr>
<tr>
<td>10. senātor, senātōris m.</td>
<td>J. merchant</td>
</tr>
<tr>
<td>11. mercātor, mercātōris m.</td>
<td>K. actor</td>
</tr>
<tr>
<td>12. tonsor, tonsōris m.</td>
<td>L. brother</td>
</tr>
<tr>
<td>13. āctor, āctōris m.</td>
<td>M. vegetable</td>
</tr>
<tr>
<td>14. latrō, latrōnis m.</td>
<td>N. senator</td>
</tr>
<tr>
<td>15. fullō, fullōnis m.</td>
<td>O. reading</td>
</tr>
<tr>
<td>16. holus, holēris n.</td>
<td>P. mother</td>
</tr>
<tr>
<td>17. māter, mātrīs f.</td>
<td>Q. work</td>
</tr>
<tr>
<td>________18. ōs, ōris n.</td>
<td>R. thief</td>
</tr>
<tr>
<td>________19. lectīō, lectīōnis f.</td>
<td>S. dry cleaner</td>
</tr>
</tbody>
</table>

WB XIII.H  GNC’ing
Directions: Complete the following declension chart for three third declension nouns modified by 2-1-2 adjectives. Watch your GNC’ing! In each block we give either the or the adjective -- you add what is missing.

<table>
<thead>
<tr>
<th>3rd DECLENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>Nominative</td>
</tr>
<tr>
<td>Genitive</td>
</tr>
<tr>
<td>Dative</td>
</tr>
<tr>
<td>Accusative</td>
</tr>
<tr>
<td>Ablative</td>
</tr>
<tr>
<td>Vocative</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>Nominative</td>
</tr>
<tr>
<td>Genitive</td>
</tr>
<tr>
<td>Dative</td>
</tr>
<tr>
<td>Accusative</td>
</tr>
<tr>
<td>Ablative</td>
</tr>
<tr>
<td>Vocative</td>
</tr>
</tbody>
</table>
**DISCE LATĪNAM!**

**WB XIII.I  GNC’ing**
Directions: Now, using the chart you completed above, decline the NOUN-ADJECTIVE pair in each column.

<table>
<thead>
<tr>
<th>3rd DECLENSION</th>
<th>f.</th>
<th>m.</th>
<th>n.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>soror tua</td>
<td>frāter tuus</td>
<td>ōs meum</td>
</tr>
<tr>
<td>Genitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ablative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WB XIII.J  Derivatives**
Directions: Find the Latin family word that lies at the origin of each of the following English words. If you do not know the meaning of an English word, look it up in the dictionary! We have done one for you.

<table>
<thead>
<tr>
<th>English Word</th>
<th>Latin Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>avuncular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>filial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fraternity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>matriarchal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nepotism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paternity:</td>
<td>pater, patris</td>
<td>m. father</td>
</tr>
<tr>
<td>patriarchal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sorority</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WB XIII.K How Closely Did You Read?
Directions: Find the answer to the questions above by unscrambling the words in Col. B
We have left you some hints – Latin words are in italics, Capital letters mean a proper name, two words scrambled means two words unscrambled.

Col. A
_____1. A town subject to Rome but governed by its own laws Catullus
_____2. Catullus' home town
_____3. Catullus' lover
_____4. Copying someone else's work without citing it
_____5. Greek poetess, source for Catullus
_____8. Poet -- contemporary of Caesar
_____9. Province just north of the Alps from Italy

Col. B
A. anreVo
B. Clapīla Gianlsai
C. Ernuet
D. liamfia
E. iaLsbe
F. iimūmicpun
G. pSahop
H. rasglamiip
I. uCsalltu
J. veiiaSrl

WB XIV.A  I-Stems
Directions: Use the parasyllabic, double consonant or neuter ending rules described above to determine whether each of the following third declension nouns are i-stem or not. We have done the first two for you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>i-stem (sīc aut nōn)</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>rēx, rēgis m. (“king”)</td>
<td>nōn (“no”)</td>
<td></td>
</tr>
<tr>
<td>pars, partis f. (“part”)</td>
<td>sīc (“yes”)</td>
<td>double consonant (part-)</td>
</tr>
<tr>
<td>dēns, dentis m. (“tooth”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mercātor, mercātōris m. (“merchant”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ignis, ignis m. (“fire”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>animal, animālis n. (“animal”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soror, sorōris f. (“sister”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exemplar, exemplāris n. (“model”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opus, operis n. (“work”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nox, noctis f. (“night”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>urbs, urbis f. (“city”)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WB XIV.B** -er Words and Adjectives

Directions: What do these phrases mean in English? Hint: Pay attention to the macrons and to –(e)r– in the stems in these very similar Latin words:

- liber, librī m. book (stem libr-)
- libēr, libera, liberum free (stem līber-)
- līberī, -ōrum m. pl. children (stem līber-)

If you pronounce them aloud, it is much simpler!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>puer</td>
<td>liber</td>
</tr>
<tr>
<td>puerī</td>
<td>līberī</td>
</tr>
<tr>
<td>ager</td>
<td>līber</td>
</tr>
<tr>
<td>agrōs</td>
<td>līberōs</td>
</tr>
<tr>
<td>liber pulcher</td>
<td>libērī līberī</td>
</tr>
</tbody>
</table>

**WB XIV.C** Noun Adjective Pairs -- 3rd Declension

Directions: Identify the gender, number and case of each of the following pairs. We have done the first one for you. Two empty rows means there are two answers to the pair in the first row.

<table>
<thead>
<tr>
<th></th>
<th>gender</th>
<th>number</th>
<th>case</th>
</tr>
</thead>
<tbody>
<tr>
<td>tempestātēs magnae</td>
<td>feminine</td>
<td>plural</td>
<td>nominative</td>
</tr>
<tr>
<td>tempestātēs magnās</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tempestātīs magnae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tempestātī magnae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danaē terrīta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mātrem cārām</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>piscātoribus novīs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tranquillum mare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tranquillō marī</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hostem malum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>puerum bonum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rēgum bonōrum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCEĀMUS!

WB XIV.D Substantives
Directions: Each sentence contains a substantive which is underlined. Translate the sentence using the substantive properly.

Example: Valeria multa videt.
   Valeria knows many things.

Remember to translate a neuter as “thing/things,” a feminine as “woman/women” and a masculine as “man/men.”

1. Paucī paucaeque dē theātrō dicunt.
2. Paucī paucā dē theātrō dicunt.
3. Multa paedagōgus dicit.
4. Dē bonō māter dicit.
5. Marcus rāra vidēre vult.
7. Bonae pecūniam dant.
8. Bonī vīnum amat.
10. Multās Iuppiter amat!
DISCE LATĪNAM!

WB XIV.E Substantives
Directions: All of the words in Col. B are neuter plural substantives. So understand “things” with each. For example, *bona* means “good things.” Use the choices in Col. B to answer the questions in Col. A. Then translate the question and answer into English. We have done one for you.

Hint: More than one choice in Col. B can work for each question.

Quid poëtae dē Perseō narrant? Mala.
What do poets tell about Perseus? Bad things.

Col. A                           Col B
1. Quid poëtae dē Perseō narrant?  bona
2. Quid Iuppiter vīdit?            mala
3. Quid Valeria et Licinia in viā vidērunt?  familiāria
4. Quid virī pronuntiant?          inūtilia
5. Quid servī in mare coniciunt?  multa
                                 multa dē multīs
                                 omnia
                                 útilia

WB XIV.F How Closely Did You Read?
Directions: Directions: Fill in the blank with the word or phrase in the *Thesaurus Verbōrum* which best fits each description.

*Thesaurus Verbōrum*

<table>
<thead>
<tr>
<th>Acrisius</th>
<th>Dictys</th>
<th>Palatinum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danae</td>
<td>Jupiter</td>
<td>parisyllabic</td>
</tr>
<tr>
<td>Democritus</td>
<td>Lupercal</td>
<td>substantive</td>
</tr>
</tbody>
</table>

1. Perseus’ father is ______________________.
2. ______________________ locked Perseus and his mother in a wooden chest.
3. The name of Perseus’ mother is ______________________.
4. ______________________ protected Perseus and his mother on the island of Seriphos.
5. ______________________ is an adjective used as a noun.
6. ______________________ is a Greek pre-Socratic philosopher.
7. ______________________ is a Roman feast celebrated in February.
8. ______________________ is the hill associated with the story of Romulus and Remus.
9. Some 3rd declension i-stem nouns are ______________________.
EXERCEĀMUS!

CAPUT XV

**WB XV.A**  
**GNC’ing 3rd Adjectives**
Directions: Identify the GNC of each noun-adjective pair. (Each can be only one thing.) Then translate the phrase into English. We have done the first one for you.

<table>
<thead>
<tr>
<th>Gender Number Case</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fēminaе fortēs</td>
<td>fem. pl. nom. strong women</td>
</tr>
<tr>
<td>2. fēminaе fortis</td>
<td></td>
</tr>
<tr>
<td>3. fēminaе fortī</td>
<td></td>
</tr>
<tr>
<td>4. puerōrum fortium</td>
<td></td>
</tr>
<tr>
<td>5. puerum fortem</td>
<td></td>
</tr>
<tr>
<td>6. puerī fortēs</td>
<td></td>
</tr>
</tbody>
</table>

**WB XV.B**  
**3rd Adjectives Manipulation**
Directions: Change the number of the following noun/adjective pairs. If it is singular, make it plural, and vice versa. Keep everything else the same. We have done the first one for you.

1. puerōs fortēs → puerum fortem
2. puellae fortēs
3. puellās fortēs
4. puellam fortem
5. vīna omnia
6. vīnum omne
7. hominem fortem
8. hominī fortī
9. homine fortī
**WB XV.C**  **Forming 3rd Adjectives**

Directions: Complete the following chart by declining *difficilis, difficile*.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>m./f.</td>
<td>difficilis</td>
<td>difficilēs</td>
</tr>
<tr>
<td>n.</td>
<td>difficile</td>
<td></td>
</tr>
</tbody>
</table>

**WB XV.D**  **Forming 3rd Adjectives**

Directions: Use the chart declining *difficilis, difficile* above as a guide to make a chart declining *intellegēns, intellegentis*.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>m./f.</td>
<td>intellegēns</td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td>intellegentis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
<th>Accusative</th>
<th>Ablative</th>
<th>Vocative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Plural

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
<th>Accusative</th>
<th>Ablative</th>
<th>Vocative</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
EXERCEĀMUS!

**WB XV.E  GNC’ing with 3rd Declension Adjectives**

Directions: The little story that follows has English words in bold. Each one represents a 3rd declension adjective. You will find them in the *Thesaurus Verbōrum*. Your job is to create the correct form of the adjective, GNCing it with the English noun. For gender, use English conventions – if the English word is a male, use masculine; feminine for a female; neuter for a thing. We have done the first one for you. Write the correct Latin form, and list the GNC.

*Thesaurus Verbōrum*

- *celer, celeris, celere* fast, swift  
  - *nōbilis, -e* noble
- *fortis, forte* strong, brave  
  - *omnis, -e* each, every; all
- *gravis, grave* heavy, serious  
  - *potēns, potentis* powerful
- *intellegēns, intellegentis* smart, intelligent  
  - *trīstis, -e* sad

I like fairy tales, but they tend to be the same. In every kingdom there lives a powerful king. We are told the name of his sad daughter whom all the young men want to marry. But the “race does not always go to the swift.” First we see a brave young man who fails and is killed by the breath of a powerful dragon. Another noble youth tries to overcome the serious task set for him and he too dies. Finally, we are told about an intelligent young lad who wins the day, and the princess. They live happily ever after of course, but the dragon is pretty sad.

1. In every kingdom  *omnē* (abl. s. ntr)

**WB XV.F  Third-Declension Substantives**

Directions: Translate each of the following third-declension adjectives marked in bold as substantives. Remember that gender is important. Use the adjectives and verbs as aids.

1. *Intellegēns* laetus est.  
2. *Omnia* bona sunt.  
4. Numerus *nōbilium* magnus est.  
5. Nemo *crūdēlēs* amat.  
7. Nomen *potentis* Marcus est.  
8. *Difficilia* facere nōn facile est.  
9. *Omnēs* nōn *omnia* facere possunt.  
10. Nomen *celeris* Maria est.
WB XV.G  Third Declension Adjectives, GNC
Directions: Identify the GNC of each noun/adjective pair. Remember that some have more than one possibility. The skill this exercise gives you is one that you need as you read, identifying words as you read through the sentence.

<table>
<thead>
<tr>
<th></th>
<th>G</th>
<th>N</th>
<th>C</th>
<th>Trans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mercātōrēs fortēs</td>
<td>f</td>
<td>pl.</td>
<td>nom.</td>
<td>the brave merchants</td>
</tr>
<tr>
<td>mare potēns</td>
<td>n</td>
<td>s</td>
<td>nom. or acc.</td>
<td>the powerful sea</td>
</tr>
<tr>
<td>ancillīs crūdēlibus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rēgum intellegentium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noctem difficilem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sorōris dulcis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>animālia celeria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frāter fēlix</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WB XV.H  Third Declension Adjectives  GNC
Directions: Supply the correct form of the adjective in parentheses to modify for TEN of the following 3rd-declension nouns (your choice). Then translate the phrase into English.

For example, rēgum (fortis) = rēgum fortium “of the brave kings”

- soror (trīstis)  
- ōrātiōnēs (intellegēns)  
- amōre (dulcis)  
- hostium (crūdēlis)  
- hominibus (potēns)  
- nōmina (nōbilis)  
- mātrum (intellegēns)  

- mare (potēns)  
- animālia (fortis)  
- iuvene (CELER)  
- patrī (fēlix)  
- furōris (gravis)  
- parentis (omnis)  
- parentum (omnis)
EBRCEĂMUS!

WB XV.I Third Declension Adjectives, GNC
Directions: Now use GNC to supply the correct form of the third-declension adjective for TEN of the following first- or second-declension nouns (your choice). Then translate the phrase into English.

Remember: the adjective and noun forms will not have identical endings, but they will GNC! Some forms have more than one possible correct answer. We have supplied the correct number of blanks.
Example: virī (fortis) = virī fortēs “the brave men” or virī fortis (of the brave man)

vīna (dulcis) ____________
puellā (nōbilis) ____________
puerī (trīstis) ____________
viam (facilis) ____________
fēminīs (intellegēns) ____________
amīcōrum (crūdēlis) ____________
virōs (potēns) ____________
discipulō (fortis) ____________
Rōmānō (celer) ____________
poētās (félix) ____________
vītae (difficilis) ____________
verba (fortis) ____________
familia (omnis) ____________
familiārum (omnis) ____________

WB XV.J From Adverbs to Adjectives
Directions: Identify the Latin adjectives from which each of the following adverbs is formed. Then translate the adjective into English. We have done the first one for you.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faciliter:</td>
<td>facilis, facile</td>
<td>easy</td>
</tr>
<tr>
<td>intellecter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficiliter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crūdēliter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fortiter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crūdēliter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graviter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>potenter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. dulciter

10. celeriter

11. fêliciter

**KB XV.K Reading Comprehension**

Directions: All of the following sentences are false based upon the lectiônës. Make them true. We have done the first one for you.

Hint: Use the reading to check your facts.

1. Servîlia laeta in cubiculô suô sedet.
   Servîlia trîstis in cubiculô suô sedet.

2. Pater Servîliae crûdëlis est.

3. Cordus frater Marcî est.


5. Vôx Cordî crûdelis fuit!

6. Servîlia intellegëns in studiô rhëtoricô est.

7. Lûcius in gymnasiô fortis et celer est.

8. Cordî mater et imperâtor Augustus amîcî sunt.


10. In peristyliô Servîlia Marcô multa dîxit.

11. Pater Cordî semper dîcit “Festînâ lentê!”

12. Parentês Rômânî semper magistrôs nôbilês filiâbus suîs deligunt.
13. Catullus nēminem dē perīculīs gravibus amūris admonet.

14. Lūcius post fratrem stat et omnia audit.

15. Marcus matrī dē Cordō post cēnam dīcere vult.

**WB XV.L SCRĪBĀMUS**

Directions: Transform each of the following Latin sentences into questions using –ne. We have done the first one for you. Then answer the question with either ita or nōn and a complete sentence.

1. Servīlia infēlix in cubiculō suō sedet.
   Quaestiō: Sedetne Servīlia infēlix in cubiculō suō?
   Responsum: Sīc, Servīlia infēlix est.

2. Pater Servīlius semper dīcit “Festīnā lentē!”
   Quaestiō:
   Responsum:

3. Parentēs Rōmānī nōbilēs semper maritōs fīliābus suīs deligunt.
   Quaestiō:
   Responsum:

4. Catullus omnēs dē perīculīs gravibus amūris nōn admonet.
   Quaestiō:
   Responsum:

5. Lūcius post ianuam stat et omnia audit.
   Quaestiō:
   Responsum:

6. Marcus patrī dē Cordō post cēnam dīcere vult.
   Quaestiō:
   Responsum:

7. In peristyliō Servīlia Cordō multa dīxit.
   Quaestiō:
   Responsum:
WB XV.M How Closely Did You Read?
Directions: The word or phrase marked in **bold** in each sentence is wrong and actually belongs in another sentence in the list. Rewrite the sentences with the correct word or phrase.

1. *Arpinum* is the unwritten code of behavior by which Romans were taught to live “The Custom of Our Ancestors”).

2. *Frugālitās* is the Latin word for “an ordered life.”

3. *Virtūs* is the Latin word for “diligence.”

4. *Formiae* is the Latin word for “economy.”

5. *Mōs maiōrum* is the Latin word for “seriousness.”

6. The Latin term for “a sense of obligation” is *gravitās*.

7. *Catiline* is the Latin term for “manliness, excellence.”

8. Cicero’s birthplace is called *officium*.

9. Cicero died near *industria*.

10. Cicero owed a favorite villa in *disciplīna*.

**WB XVI.A 2\(^{nd}\), 3\(^{rd}\) and 4\(^{th}\) Conjugation Futures**

Directions: Use the future of *vocō* as a model to make the future of the 2\(^{nd}\) conjugation verb *habēō* and use the future of *scribō* to make the futures of *dūcō*, *capiō*, and *dormiō*.

### -b- futures

<table>
<thead>
<tr>
<th>1(^{st}) conjugation</th>
<th>2(^{nd}) conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>vocō</em></td>
<td><em>habēō</em></td>
</tr>
<tr>
<td><em>vocābō</em></td>
<td>I will call</td>
</tr>
<tr>
<td><em>vocābis</em></td>
<td>you will call</td>
</tr>
<tr>
<td><em>vocābit</em></td>
<td>he/she/it will call</td>
</tr>
<tr>
<td><em>vocābimus</em></td>
<td>we will call</td>
</tr>
<tr>
<td><em>vocābitis</em></td>
<td>you will call</td>
</tr>
<tr>
<td><em>vocābunt</em></td>
<td>they will call</td>
</tr>
</tbody>
</table>

### -e- futures

<table>
<thead>
<tr>
<th>3(^{rd}) conjugation</th>
<th>3(^{rd}) conjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>scribō</em></td>
<td><em>capiō</em></td>
</tr>
<tr>
<td><em>scribām</em></td>
<td>I will write</td>
</tr>
<tr>
<td><em>scribēs</em></td>
<td>You will write</td>
</tr>
<tr>
<td><em>scribet</em></td>
<td>he/she/it will write</td>
</tr>
<tr>
<td><em>scribēmus</em></td>
<td>we will write</td>
</tr>
<tr>
<td><em>scribētis</em></td>
<td>you will write</td>
</tr>
<tr>
<td><em>scribent</em></td>
<td>They will write</td>
</tr>
</tbody>
</table>

### 4\(^{th}\) conjugation

<table>
<thead>
<tr>
<th>dormiō</th>
</tr>
</thead>
</table>
WB XVI.B Identifying Verb Tenses
Directions: Indicate whether each of the following verbs is present or future. Be careful! Know your conjugation before you decide! Then translate the verb into English. We have done the first one for you.

1. vīsitābō future I will visit
2. poterit
3. scribēmus
4. placet
5. faciēs
6. habēbimus
7. sedēs
8. estis
9. ĭbimus
10. ducētis
11. vīsitō
12. ĭbunt
13. eris
14. circumambulābitis
15. dīcent
16. portābimus
17. adiuvābit
18. dormiēmus
19. audiētis
20. dēbēmus

WB XVI.C Reading Comprehension
Directions: Rearrange these sentences so that they retell the events in Lectīō Prīma and Lectīō Secunda in the order in which they occurred. Go back and look at the lectīōnēs to help you. We have started you off by numbering the first one.

1. Lūcius parentibus dē sīmiā narrat et omnēs rident.
2. Servīliae pater rogat dē amīcā Naeviā.
3. Servīlia parentibus omnia dē Cordō narrāvit.
5. Pater magis et magis dīxit.
6. Crās Marcus nimium labōris habēbit.
7. Mox servī cibum, vīnumque ad mēnsās portābunt.
8. Servīliae verba Servīliō et Caeciliae nūllō modō placent.
9. In trīcīniō tōta familia Servīlii cēnam exspectat. (1)
10. Fīliam nōndum auscultāvit.
11. Tandem pater filiae dīcit: “Fīliola, id facere nōn poteris.”
WB XVI.D Irregular Verb Review
Directions: Translate each of the following forms of sum, eō, volō, nōlō, and mālō. Careful! We have mixed the tenses.

1. eris
2. poterō
3. eunt
4. poterit
5. vultis
6. nōlētis
7. fuitis
8. mālunt
9. ībit
10. est
11. volam
12. aderimus
13. nōn vult
14. mālent
15. volēs

WB XVI.E Verba Discenda
Directions: Each of the words listed below may or may not be related to one of the Verba Discenda. Use an English dictionary to determine the etymology of the word. Then write down its meaning and the language and word from which it derives. The front of the dictionary will have a guide to the abbreviations it uses.

1. arterial
2. artesian (well)
3. artisan
4. artistic
5. expectations
6. expectorate
7. laborious
8. mesa
9. parenthetic
10. parietal
11. science
12. scintilla
DISCE LATĪNAM!

WB XVI.F “Quis Dīxit?”
Directions: Identify the speaker of each of the following quotations from Lectiō Secunda. Your two choices are Servilius and Servilia.

1. “Crās, cum Marcō, rursus ad Naeviam ìbō! Cordus et ego in hortōs Maecēnātis ìbimus et circumambulābimus.”: ______________________

2. “Ēheu! Quid dīcis? Sed quis marītus meus erit?”: ______________________

3. “Fortasse mox cum matre adībīs.”: ______________________

4. “Hodiē marītum tibi lēgī. Bonus vir est, dē familiā nōbilī, et mox apud Augustum laborāre poterit.”: ______________________

5. “Hodiē mē dīxit dē aede praelārō in monte et dē tessellātūs Nīlōticīs in aede. Poterimusne aliquandō illūc iter facere?”: ______________________

6. “Id facere nōn poteris. Cum Cordō in hortōs Maecēnātis nōn ìbis. Rē verā, cum Cordō numquam eris.”: ______________________

7. “Iullus Antonius marītus tuus erit. Mox eris mātrōna! Et fortasse nepōtēs erunt….”: ______________________

8. “Nōlī frontem contrahere! Omnia salva erunt, nam Marcus nōbīscum erit.”: ______________________

9. “Nōlīte anxiē esse, mī pārentēs, ancillae meae aderunt et nōbīscum ambulābunt!”: ______________________

10. “Nōmen eī Iullus Antōnii est et filius Marcī Antōnii et Fulviae est. Egō et Iullus Antonius multa prō rēpublicā efficere poterimus! Iam amīcī sumus, sed post nuptiās affīnēs erimus!”: ______________________

11. “Nōn Iullī sed Cordī uxor erō! Sed, quō modo id efficere poterō?”: ______________________


WB XVI.G “Quando?”
Directions: Rearrange the quotations in the previous exercise into the order in which they were actually spoken. Then translate the quotation into English. We have done the first one for you.

1. “Quid agit apud amīcam Naeviam? Nōnne Fortūna Naeviae et familiae omnī favet?”
   “How are things at your friend Naevia’s? Fortune favors Naevia and her whole family, doesn’t she?”

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 
WB XVI.H How Closely Did You Read?

Directions: Crucigramma

Two Words, No Space

**ACROSS**
1. The region of Italy around Rome
2. Roman from Spain who wrote model deliberative speeches and legal arguments
9. Latin word for a deliberative speech
10. Servilius chose him to be his daughter's husband (two words, no space)

**DOWN**
1. Location of Roman defeat of the Latin League in 496 B.C. (two words, no space)
3. Leader of the Latin league
4. Twin gods who aided Rome against the Latin Leagu(two words, no space)
5. Servilia is in love with him (two words, no space)
6. Marcus' rhetor (two words, no space)
7. The Latin name for "original" Fortune
8. Town in Latium with a famous Temple of Fortune
WB XVII.A  Participles
Directions: Use the Verba Omnia to determine which of the listed verbs each participle belongs with. Hint: In each case, only one form is a real verb in Latin. The first is done for you.

1. interficiěns from interficō or interficiō?
   Answer: interficiō, -icere
2. manentibus from maneō, manēre or manō, manere?
3. iacentēs from iacio, iacere or iaciō, iacēre?
4. cadentis from cadō, cadere or cadēō, cadēre?

For the next two examples, determine which is the correct participle for the verb given. Again, check in your Verba Omnia.

5. pīpiō pīpiāns or pīpiěns?
6. circumsiliō circumsiliāns or circumsiliěns?

Motto: “When in doubt, look it up.”

WB XVII.B  Participles In Agreement
Directions: In the following English sentences, underline each participle once. Underline the word it modifies twice.

The cook making the cake, is my aunt.
   Here, notice that the participle can also take a direct object (“cake”).

Running down the street, the children didn’t have a care in the world.
   Here, note that the antecedent can actually come second in English.

1. The flag, flying in the breeze, was visible for miles.
2. The sparrow, leaping and chirping to its heart’s content, kept awake the neighbors seeking rest in the next room.
3. Struggling anxiously against the clock, the team made basket after basket.
4. Singing out of tune, the choir was not praised by its conductor.
5. The policeman, swerving into the lane, was anxious to catch the speeder driving at high speed. [Note: There are two participles in this sentence.]

**WB XVII.C Antecedents**

Directions: The following phrases based on *Lectiō Prīma* all have participles (marked in bold). Find the word each participle agrees with and translate both words into English. We have done the first one for you. Hint: Ask yourself who is performing the action of the participle.

1. Post cēnam Servīlia in cubiculō sūla lacrimāns sedet.
   
   Answer: Servīlia lacrimāns // “crying Servilia”

2. Servīlia sōläciolum suī dolōris petēns triste rīdet.

3. Servīlia, sōläciolum suī dolōris petēns, passerem sedentem in gremiō tenet.

4. Iullum in viā ambulantem numquam vīdī!

5. Passer circumsiliēns et pīpāns nihil dīcit.

6. Passer nihil puellae lacrimantī dīcit.

7. Servīlia rīdet per lacrimās cadentēs.

**WB XVII.D Participial Substantives**

Directions: The words marked in bold below are participles which stand alone. Since they are adjectives, this means they are substantives — adjectives acting like nouns. Try translating each sentence. Pay attention to number and gender.

Example: Videō ambulantēs.
   
   I see the people walking.

1. Labōrantēs in culīnā fessī sunt.

2. Labōrantēs in culīnā fessae sunt.

3. Passer nihil lacrimantī dīcit.

4. Ambulantem in viā numquam vīdī!

5. Solāciolum suī dolōris petēns rīdet.
6. **Circumsiliens** et **pīpiāns** nihil dīcit.

7. **Lacrimāns** sōla in cubiculō sedet. **(Hint: sōla tells you the gender of the person crying)**,

8. Vōcem lacrimantis omnēs audivērunt.


10. Audiō lacrimāns. **(Careful: there are two ways to translate this.)**

---

**WB XVII.E**

**Substitutions**

Directions: Complete this ĎNUS NAUTA acronym by adding the genitive singular ending to each stem. Then translate the word. The first one is done for you.

- Ŭllius – of any
- nūll
- Ŭn
- sōl

- Neutr
- al
- utr
- tōt
- alter

---

**WB XVII.F**

**Word Hunt**

Directions: See how many ĎNUS NAUTA words you can find in Lectiō Prīma. Find their antecedents. What do the antecedent and adjective mean?
WB XVII.G  Matching
Directions: Match the phrases with ÚNA NAUTA words in Col. A with their translations in Col. B. Not all answers are used.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sóla lacrimāns</td>
<td>A. crying alone</td>
</tr>
<tr>
<td>2. illa ipsa</td>
<td>B. he himself</td>
</tr>
<tr>
<td>3. iste senex</td>
<td>C. none of them</td>
</tr>
<tr>
<td>4. illius senis</td>
<td>D. of both of them</td>
</tr>
<tr>
<td>5. nūllī alīī</td>
<td>E. of that family</td>
</tr>
<tr>
<td>6. neutrī eōrum</td>
<td>F. of that old man</td>
</tr>
<tr>
<td>7. illius familiae</td>
<td>G. of the family alone</td>
</tr>
<tr>
<td>8. familiae solius</td>
<td>H. that old man</td>
</tr>
<tr>
<td>9. illī virō</td>
<td>I. that woman herself</td>
</tr>
<tr>
<td></td>
<td>J. the only family</td>
</tr>
<tr>
<td></td>
<td>K. to neither of them</td>
</tr>
<tr>
<td></td>
<td>L. to no other</td>
</tr>
<tr>
<td></td>
<td>M. to no other woman</td>
</tr>
<tr>
<td></td>
<td>N. to that family</td>
</tr>
<tr>
<td></td>
<td>O. to that man</td>
</tr>
</tbody>
</table>

WB XVII.H  Future Review
Directions: All of the verbs in Col. A appeared in the lectiōnēs in this chapter. Match the form in Col. A with the best translation in Col. B

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dabit</td>
<td>A. he/she/it will be</td>
</tr>
<tr>
<td>2. dabō</td>
<td>B. he/she/it will give</td>
</tr>
<tr>
<td>3. debēbimus</td>
<td>C. he/she/it will go out</td>
</tr>
<tr>
<td>4. dūcam</td>
<td>D. I will give</td>
</tr>
<tr>
<td>5. erit</td>
<td>E. I will have</td>
</tr>
<tr>
<td>6. erunt</td>
<td>F. I will lead</td>
</tr>
<tr>
<td>7. exībit</td>
<td>G. I will live</td>
</tr>
<tr>
<td>8. habēbō</td>
<td>H. I will see</td>
</tr>
<tr>
<td>9. habēbunt</td>
<td>I. I will work</td>
</tr>
<tr>
<td>10. habitābō</td>
<td>J. they will be</td>
</tr>
<tr>
<td>11. ībimus</td>
<td>K. they will come</td>
</tr>
<tr>
<td>12. ībis</td>
<td>L. they will fight</td>
</tr>
<tr>
<td>13. labōrābō</td>
<td>M. they will have</td>
</tr>
<tr>
<td>14. pugnābunt</td>
<td>N. they will watch</td>
</tr>
<tr>
<td>15. spectābunt</td>
<td>O. we will go</td>
</tr>
<tr>
<td>16. venient</td>
<td>P. we will have to</td>
</tr>
<tr>
<td>17. vidēbimus</td>
<td>Q. we will see</td>
</tr>
<tr>
<td>18. vidēbitis</td>
<td>R. you will go</td>
</tr>
<tr>
<td>19. vidēbō</td>
<td>S. you will see</td>
</tr>
</tbody>
</table>
WB XVII.I  
“Quis Est?”
Directions: Identify the person or thing described in each of the following sentences from Lectiō Prīma. Watch out because the order of the questions does not follow the sequence of events in the narrative.

1. Quis carmen fāmōsum dē morte Lesbiae passeris scīpsit?
2. Quis circumsiliēns et pīpiāns nihil puellae lacrimantī ducat?
3. Quis cor suum Cordō adulēscentī iam dedit?
4. Quis cor suum vīrō senī numquam dabit?
5. Quis cūrās tristēs puellae levat?
6. Quis de Lesbiā multa carmina amātoriā scīpsit?
7. Quis digitum puellae lacrimantis rōstrō mordet?
8. Quis est sōläciolum Servīliae dolōris?
9. Quis in domō istīus senis numquam habitābit?
10. Quis in Servīliae gremiō sedet?
11. Quis Lesbia amāvit?
12. Quis lūdit et quis lacrimat?
13. Quis passerī prīmum digitum dat?
14. Quis plūs quam trīgintā quīnque annōs habet?
15. Quis post cēnam in cubiculō lacrimāns sedet?
16. Quis, carmen Catullī in mente habēns, passerī pīpiantī plōravit?
Directions: Use the *lectōnēs* to answer the following questions in Latin. Base your answers on the story (not on the Catullus’ poems) and answer in complete Latin sentences.

**Thesaurus Verbōrum**

<table>
<thead>
<tr>
<th>quis? (singular)</th>
<th>who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>qui? (plural)</td>
<td>who?</td>
</tr>
<tr>
<td>quid</td>
<td>what?</td>
</tr>
<tr>
<td>qualia?</td>
<td>what kind of?</td>
</tr>
</tbody>
</table>

Example: Quis sōlāciolum suī dolōris petēns rīdet? Servīlia, sōlāciolum petēns, rīdet.

7. Quis magna mūnera in amphitheātrō dabit?
8. Quid Marcus et Lūcius in amphitheātrō sedentēs vidēbunt?
9. Qualia animālia in mūneribus erunt?
10. Quid animālia in mūneribus dēvōrābunt?
11. Quid hominēs advenientēs māne ad amphitheātrum habēbunt?
12. Quis negōtium multum sed parvum ōtium habet?

**WB XVII.K How Closely Did You Read?**

Directions: Fill in the blank item from the *Thesaurus Verbōrum* which is best described by the statement.

**Thesaurus Verbōrum**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Aurelius Augustīnus</td>
<td>f. Leptis Magna</td>
</tr>
<tr>
<td>b.</td>
<td>Carthage</td>
<td>g. Mauretania</td>
</tr>
<tr>
<td>c.</td>
<td>Apuleius Platōnicus</td>
<td>h. participle</td>
</tr>
<tr>
<td>d.</td>
<td>L. Apuleius Platōnicus</td>
<td>Prōcōnsulāris</td>
</tr>
<tr>
<td>e.</td>
<td>L. Septimius Severus</td>
<td>j. ŪNUS NAUTA</td>
</tr>
</tbody>
</table>

1. A verbal adjective
2. Rome defeated this African city in the Punic Wars.
3. African who wrote an autobiography called *Confessiōnēs (The Confessions).*
4. African city which was the birthplace of an emperor.
EXERCEĀMUS!

5. Adjective used to describe the original province of Africa.

6. This Roman province in Africa is roughly equivalent to modern Morocco.

7. Acronym used to remember Latin adjectives with –ius genitive singular endings.

8. Roman from Africa who was the author of Metamophōsēs (The Metamorphoses) or Aureus Asinus (The Golden Ass).

9. Roman emperor born in Africa.

CAPUT XVIII

WB XVIII.A Relative Pronouns and Antecedents
Directions: Identify the relative pronouns and their antecedents in each of the following sentences based upon Lectīō Secunda. We have done the first one for you.

1. Valeria litterās quae in collārī erant lēgit: “TMQF.”
   relative pronoun: quae
   antecedent litterās

2. Cīvēs Rōmānī servīs quī fūgērunt nūllum auxilium dare possunt.

3. Mendāx et Valeria cicātrīcēs, quae in dorsō servī sunt, aspiciunt.

4. Cibum, quem in macellō ēmit, ēī dat.

5. Mendāx celeriter servum sub pannōs fētidōs, quī prō lectō sunt, abdit.

6. Fugītīvus, quī sub pannīs tremet, silentium tenet.

7. Fēlix fēlēs, quae subsīdit in angulō, fremit.

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WB XVIII.B  Perfect or Imperfect?
Directions: Read the following story in English and indicate in the parentheses whether the action would be perfect or imperfect in Latin.

Marcus was driving (         ) his chariot along the Via Appia one day. He was listening (         ) to the birds chirping. The sun was shining (         ) brightly. He saw (         ) a man at the side of the road. This man was selling (         ) wine while his wife sang (         ). A dog was sleeping (         ) next to them. Marcus halted (         ) and got out (         ) of his chariot. As Marcus came (         ) near, the dog growled (         ). Marcus was scared (         ). He shouted (         ), turned (         ) quickly and remounted (         ) his chariot. The man was angry (         ) at his dog. Meanwhile Marcus continued (         ) his ride.

WB XVIII.C  Relative Pronouns
Directions: For each sentence CIRCLE the antecedent and underline the relative pronoun.

1. Bertha is the woman to whom Titius sent the flowers.
2. Titius hit the man who had been making a pass at Bertha.
3. No one really knows the man whose daughter married Titius.
4. Watch out for the women whose shoes are off!
5. The gifts which you sent to Bertha have been returned.
6. We know the weapon with which you disposed of Colonel Titius.
7. Show me the person who did this to you and I'll fix him!
8. These are the times which try men's souls.
9. The girls whom you love are leaving town.
10. Titius is following the girls whom you love.

WB XVIII.D  Relative Pronouns
Directions: Now go back to the previous exercise and indicate, based on your circles and underlines, what GNC the relative pronoun would be in Latin for each sentence.

Example: 1. Feminine (antecedent) dative singular (indirect object in clause)
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WB XVIII.E  Relative Pronouns
Directions: Now go back one final time and indicate what the actual Latin form of the relative pronoun would be.

Example:  1. Fem. dat. sing. → cui

WB XVIII.F  Relative Pronouns
Directions: Use GNC to choose the correct relative pronoun for each of the following sentences.

Example: Marcus et Lūcius dīcunt dē mūneribus (quaē, quī, quibus) vīdērunt.

The answer is “quaē” because the antecedent mūneribus is neuter plural and the use of the relative is accusative (the games which they saw).

1. Licinia, Valeria, et Flāvia adveniēbant ad insulam in (quaē, quā, quam) habitant.
2. Nōmen unīus egēnī est Mendāx (cui, quem, quō) ōlim nōmen “Quīntus” erat.
3. Mendāx est mendicus vir (quibus, quī, cuius) pecūniam ab aliīs poscit.
4. Mendāx, (quī, quae, quod) nūllam pecūniam habet, cellam propriam invenīre nōn poterat.
5. Mendāx spatium (quī, quae, quod) parvum et fētidum, sed siccum, est, habēre poterat.
6. In hōc spatiō habitat Mendāx cum fēle suā (cui, quae, quod) Fēlix nōmen est.
7. Hodiē haec fēles (quī, quae, quod) quinque mūrēs cēpit, in amphitheātrō esse dēbet.

WB XVIII.G  Relative Pronouns
Directions: Which word is the best choice for the underlined relative pronoun if the sentence were in Latin? The first one is done for you

1. The people, who live in the apartment building, like Felix.
   (quaē, quī, cui, quis)
2. The patrons, whose money keeps Valeria in business, like her shop.
   (cuius, cui, quōrum, quibus)
3. The patrons, to whom Valeria renders a fine service, like her shop.
   (quibus, cui, quō, quae)
4. The pedagogue, with whom Lucius goes to school, hates monkeys!
   (cum cuī, cuiuscum, quōcum, quibuscum)
5. Servilia, who wants to speak with Cordus, is excited. (quae, quā, quī)
6. The animals which you are buying, have a fine pedigree. (qua, quī, quōs, qua)
7. The gladiator whom I trained, will fight today in Capua. (quī, quae, quem, quam)

WB XVIII.H Interrogative Pronouns
Directions: Use the information in the lectiōnēs to answer these questions in Latin and in English.

Example: Quī dē mūneribus dīcunt?
          Marcus et Lūcius dē mūneribus dīcunt.
          Marcus and Lucius speak about the games.

1. Quī ad insulam in Subūrā adveniēbant?
2. Quibuscum habitant Aelius et Plōtia?
3. Quīs in pistrīnō labōrābat?
4. Quid Quīntus Romae invenīre nōn poterat?
5. Quid Quīntus ab illīs in viā ambulantibus poscēbat?
6. Cuius “domus” sub scālīs est?
7. Quōcum Mendāx trēs annōs habitat?
8. Quem Valeria salūtat cum in insulam intrat?
9. Quem incolae omnēs amant?
10. Quid Fēlix in insulā capiēbat?
11. Cui Valeria cibum dat?
12. Quis in insulam rūpit?
13. Quī attonitī sunt quod fugitīvus servus est?
EXERCEĀMUS!

WB XVIII.I  How Closely Did You Read?
Directions: Match the names and terms in Col. A with the appropriate description in Col. B.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. antecedent</td>
<td>A. the Latin tense expressing action which was continuous in the past</td>
</tr>
<tr>
<td>2. horrea</td>
<td>B. a pronoun or adjective which asks a question</td>
</tr>
<tr>
<td>3. imperfect</td>
<td>C. a pronoun or adjective which connects or relates two pieces of information about the same person</td>
</tr>
<tr>
<td>4. instrūmentī genus vōcāle</td>
<td>D. Latin word for a “warehouse”</td>
</tr>
<tr>
<td>5. interrogative</td>
<td>E. a Thracian gladiator who led a slave revolt</td>
</tr>
<tr>
<td>6. Marcus Terentius Varro</td>
<td>F. a type of verbal aspect introduced in this chapter</td>
</tr>
<tr>
<td>7. Ostia</td>
<td>G. the port of ancient Rome</td>
</tr>
<tr>
<td>8. Portus</td>
<td>H. the harbor of the port of ancient Rome</td>
</tr>
<tr>
<td>10. continuous</td>
<td>J. a Latin definition of a slave</td>
</tr>
<tr>
<td>11. Spartacus</td>
<td>K. the word with which a relative pronoun agrees in gender, number and case</td>
</tr>
</tbody>
</table>

WB XIX.A  Hic, haec, hoc as a Demonstrative Adjective
Directions: Use GNC to determine which form of Hic Haec Hoc in parentheses best fits with the word marked in bold in each of the following sentences.

1. (Hic, haec, hoc) servus iēiūnus est.
2. Mendāx (huic, huius, hic) fugītīvō auxīlium dat.
3. Fēminae ad (hunc, hanc, hoc) fugītīvum pecūniam mittunt.
4. (Huius, hōrum, huic) virī fīlius ad Forum ībat.
5. (Hī, hae, haec) vōcēs dulcēs sunt.
6. Multī hominēs (haec, hae, hāc) mūnera vīdērunt.
7. Münera in (hōc, hāc, hīs) terrā pulchra sunt.

8. (Huius, hanc, hae) famīliae cēnae bonae erant.


10. (Hic, haec, hoc) imperātor populō münera dabit.

**WB XIX.B**  
*Hic, haec, hoc as a Substantive (i.e. acting as a noun)*

Hic, haec, hoc is very often used as a demonstrative pronoun or substantive. Look at these examples:

- hic: this man
- hī: these men
- haec: this woman
- hae: these women
- hoc: this thing
- haec: these things

Directions: Which form of hic, haec, hoc in parentheses best translates the words marked in bold in each sentence?

1. Give the bread to this man (hunc, huius, huic).
2. I am the maidservant of this woman (hārum, hae, huius).
3. The woman sent a letter to these men (hōrum, hī, hīs).
4. These things (hoc, haec, hae) are difficult to do.
5. I am looking for this man (hunc, hanc, hoc).
6. This man’s son is smart (huius, huic, hunc).
7. The son of this man is a fast runner (huius, huic, hunc).

**WB XIX.C**  
*Ablative of Comparison*

Directions: Change the quam comparison to an ablative of comparison. Hint: Remove quam in each sentence and change the word(s) marked in bold to the ablative case.

Example: 1. Ille multō minor est quam ego.
   Ille multō minor mē est.

1. Únus gladiātor multō māior est quam alīī.
2. Haec pulchrior est quam illa.
3. Meī filīī intelligentiōrēs quam tuī sunt.
4. Plūs pecūniae habeō quam *amicōs*.
5. Domus eius grandior est quam *meus*.
6. Haec animālia meliōra sunt quam *illa omnia alia animālia*.
7. Iuvenior et minor eram quam *tū*.
8. Nūlla mūnera meliōra aut māiōra sunt quam *haec* in urbe.

**WB XIX.D**  *SCRIBĀMUS -- Comparisons*

Directions: Using this picture describe the family in a paragraph using the words provided. Use *quam* to make the comparisons. We have done the first few sentences for you. Be sure to make each family member the subject of the sentence at least once.

*Verba �甬enda:* magnus -a, um; māior, māius
parvus, -a, um; minor, minus

Haec familia patrem, mātrem filiam, et filium habet. Pater māior quam filia est. Pater quoque māior quam filius est……etc.

**WB XIX.E**  *SCRIBĀMUS -- Comparisons*

Directions: Now retell your description of this family, but this time use ablative of comparison instead of *quam*. We have done the first sentence for you.

Haec familia patrem, mātrem filiam, et filium habet. Pater māior filiā est. ……etc.
WB XIX.F  
**Comparisons Cont.**
Directions: Now consider this depiction of the relative worth of some of the characters in the lēctōnēs. Fill in the blanks using the *Verba Útenda* and either a *quam* phrase or an ablative of comparison.

*Verba Útenda:* multus, -a, um; plūs; paucus,-a,um; minor, minus

<table>
<thead>
<tr>
<th>Mendāx</th>
<th>Valeria</th>
<th>Servīlius</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Servīlius multam pecūniam habet. Valeria plūs pecūniae quam ______ sed _______ quam Mendāx habet. Mendāx _______ pecūniae Valeri___ et Servīli__ habet.

WB XIX.G  
**What is the GNC?**
Directions: Determine the GNC of each of the following adjectives. Watch out. Some words have more than one possible GNC. The number in parentheses after the word indicates the number of possibilities. For example,

<table>
<thead>
<tr>
<th><em>magnī</em> (2)</th>
<th><em>masc. gen. sing.</em></th>
<th><em>masc. nom. pl.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pulcher (1):</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>2. novōs (1)</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>3. altae (3)</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>4. malī (2):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>5. multīs (6):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>6. territum (3):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>7. magnās (1):</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>8. celeri (3):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>9. difficilēs (4):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>10. potentium (3):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>11. praeclarā (1):</td>
<td>_________</td>
<td></td>
</tr>
<tr>
<td>12. bonum (3):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>13. parva (3):</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>14. superus (1):</td>
<td>_________</td>
<td></td>
</tr>
</tbody>
</table>
EXERCEĂMUS!

WB XIX.H  Making Comparatives
Directions: Now change each of the following adjectives to their equivalent comparative form; i.e., keep GNC the same.

Example:
*magnī* (m. gen. sing.)  *māioris*

1. pulcher (m. nom. sing.): __________
2. novōs (m. acc. sing.): __________
3. altae (f. dat. sing.): __________
4. malī (m. nom. pl.): __________
5. multīs (m. abl. pl.): __________
6. territum (n. acc. sing.): __________
7. magnās (f. acc. pl.): __________
8. celerī (f. dat. sing.): __________
9. difficilēs (f. acc. pl.): __________
10. potentium (n. gen. pl.): __________
11. praeclarā (f. abl. sing.): __________
12. bonum (m. acc. sing.): __________
13. parva (n. nom. pl.): __________
14. superōrum (masc. gen. pl.): __________

WB XIX.I  *Hic and Ille*
Directions: *Hic* (“this”) and *ille* (“that”) are opposites in Latin. Determine the GNC of each word and then change it to the GNC equivalent of the other word.

Again, watch out. Words with more than one possible GNC have numbers in parentheses to indicate the number of possibilities.

Example, *hic* (1): masc. nom. sing.  *ille*

1. hoc (2): __________
2. illē (1): __________
3. illae (1): __________
4. haec (3): __________
5. hōrum (2): __________
6. illīus (3): __________
7. hās (1): __________
8. illīs (6): __________
9. hōc (1): __________
10. huic (3): __________
11. illa (3): __________
12. illārum (1): __________
WB XIX.J  Fac Falsum Vērum!
Directions: Each of the following sentences is False (Falsum) based upon the events in Lectiō Prīma. Rewite the sentence to make each one True (Vērum).

Example: Mendāx in insulam rūpit et Publiō Secundō appropinquāvit.
Publiō Secundō in insulam rūpit et Mendācī appropinquāvit.

2. Mendāx servum in cloācā abdidit.
3. Mendāx pannōs fētidōs tangere nōluit.
4. Servus sub pannōs diū nōn manserat.
5. Mendāx in pistrīnō huius Secundī multōs annōs labōrāverat.
6. Cotīdiē servī uxor molās prōpellēbat.
7. Publiō Secundō Mendācīs uxōrem āmīsit.
8. Fugitīvus libertātem vendere spērāverat.
11. Heri fugitīvus ad hunc malum dominum revēnit.
12. Mendāx fugitīvō grātiās permaximās ēgit.

WB XIX.J  How Closely Did You Read?
Directions: The word or phrase marked in bold in each sentence is wrong and actually belongs in another sentence in the list. Rewrite the sentences with the correct word or phrase.

1. Pluperfect is a gladiator lightly armed with a helmet, greaves on both legs, an arm guard (manīca, -ae f.), a small shield (parmula, -ae f.), and a short sword (sīca, -ae f.).
2. Comparative is a gladiator lightly armed with a net and a trident.
3. E pluribus unum is a heavily armed and armored gladiator equipped with helmet (galea, -ae f.), oblong shield (scūtum, -ī n.), sword (gladius, -īī m.), wide leather belt (balteus, -ēī m.) and metal greave (ōcrea, -ae f.).
4. **Martial** is a heavily-armed gladiator who wore a special, fish-shaped helmet.

5. **Flavian Amphitheatre** is a Latin motto on the Great Seal of the United States.

6. **Bestiarius** is a verb tense formed from the 3rd principal part of the verb.

7. Adding –ior to many adjectives makes them *Ave imperator. Morituri te salutamus!*

8. **Citius, altius, fortius** is an animal fighter.

9. The gladiatorial school located adjacent to the Flavian Amphitheatre is called the **Colossus of Nero**.

10. The medieval author who is the first documented user of the word Colosseum is **Samnite**.

11. Roman poet who wrote about a gladiator names Hermes is **Thrax**.

12. **Retiarius** is said to be a Latin salute of Roman gladiators.

13. **Venerable Bede** is a statue located next to the Flavian Amphitheatre.

14. The Latin motto of the International Olympic Games is **Mirmillo**.

15. The real name of the Colosseum is **Ludus Magnus**.

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**WB XX.A Perfect System Tenses ID**

Directions: Identify the correct tense for each of the following verb forms. Be careful of False Indicators!

Example: *vīcerīs* a.) perfect; b.) pluperfect; c.) future perfect.

Answer is c.): *vīcerīs* is future perfect.

1. vocāvit: a.) perfect; b.) pluperfect; c.) future perfect.
DISCE LATĪNAM!

2. vocāverat: a.) perfect; b.) pluperfect; c.) future perfect.
3. vocāverit: a.) perfect; b.) pluperfect; c.) future perfect.
4. dūxeram: a.) perfect; b.) pluperfect; c.) future perfect.
5. dūxerō: a.) perfect; b.) pluperfect; c.) future perfect.
6. dūxit: a.) perfect; b.) pluperfect; c.) future perfect.
7. vīcīstī: a.) perfect; b.) pluperfect; c.) future perfect.
8. vīcēritis: a.) perfect; b.) pluperfect; c.) future perfect.
9. vīcērātīs: a.) perfect; b.) pluperfect; c.) future perfect.
10. potueram: a) imperfect;  b) perfect;  c) pluperfect.
11. potuerās   a) imperfect;  b) perfect;  c) pluperfect.
12. voluerit: a.) perfect; b.) pluperfect; c.) future perfect.
13. fēcerit: a.) perfect; b.) pluperfect; c.) future perfect.

WB XX.B   False Friends – Tenses ID
Directions: Some verbs can fool you if you do not consider the stem carefully. This is especially true for some of the irregular verbs. When in doubt, check the stem!

1. erat       a) pluperfect  b) perfect  c) pluperfect  d) imperfect
2. fuerit     a) future    b) pluperfect  c) future perfect
3. fuerat     a) pluperfect  b) future perfect  c) imperfect
4. poterō     a) future    b) future perfect  c) present
5. eris       a) future    b) future perfect  c) imperfect  d) pluperfect
6. potuerimus a) future    b) future perfect  c) imperfect  d) perfect
7. potuit     a) perfect    b) present    c)future perfect  d) pluperfect
8. potuīmus   a) future    b) future perfect  c) imperfect  d) perfect
9. potes      a.) future   b) perfect    c) present    d.) imperfect
**EXERCEĂMUS!**

**WB XX.C  Perfect System Fill-In**
Directions: Without changing the person and number of the verb, fill in the following chart by writing in the correct perfect, pluperfect and future perfect tense forms to match the ones we give you. The first one is done for you, marked in **bold**.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>salutāvit</td>
<td>salutāverat</td>
<td>salutāverit</td>
</tr>
<tr>
<td>habuerās</td>
<td>vīderimus</td>
<td></td>
</tr>
<tr>
<td>ēris</td>
<td>intrāverant</td>
<td></td>
</tr>
<tr>
<td>dēdistis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>potuit</td>
<td>fēceris</td>
<td></td>
</tr>
</tbody>
</table>

**WB XX.D  Perfect System Fill-In**
Directions: Without changing the person and number of the verb, fill in the following chart of verbs in the three perfect tenses for each verb in the first column. The first one is done for you.

<table>
<thead>
<tr>
<th></th>
<th>Perfect</th>
<th>Pluperfect</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>amās</td>
<td>amāvistī</td>
<td>amāverās</td>
<td>amāveris</td>
</tr>
<tr>
<td>mittēs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incipiēbāmus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lacrimābunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sciunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accipiet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WB XX.E  Verb Translation**
Directions: Select the correct answer for the given form. Be careful of False Indicators! Hint: Person and number are the same for each set of forms. Only the tense is changing.

Example: vēnerat: a.) he will come; b.) he had come; c.) he will have come; d.) he came.
The answer is c.) he had come.

1.) vēneris: a.) you will come; b.) you come; c.) you will have come; d.) you came.
2.) scrīpsant: a.) they wrote; b.) they will have written; c.) they will write; d.) they had written.
### WB XX.F Derivatives

**Directions:** Each of the English words marked in bold in the story below is derived from a Latin comparative or superlative. Identify this Latin word and use its meaning to create an appropriate definition for the English word at it is used in context.

**Suggestion:** Use these English words to help you memorize the irregular comparatives and superlatives.

**Example:** a *pejorative* remark (*pēior, pēius*). A “pejorative” remark is one which is “rather bad” (*pēius*).

Charley who was in an *optimistic* mood when he *minimized* his computer screen, stood up, and strode into the meeting. Here he hoped to *maximize* the company’s profits by swaying a *majority* of the shareholders and winning a *plurality* of the voters. First, though, he would have to explain his *prior*...
statements about a pessimistic financial future for the country. His only fear was that someone in the audience would make a pejorative remark.

**WB XX.G Comprehension**

Directions: Rearrange the following events from Lectū Secunda in the order in which they actually occurred. Then translate each sentence into English. We have done the first one for you.

1. Duodecim annōs Herculēs crūdēlissimō Eurystheō serviēbat.

   Hercules lived a happy life with his wife Megara.

2. Herculēs ad ōrāculum Delphicum īre constituit.

3. Herculēs ad sānītātem rediit.

4. Herculēs cum Megarā, uxōre suā, beātam vītam agēbat.

5. Herculēs duodecim labōrēs, quōs Eurystheus imperāverat, confēcit.

6. Herculēs Eurystheō sē in servitūtem trādidit.

7. Herculēs quam celerrimē ad Eurystheī rēgīs urbem contendit.


9. Propter hoc scelus Herculēs mox ex urbe effūgit et in silvās sē recēpit.

10. Ubi Herculēs Pŷthiam certiōrem dē scelere suō fēcit, Pŷthia prīmō tacēbat.


**WB XX.H  How Closely Did You Read?**
Directions: Find the name or term in *Thesaurus Verbōrum* which is best identified by each of the following statements.

<table>
<thead>
<tr>
<th>Thesaurus Verbōrum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcmena</td>
<td>Forum Boarium</td>
</tr>
<tr>
<td>Cacus</td>
<td>future perfect</td>
</tr>
<tr>
<td>Caracalla</td>
<td>Hercules</td>
</tr>
<tr>
<td></td>
<td>superlative</td>
</tr>
</tbody>
</table>

1. The mother of Hercules.
2. The wife of Hercules.
3. Hercules’ stepmother.
4. Roman emperor who liked to dress like Hercules.
5. A temple of Hercules is located here.
6. Strangled snakes when just an infant.
7. This kind of word means “as _____ as possible” when used with *quam*.
8. A monster Hercules defeated.
9. This tense is used to show an action which is going to happen but with a sense of completion.
**VERBA OMNIA**

*Modus Operāndi:* Words in bold are verba discenda. Roman numerals in parentheses indicate the chapter in which this word became a verbum discendum. Definitions of verba discenda aim for comprehensiveness. All other words appear at least once in *DISCE LATĪNAM.* The definitions of these words are not necessarily comprehensive but rather focus on the meanings in the context of the narrative.

-A-

ā, ab, abs + abl. from, away from; by (with persons) (V)
abdō, abdēre, abdidī, abditum hide, conceal (XIX)
abēō, abire, abivī / abīī, abitum go away (VII)
abīnc from here; ago
abitus, -ūs m. departure
ablūō, abluerē, albuī, abītum wash, cleanse
absum, abesse, āfuī be absent (XIX)
abūtor, abīī, abūsus sum use up, waste, a (+abl.)
ac = atque and, and also, and besides
ad and, and besides (XXXIII)
academia, -ae f. the academy
accēō, accēdere, accessī, accessum go to, approach; attack; assent, agree (XXXVIII)
accendō, accendere, accendī, accēnsum light, burn
acciō, accidere, accidī, happen; fall at, near (XXIX)
accipīō, accipere, accēpit, acceptum accept, receive (XVI)
accumbēre, accubēre, accubuī, accubītum recline at table
accurrō, accurrere, accurrī / accucurrī, accursum run, hasten to
acerb, acris, âcre sharp, violent, eager, swift (XXXVIII)
acervus, -īs m. heap
acētum, -īn. vinegar
Acrīsius, -īi m., Acrisius (Perseus’ grandfather)
Actiacus, -a, -um of Actium
āctor, actōris m. actor
ad + acc. to, toward, for (II) and (V)
ad dextram at the right
ad lūnam by moonlight
ad sinistram to the left
adamō (1) fall in love, love passionately
addīcō, addīcere, addīxi, addīctum consecrate
addō, addere, addidī, additum add, give
addūcō, addūcere, addūxi, adductum bring in, lead to
adeō, adire, adivī / adīī, aditum go to (VII)
adeps, adipis m./f. fat
adhic to this point, still, yet (XXX)
adiuŋgō, adiuŋgre, adiūnxī, adiūntum join to, add to
adiūtor, -ōris m. helper
adiuvō, adiuvōre, adiūvī, adiūtum help (XVI)
adminiculum, -īn. tool, support, aid
admīrōr, admīrārī, admīrātus sum admire, wonder at (XXVI)
admonēō, admonēre, admonuī, admonītum warn strongly, admonish
adoleō, adoleāre, adolūā, adolūtum burn
adsūm, adesse, adsūī be near, be present (+ dat.) be “there for” someone, be of assistance, help, aid (XIX)
adulēscēns, -ēntis m./f. youth (XV)
advena, -ae m./f. foreigner, stranger
adveniō, advenīre, advēnī, adventum arrive at, come to (XI)
adventus, -īs m. arrival (XXXIX)
adversārius, -īrī m. opponent, enemy
adversus + acc. opposite to, against
adversus, -a, -um adverse, contrary
aedēs, -is f. temple
aedificium, -ī n. building (XXXVIII)
aedificō (1) build, make
aedilītās, -tātis f. aedilship, office of aedile (public works)
aedis, aedis f. temple, house of a god
aeger, aegra, aegrum sick (XXXVII)
aegrescō, aegrescere grow sick
Aegyptus, -īs f. Egypt, a province of Rome
Aeneus, -a, -um bronze (XXX)
aequinoctuālis, -e equinoctial, of the equinox
aequor, aequoris n. (level surface of the) sea
aequus, -a, -um even, equal; fair, just; patient, calm (XXXI)
aēris, aēris m. air, atmosphere (XXXII)
aestimō (1) value, estimate, consider (XXXVIII)
aestuōsus, -a, -um hot (XXXI)
aestus, -ūs m. heat
aēta, -ae age, period of time
afferō, afferre, attulī, allātum bring to
afficiō, afficerē, afficī, affectum affect, move, influence
affīligō, affīligere, affīlīctum bother
affinis, affine related by marriage
afflugeō, affulgēre, affulsī shine on, smile on (+ dat.). Also spelled adflugeō etc.
Āfrica, -ae f. Africa, the Roman province of Africa (modern Tunisia)
Āfrus, -a, -um African
Agamemnōn, -nonis m. Agamemnon, king of Mycenae
age come! well! all right! (XXXVI)
agedum come! well! all right!
ager, agrī m. field (XIV)
aggredior, aggredī, aggressus sum go to, approach
aggūtātor, -ātoris m. driver, charioteer
aggūtūs, -a, -um shaken, disturbed, upset
aggūtō (1) agitate, disturb
agnōscō, agnōscere, agnōvit, agnōtum recognize
a głō, agere, ėgū, actum act, do, lead, drive (IV)
Agrippa, Agrippae m. Agrippa, Augustus’ general and brother-in-law
Āh ha! ah!
aha ha! (in reproof, amusement or denial)
āit, āiunt say (in present only)
Āitia, Āitiōn n. pl. “Origins,” the title of a book by Callimachus
albus, -a, -um white
Alcinous, -ōn n. Alcinous, king of the Phaeacians and host of Odysseus
Alcmēna, -ae f. Alcmena, mother of Hercules
ālea, -ae f. die, dice-playing
Alexander, -ān m. Alexander (the Great), king of Macedonia
Alexandrēa, -ēae f. Alexandria Alexandriaēae is locative. “at Alexandria”
Alexandrēos, -ē, -on Alexandrian (Greek form of Alexandrīnus)
Alexandrīnus, -a, -um Alexandrian, pertaining to the city in Egypt
alībī elsewhere, in another place
alīqūī besides
aliquandō sometimes, at length, formerly, someday, hereafter (XXVI)
aliquis, aliquid n. someone, something (XVIII)
alter otherwise, else, in another way (XXXIX)
alius, -a, -um other, another (IX); alius…alius one…another; in pl. some….others (XXXI)
allegō (1) deputize, commission, charge
alloquor, alloqui, allocūtus sum speak to, address (XXVII)
almus, -a, -um nourishing, kind, dear (XVIII)
Alpēs, Alpium f. pl. Alps, the mountains of northern Italy
altē high
alter, altera, alterum another (of two) (XVII)
altus, -a, -um high (II)
alumnum, -i m. foster son
amībilis, -e lovable
amārus, -a, -um bitter
amātōrius, -a, -um loving, pertaining to love, amatory
ambītō, -ōnis f. canvassing (for votes), political campaign (XXXVII)
ambō, ambae, ambō both (of two). Note the irregular dative/ablative plural, ambābus. (XXXI)
amalē (1) cut off
an whether (XXXIX)
ancilla, -ae f. female servant (VIII)
angiportum, -i m. alley
angulus, -i m. corner
angustiae, -arum f. pl. trouble, difficulty
angustus, -a, -um narrow
anima, -ae f. breath, soul, life
animal, -ālis n. animal (XVII)
animus, -i m. mind (XXIX)
anōna, -ae f. year’s provision
annō superiōre “last year”
anuō, annuere, annū nod (in approval)
annus, -i m. year (XII)
antē previously
ante in front, before, ahead; + acc. before, in front of (XXVI)
antē before this time, earlier
anterior before (XXXIV)
antibuschius, -iī m. someone who is anti-student, a student hater
antiquātēs, -ītē f. antiquity
antiquus, -a, -um old, ancient (X)
Antōnius, -iī m. Antonius, Antony
ānulus, -i m. ring
anus, -īs f. old woman (XXVII)
anxius, -a, -um uneasy, anxious (XXIX)
DISCE LATĪNAM!

apage go! scram!
aper, aprī m. boar
aperiō, aperīre, aperū, apertum open; discover; show (XXIX)
apiārius, -īī m. beekeeper
apodyterium, -īī n. dressing room
Apollō, Apollīnis m. Apollo, god of prophecy
Appenninī, -ōrum m. pl. Appennines, the mountains along the spine of Italy
appētō, appetere, appetīvī / appetīi, appetītum seek or grasp for, grasp after
applaudō (1) applaud
applīcō, applīcāre, applīcāvī / applicū, applicātum / applicītum apply
appōnō, appōnerē, apposuī, apposītum serve, put to (XXVI)
appropinquō (1) approach, come near to (+ dat.) (XI)
aprīcus, -a, -um sunny
apud + acc. at the house of, with, at _____’s (XVI)
aqua, -ae f. water (II)
āra, -ae f. altar (XIX)
arānea, -ae f. spider
arbitror, abitrārī, arbitrātus sum observe, perceive; think (XXXVII)
arbor, arborīs f. tree (XXIX)
arboreī tree
arca, -ae f. chest
Arcadia, -ae f. Arcadia, a region in Greece
arcūnus, -a, -um secret
archierus, -ī m. chief priest
arcessō, arcessere, arcessīvī / arcessīi, arcessītum call for; summon; procure (XXXII)
ardeo, ardēre, arsī, arsum burn, glow
ardor, ardōris m. fire, flame
argentārius, -a, -um of silver, pertaining to silver (XXXI); faber argentarius silversmith
argentārius, -īī m. banker
argenteus, -a, -um of silver, silvery (XXXIV)
argentum, -īn. silver; money (XXXI)
Argī, Argōrum m. pl. Argos, a city in Greece
Argītērum the Argiletum, (a street leading into the Roman Forum)
argūmentum –ī, n. plot. argument (of a play)
arguō, arguere, argūi, argūtum argue
arma, armōrum n. pl. arms, weapons
armō (1) arm (XXXVII)
ars, artīs f. skill, art (XXV)
artifex, artificīs m. artist, artisan, maker
Artorius, -īī m. Artorius, a man’s name
ascendō, ascendere, ascendī, ascēnsīum climb, ascend (XXIV)
Asinius, -īī m. Asinius
asinus, -īī m. donkey
aspectō (1) gaze, look at
asper, aspera, asperum rough, harsh
aspergō, aspergere, aspersī, aspesum sprinkle
aspičō, aspicere, aspexī, aspectum look at (XXIII)
assentior, assentīrī, assensus sum approve
assequō, assequī, assequītum pursue, gain
ās, assīs m. as, a small copper coin of minimal value
assō (1) roast
astō, astāre, astūī stand (up); stand by, assist
astrologia, -ae f. astrology
astrologus, -īī m. astrologer
astūtus, -a, -um smart
at but, and yet (XX)
āter, ātra, ātrum black
Athēnae, Athēnārum f. pl. Athens, a city in Greece
atque and, and also, and even, yet (XX)
atrium, -ī n. atrium, public greeting room of a Roman house (XXXIII)
atrōciter fiercely
attat Ah! (used to express surprise, fear, or a warning)
attendō, attendere, attendi, attentum listen carefully
attonitus, -a, -um astonished, amazed
auctōriās, -tātis f. authority, power
audācia, -ae f. daring
audēō, audēre, ausus sum dare (IX)
audāmus “Let’s listen!”
audīō, audire, audīvi / audīrī, audītum hear, listen to (VII)
Augēās, Augēae m. Augeas, king of Elis in Greece
Augēus, -a, -um Augean, pertaining to King Augeas
augustus, -a, -um revered Augustus
Augustus, -i m. “the revered one,” a cognomen of Octavius, the emperor Gaius Julius Caesar Octavianus
(augustus, -a adj. augustus) (63 B.C. – 14 A.D.), known as Augustus (“Revered”)
aura, -ae f. breeze
aurēus, -a, um golden
auris, aurīs f. ear (XXIX)
auscultō (1) listen
auspex, auspiciis m. diviner, soothsayer
auspicium, -(i)i n. sign, omen, auspices
aut or; aut…aut either…or (IV)
autem however (XX)
auxiliōn, -ī n. help, aid (XXV)
avi, -ae f. grandmother (XXX)
Avē Greetings! (XXIX)
avēō, avēre be eager
avia, -ae f. grandmother
avidus, -a, -um eager
avis, avis f. bird (XXVIII)
āvolū (1) hasten away, fly away
avus, -i m. grandfather, ancestor (XXIX)
-B-
Baiae, Baiārum m. pl. Baiae, a resort town near Naples, Italy
balneae, ārum f. pl. bath
basilica, -ae, basilica, courthouse
beātus, -a, -um blessed, happy
bellum, -ī n. war; bellum gerere wage war (XXIII)
bellus, -a, -um handsome, pretty
bene well, nicely (IV)
beneficiōn, -ī n. kindness, benefit, favor (XXXVIII)
benevolēns, benevolentis well-wishing, benevolent
benignus, -a, -um kind, kind-hearted, bounteous (XXI)
bestiārius, -i m. animal fighter
bēta, -ae f. beet
bibliothēca, -ae f. library (XXVII)
bibliothēcēs, -ēs library, (the Greek equivalent of bibliothēca, -ae f.)
bibō, bibere, bibitum drink (II)
bis twice, two times (XXXVI)
bonus, -a, -um good (III)
bōs, bovis m./f. cow, bull, ox
DISCE LATĪNAM!

bracchium, -ī n. arm (XIV)
brevē in a short time
brevis, breve short (XVIII)
Brutus, -ī m. Macus Junius Brutus (85-42 B.C.), one of the leading assassins of Julius Caesar
bulla, -ae f. bulla, a locket worn around a child’s neck
- C -
cachinnātiō, cachinnātiōnis f. loud laughter

cacus, cacus f. (1) laugh loudly

cacūbmen, cacūminis n.; tree top
cadēver, cadēveris n. corpse, dead body
cadō, cadere, cecidī, cāsum fall (down); be slain; end; happen (XXI)
caelibaris, -e unmarried
caelum, -ī n. sky
Caesar, Caesaris m. Caesar
Calabria, -ae f. region in the heel of Italy
caldārum, -ī n. hot bath
calidum, -ī n. a hot drink
calidus, -a, -um warm, hot (XXX)
Callimachus, -ī m. chief librarian at Alexandria and poet (c.280-243 B.C.)
calvus, -a, -um bald
calx, calcis f. goal, chalkline
Campānia, -ae f. Campania, region of southern Italy around Naples
campus, -ī m. field (XXXIII)
candidātus, -ī m. candidate
candidus, -a, -um dazzling white; bright
canis, canis m./f. dog (XXIII)
cānā (1) sing
cantō (1) sing (XXVII)
cantus, -ūs m. song
capāx, capācis spacious, roomy; “full of”
capillus, -ī m. hair
capiō, capere, cēpī, captum take, catch (III)
caput, capitūs n. head, master (XXXVI)
carcer, carceris m. prison; starting gate
careō, carēre, carūi, carītum + abl. lack, be without, lose (XXXVI)
cāritās, -tātis f. charity, generosity
carmen, carminis n. song, poem, poetry (XVII)
carrō, carrīnīs f. flesh; meat
carrōta, -ae f. carrot
carpō, capere, carpī, carpūtum seize, pluck, enjoy
cārūs, -a, -um dear (XIII)
Cassius, -ī m. C. Cassius Longinus (85-42 B.C.), one of the leading assassins of Julius Caesar
Castor, Castorīs m. prison; starting gate
Castra, -ōrum n. pl. camp (XXIII)
catulus, -ī m. puppy
caudex, caudicis m. piece of wood, as an oath “blockhead!”
causa, -ae f. cause, reason; causā + gen. on account of, because of (XXX)
causidicus, -ī m. lawyer
cautus, -a, -um cautious, careful
cavea, -ae f. cage
caveō, caveō, cāvī, cautum take care, beware (XXXIII)
cēdō, cēdere, cessī, cessum go, walk; (+ dat.) yield to, give way to; succeed; allow, grant (XXXV)
celeber, celebris, celebre frequent, famous
celer, celeris, celere fast, swift (XV)
celeriter quickly
Verba Omnia

cella, -ae f. room (XVIII)
cēlō (I) hide
cēla, -ae, um high, lofty, tall
cēna, -ae f. dinner (XII)
cēnō (I) dine (XII)
cēnsō, cēnsēre, cēnsūs, cēnsum be of the opinion
centaur, -i m. centaur, half-human and half-horse
centum indecl. one hundred (XXXVII)
centuriae, -ae f. century, i.e., a division of the Roman citizeny according to wealth. The two highest such centuries were the senators and the equītēs (knights).
centuriō, -ōnis m. centurion (XXIII)
certāmen, certāminis n. contest, race (XXXV)
certē certainly
certus, -a, um sure, certain (XXIII)
cēterum besides, for the rest
Chaldaeus, -a, -um Chaldaean, an inhabitant of Mesopotamia
Chūrōn, -onis m. Chiron, a schoolmaster who shares his name with the ferryman to the Underworld
Charōn, Charōnīs m. Charon, the ferryman of the Underworld
cibus food (II)
cicātrīcōsus, -a, um scarred
cicātrīx, cicātrīcis f. scar
cingō, cingere, cīnxē, cīnctum gird, put a belt around
cingulum, -i n. belt
cinis, cineris m. ashes
circēnsēs, circumstium m. pl. games in the circus
circulus, -ī m. circle
circum + acc. around (VI)
circumambulō walk around
circumcingō (I) gird around
circumcurrō, circumcurrere, circumcurrērum run around
circumēō, circumēre, circumēvi / circumētum go around
circumsilīō, circumsilīre, circumsilītum leap around
circumspectō (I) look around
circumstō, circumstāre, circumstetē, circumstatum (I) stand around, surround
circus, cīrcī m. circle, circus
cista, -ae f. chest, box
conscrībere, conscrīptum enlist
cistern, -ae f. cistern, well
civis, civīs m./f. citizen (XXVII)
civitās, -ītis citizenship, the state
clāmō (I) shout, cry out (V)
clāmor, clāmōris m. shout, cry, uproar (XX)
clāmōsus, -a, -um noisy
clārus, -a, um clear, bright; loud, distinct; famous (XXXVI)
Claudius, -ī m. Claudius, nomen of an old Roman family
claudō, claudere, clausī, clausum shut, close (XXXVIII)
clementia, -ae f. mercy, clemency
Cleopatra, -ae f. Cleopatra, the last Ptolemaic ruler of Egypt
cliēns, cliēntīs m. client (XXXI)
cloāca, -ae f. sewer
copiō, copere, coepī, coeptum begin
cōetus, -ās m. assembly, band
cogitō (I) think, think about (X)
cognātus, -a, -um related by birth, cousin
cognōscō, cognōscere, cognōvī, cognitum learn, get to know, observe; in the perfect: “to know” (XXIX)
DISCE LATÍNAM!

cōgō, cōgere, coēgī, coactum drive together, force (XXIII) learn, get to know, observe
cōlīculus, -ī = caulis, -ī f. small cabbage, cabbage sprout
collābor, collābī, collāpsus sum fall in a faint, collapse (XXXIX)
collāre, collāris n. collar
collēgium, -iī n. club, group, corporation, association
collis, collīs m. hill (XXXII)
colloquium, -iī n. talk, conversation
colloquor, colloquī, collocātus sum talk together, converse (XXV)
collum, -ī n. neck
colō, colere, colū, cultum honor, pay court to, take care of, worship Colantur = “are cared for”
colōnia, -ae f. colony
color, -ōris m. color, complexion
coma, comae f. hair
comprüō, comprüere, combüßī, combüßūm burn, burn up (XXX)
comes, comitis m. / f. companion
comitia, -iōrum n. pl. elections
comitō (1) accompany, attend
commentāriolum, -ī n. small handbook, short essay
committō, committere, commĭsī, commissum entrust
commodus, -a, -um pleasant, comfortable, convenient
commūnis, commune common
commutō (1) change
comœdia, -ae f. comedy
compescō, compescere, compescuī confine, restrain
compitālis, -ī of the crossroads
complector, complectī, complexus sum embrace
comprehendō, comprehendere, comprehendī, comprehēnsum seize, grasp, understand
compressus, -a, -um squeezed together, narrow
comprimō, comprimerē, compressī, compressum press, squeeze together
computō (1) count up, calculate
concāleșcō, -ere, -uī to warm up
concēdō, concēdere, concessī, concessum go way, yield, withdraw, allow, grant (+ dat.)
concēdī, concēdēre, concēdī, conscīsum cut, chop up
concilium, -īī n. council = Roman senate
concīlēve, concīlīvis n. room
concīlīdō, concīlīdere, conclusī, conclusum conclude, finish
condimentum, -ī n. spice, seasoning
condō, condere, condī, condītum build, found
condūcō, condūcēre, condūxī, conductum tent
conferē, conferre, contulī, collātum discuss, bring together, collect; sē conferre go (“betake oneself”)

talk together (XXVIII)
confiicio, conficere, confectūrī, conferctum do, accomplish, complete (XXVIII)
confirmō (1) reassure, strengthen, confirm, encourage
congregō (1) gather
coniicio, conicere, coniēcī, coniectum hurl, cast
coniungō, coniungere, coniūnxī, coniunctus join, connect, ally
coniūnxī, coniūngis m./f. spouse

cōnōr, cōnārī, cōnātus est try, undertake (XXIV)
cōnsacrō (1) dedicate, consecrate
cōnscedō, cōnscedere, cōnscedī, cōnscedēsum ascend; embark
consentiō, consentire, consensī, consensum consent, agree
consequor, consequī, consecētūs sum obtain, procure
conservō (1) preserve, keep safe (XXXIX)
conservus, -ī m. fellow slave
considerō (1) consider, inspect
consilium, -ī n. plan, advice, counsel, reason, judgment (XXIII)

consistō, consistere, constitī, constitūm stop, halt; + ā or ex. abl. consist of

consobrīna, -ae f. female first cousin (on the mother’s side)

consōlor, consōlāri, consōlātus sum console

conspicū, conspicere, conspexī, conspectum catch sight of, see, look at, observe (IX)

constat Impersonal verb: “it is known (that)”

constituō, constituere, constitūm put, appoint, decide, establish

constō, constāre, constitī, constātum stand still; cost (X)

constringō, constringere, constrīnxī, constringētum bind fast; compress

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constringō, constringere, constrīnxī, constringētum bind fast; compress
culīna, -ae f. kitchen (XXV)
culpa, -ae f. fault, blame
cultellus, -ī m. knife
cultūra, -ae f. agriculture
cum + abl. with (VI)
cum prīmum as soon as
cum when (XV)
cumīnum, -ī n. cumin
cūnae, cūnarum f.pl. cradle
cūncor, cūncūrī, cūncūtus est tarry, linger, hesitate (XXV)
cupidus, -a, -um + gen. longing for, eager for, desirous (XXXIX)
cupīō, cupere wish, want to (IV)
cupressus, -ī f. cypress tree
cūra, -ae f. worry, concern, care, anxiety (XXXVI)
cūrātor, -ōris m. caretaker, manager

cūrō (1) care for (XIII)
currō, currere, cucurrī, cursum run (V)
cursor, cursūs m. runner
cursus, -ūs m. course; voyage; journey; race; march; career (XXXV)
custōdiō, custōdiēre, custōdiīvī / custōdiī, custōditum watch, guard (XXX)
custōs, custōdis m. / f. guard (XXX)

-D-
Danaē, Danaēs f., Danaé, mother of Perseus
daps, dapis f. sacrificial feast, offering
dē (+ abl.) concerning, about, down from (VII)
dea, -ae f. curia, senate house
dēbilis, -e weak
dēcēm ten (XII)
decet, decēre, decuit Impersonal. it is fitting (XXIV)
decipīō, decīpere, decēpī, deceptum cheat
decōrus, -a, um fitting, noble
deōcō (1) dedicate, devote
deōducō, deōducere, deōduxī, deōductum lead down, draw down; bring away, bring off; conduct, escort;
derive axōrem deōducere take a wife, marry (XXXVIII)
dēducōriō, -onis f. transportation
dēfense defend (XXXIX)
dēfluō, dēfluere, dēflūxī, dēflūxum disappear; dēflūxēre = dēflūxĕrunt (poetic)
deinceps in succession
deōlectābilis, -e delicious
deōlectō (1) amuse, delight, charm (XXXVIII)
dēleō, dēlēre, dēlēvī, dēlētum destroy, wipe out
dēleōrīō (1) debate, deliberate
dēliciae, -ārum f. pl. delight, pleasures; pet; favorite
dēligō, dēligere, dēligī, dēlectum pick out, choose
Delphicus, -a, -um Delphic, pertaining to Delphi (a shrine of Apollo)
delphīn, delphīnis m. dolphin
dēlābrum, -ī n. temple
dēmitō, dēmittere, dēmisī, dēmissum send down
discern (1) show, depict
Démosthenēs, -is m. Demonsthenes, a famous Greek orator of the fourth-century B.C.
dēmum finally, at length, at last (XXVI)
dēnique finally, at last (XXXII)
dēplōrō (1) lament
dēpōnō, dēpōnere, dēpōsus, dēpositum leave, lay down; commit; entrust, deposit (XXI)
dēpositum “what has been set down (on the table)”
dēprecor, dēprecārī, dēprecātus sum beg pardon from (+ dat.)
dēscendō, dēscendere, dēscendi, dēscensum go down, descend (XXXI)
dēscríbo, dēscribere, dēscriptī, dēscriptum describe, draw
dēserō, dēserere, dēserū, dēsertum desert, abandon
dēsiderium, -ī n. desire, wish
dēsiderō (1) wish for
dēsīnō, dēsīnere, dēśīnī / dēśīnī + gen. cease, desist (from)
dēsīsitō, dēsīsitere, dēsīstītī, dēsīstītum stop, cease, desist
dēspērō (1) despair (of)
dēstruō, dēstruere, dēstrūxī, dēstrūctum destroy (XXXIV)
dēsuer from above
dētergeō, dētergēre, dētersī, dētersum wipe away, rub clean
deus, -ī m. god (XIV)
dēvertī, dēvetere, dēvertī, dēversum turn aside, stop to visit
dēvōrō (1) devour, consume
dexter, dext(e)ra, dext(e)rum right dext(e)ra (manus), -ae f. right hand (XXXVIII)
dī m. nom. pl. gods = deī
diabōlus, -ī m. devil
Diāna, -ae f. Diana, goddess of the hunt and of the moon; the moon itself
dicō, dicere, dīxī, dictum say, tell (VII)
dictum, -ī n. word
dīēs, dīēī m. day (XXIV)
difficilis, difficile hard, difficult (XV)
difficulētās, -ītās f. trouble, difficulty (XXIII)
diffugiō, diffugere, diffugī flee from
diffundō, diffundere, diffundī, diffundūm pour forth, spread out
dīgitus, -ī m. finger (XXXVIII)
dignitas, -ītās f. worthiness, merit; dignity; office; honor (XXXV)
dignus, -a, -um worthy, deserving
diligēns, diligēnsis careful, diligent, frugal (XXX)
diligenter carefully
dīmiserīm, -ī m. half
dīmitō, dīmittere, dīmisī, dīmissum send out; dismiss; release; divorce (XXXV)
Diocīs, Diocīs m. Diocles, a man’s name
dīrectus, -a, -um straight, direct
dīrigō, dīrigere, dīrēxī, dīrectūm direct, guide
dīs dat./abl. plural of deus
dīs volentis “if they gods are willing”
discēdō, discēdere, discēssī, discēssum leave, depart
discernō, discernere, discernēvī, discernētum separate, distinguish
disciplina, -ae f. instruction, knowledge
discīpula, -ae f. student (II)
discīpulus, -ī m. student (II)
disco, discere, didicē learn (V)
dispersō, dispersa, dispersi, dispersum scatter, disperse
dispiciō, dispicere, dispexī, dispexium consider
dīsplicēō, dīsplicēre, dīsplicītūm displease. dīsplicēr imper: “it is displeasing” (XXVI)
dispōtū (1) argue
disserō, disserere, disserū, disserūm discuss
dissimilis, -e unlike (XXXVII)
diū for a long time (XVI)
diūtius (comparative of diū) for a bit longer
diversus, -a, -um different, varied
dīves, dīvītis rich, talented (XXIV)
dīvus, -a, -um divine (XXIX)
dīvus, -ī m. god = deus
dō, dare, dedī datum give (II)
doceō, docēre, docuī, doctum teach; show (XXXV)
documentum, -ī n. instruction, warning
dolor, dolōris m. pain, grief (XXI)
dolōsus, -a, -um clever, crafty
domī at home
domicilium, -i n. home
domina, -ae f. mistress (of the house), the woman in charge (XXV)
domīnus, -ī m. master (XVIII)
domus, -ī f. home, house domum home, to a house (IV)
domus, -ūs f. house (XXIV)
dōnec as long as, until (XXVII)
dōnā (1) present as a gift (XXVII)
dōnum, -ī n. gift (XXIII)
dormiō, dormīre, dormīvī / dormītum sleep (XII)
dorsum, -ī n. back
dōstālis, -e dowry
Drusus, -ī m. Drusus, cognomen in the Claudian gens. Tiberius and his descendants were members of this family.
dubitō (1) doubt, hesitate (XXXIX)
dubium est it is doubtful
dubius, -a, um doubtful, uncertain (XXXIX)
Dāc mē domum! Take me home!
dūcō, dūcers, dūxi, ductum lead (IV)
dūdam a little while ago
dulcis, -e sweet (XXIII)
dum until (XXXIV); while, as long as (X)
dummodo provided that, as long as
dumtaxat only up to “only up to 150”
duo, duae, duo two (VII)
duobus two
duodecim twelve (XII)
duodēvīgintī eighteen
dūrus, -a, -um
dux, ducis m. leader (XXV)

-Ē-
ē, ex + abl. out of, from (V)
ēbrius, -a, -um drunk (XXVII)
ēburneus, -a, -um ivory
ece Behold! Look! (XI)
edāx devouring
Edopol! By Pollux! (XXXVII)
editor, editōris m. organizer Editōr ludōrum “the giver of the games,” i.e., the public official in charge of the games
edō, ēsse / edere, ēdī, ēsum, eat (VII)
efficiō, efficere, effēcē, effectum execute, accomplish, do (XXXII)
effrēnātus, -a, -um unbridled
effugió, effugere, effūgi escape, flee
effugium, -iō n. flight, escape
effundō, effundere, effūdī, effūsum pour out
effūsus, -a, -um poured forth; widespread; effūsē a lot
egēnus, -a, -um in need of, in want of, destitute (XXII)
egūlīdus, -a, -um warm
ego 1 (VII)
egūreddor, ēgredī, ēgressum sum march out exornō (1) adorn
ehem ha! aha! (in pleasant surprise)
ēheu alas! oh no! (XVI)
ēho here you! hey! (often followed by tu or a vocative)
ei / hei I (VII)
ēheurē, ēheurēre, ēheurtum throw out
ēlāborō (1) take pains, exert oneself.
elephāns, elephantis m. elephant
ēlevō (1) raise up, lift up
ēligō, ēligere, ēligī, ēiectum pick out, choose
Ēlis, -idis f. Elis, a region in the Greek Peloponessus
ēlixus, -a, -um boiled
ēloquor ēloquī, ēlocūtus sum speak out (XXIV)
ēlūdō, ēlūedere, ēlūsī, ēlūsum mock, escape
ēmē, enere, ēmit, ēmptum buy (XVIII)
ēn / ēm come on! (in commands); really? (in questions)
enim for (XX)
eō, īre, īvi / īi go (VII)
Epaphroditus, -ī m. Epaphroditus, a Greek name for a man.
epīstula, -ae f. letter
epulae, -ārum f. pl. food, dishes of food; banquet, feast (XXVI)
epulor, epulārī, epulātus sum feast, dine
ēquēs, equītis m. horseman, knight; pl. cavalry; order of knights (XXXIV)
equus, -ī m. horse (XXXIV)
ergō therefore (VIII)
erro (1) wander
error, errōris m. mistake
ērubēscō, ērubescere, ērubī redden, blush
Erymanthius, -a, -um Erymanthian
Erymanthos, theī n. Erymanthus, a mountain in Greece
Esquilīnus, -a, -um Esquiline, one of the seven hills of Rome
es is (I)
esurō, ēsurīre, ēsurītum be hungry
et and (II); also, even; et…et both…and (IV)
etiam still; also, even, too, and also, even now (XVII)
etō although, even if
cu fine! great! (sometimes ironic)
euax hurray!
euge / euge /eugēpae terrific! bravo! (XXXVII)
Eumolpus, -ī m. Eumolpus, a character in the Satyricon
Eurythestus, -ēī m. Eurythestus, king of Mycenae in Greece
ēvenīō, ēvenīre, ēvenī, ēventum come about; happen (XXXV)
ēvīō (1) shun, avoid
ēvolō, ēvoluere, ēvolūī, ēvolūtum unroll, unfold
exāminō (1) examine
excipiō, excipere, excēpī, exceptum receive, welcome
excitō (1) awaken, excite, raise (XXXII)
exclamō (1) cry out, explain
exemplum, -ī n. sample
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exō, exūre, exūtī / exī, exitum go out (XXVII)
exerceō, exercēre, exercuī, exercitum practice

exercitus, -īs m. army (XXXVIII)

exhibēō, exhibēre, exhibuī, exhibitum show, exhibit
exīlis, exīle thin, small

eximō, eximere, exēmī, exēmptum take out, remove
exōticus, -a, -um strange, exotic, foreign

expallēscō, expallēscere, expalluī turn very pale

expellō, expellere, expulī, expulsum throw out

exergiscōr, expergiscī, experrēctus sum awake, wake up (XXXII)
expiō (1) atone for

explicō (1) explain

expōnō, expōnere, exposuī, expositum set out; exhibit

exspectō (1) await, wait for (XVI)
exspīrō (1) breathe out

exstinguō, exstinguere, exstīnxī, exstīnctum quench, extinguish

extendō, extendere, extendī, extentum / extensum stretch out, extend

exterrēscō, exterrēscere, exterruī be alarmed, dread

extrahō, extrahere, extrāxī, extractum draw out, drag out

 extrad, extradere, extradī, extractum draw out, drag out

extrēmās poenās habēre = die

exūō, exuere, exūtī, exūtum strip, undress

extūrō, extūrere, exussūī, extustum burn up

-F-

faber argentarius silversmith

faber, fabrī m. craftsman, artisan, smith, carpenter, workman (XXVIII)

Fabricius, -īs m. Fabius, a Roman praenomen

fabrica, -ae f. workshop; art, craft (XXXVII)

fabricō (1) forge, make, shape, build, construct (XXX)

fābula, -ae f. story, play (IX)

facies, faciēī f. face, appearance, beauty (XXIV)

facilis, -e easy (XX)

faciō, facere, fēcī, factum make, do (VI)

factō, -tiōnis f. party, faction, group of supporters

factum, -īn. deed (XX)

faenum, -īn. hay

Falernum, -īn. Falernian wine

Falernus, -ā, -um Falernian, referring to a region in Italy producing a particularly good kind of wine

fāma, -ae f. fame, rumor, report (XX)

famēs, famīs f. hunger

familia, -ae f. family (IV)

fāmōsus, -um famous, well known

famulus, -ī m. servant, attendant

farreus, -a, -um of grain, grain

fās it is right

faūgō (1) weary, tire

fātum, -ī n. fate, destiny

faveō, favēre, fāvī, fātum (+ dat.) favor, support, cheer for

favor, -ōris m. favor, goodwill

fax, facis f. torch

febris, febris f. fever

fēlēs, fēlis f. cat
Verba Omnia

felīx, felicis lucky, fortunate (XVIII)
fēmīna woman (II)
fenestra, -ae f. window
feriō, ferīre strike, hit; kill, slay
ferō, ferre, tulī bear, carry (VII); sē ferre go (“betake oneself”) (XXVIII)
Fescinnīnus, -a, um Fescinnine, pertaining to the Fescinnine verses sung at weddings
fessus, -a, -um tired (VIII)
festīnō (1) hasten (IX)
finiō, finīre, finīvī / finīum finish, end (VIII)
finis, finīs m. end; pl. country, territory (XIV)
flō, flēre, flēvī, flētum weep, cry
flō (1) blow
flocus, -īm. tuft of wool. nōn floccī facere to consider of no importance
Flōrus, -īm. Florus, a male first name
flōrus, -a, -um bright, rich
flōs, flōris m. flower, bloom
flītō (1) flow, float
flāmen, -inis n. river (XXXIII)
focus, -īm. fireplace, hearth
fodicō (1) nudge, prod; stab
folīa, -ae f. leaf
fōns, fontīs m. spring, fountain
forās outdoors, out
forōs, foris (forēs, -orum pl.) f. door, gate. forēs out of doors, outside; abroad (XXXIV)
fōrma, -ae f. shape, form; beauty (XXIV)
formidō (1) dread
fīrmōsus, -a, -um beautiful, handsome (XXXV)
forces perhaps (XI)
fōrtis, forte strong, brave, loud (XV)
fortīter loudly
fōrtūna, -ae f. fortune, chance, luck; wealth, prosperity (XXXIII)
fōrtūnātus, -a, -um lucky, fortunate (XXII)
forum, -īn. forum, city center (V)
fossa, -ae f. ditch
frangō, frangere, frēgī, frāctum break; crush; conquer (XXXVI)
frāter, frātris m. brother (XIII)
fraterculus, -ī m. little brother (XXXVI)
frēmō, fremerē, fremostī, fremitum growl, groan
frequēns, -entis frequent, usual
fricō, fricere, fricūī, frictum rub, rub down
frigidārium, -ī n. cold water bath
frigidus, -a, -um cold
frōns, frontīs f. forehead, brow
Frāctus, -ī m. Fructus, a male first name
frāctus, -a, -um enjoyed
fruor, frō, frucītus / fruitus sum (+ abl.) enjoy, profit by (XXIV)
frustrā in vain
frustum, -īn. morsel, scrap
fulgō, fulgere, fulsūī shine, gleam,
frutex, fruticis m. bush, shrub
fuga, -ae f. flight
fugīō, fugere, fugī f lee, run away (XII)
fugitūris, -ī m. runaway, fugitive
fulgur, -uris n. lightning
fullā, -ōnis m. dry cleaner
fullānica, -ae f. dry cleaner shop
fūmāsus, -a, -um smoky
fūmus, -ī m. smoke
fundus, -ī m. farm
fūnebris, -īs funereal
fungor, fungī, fūncītus sum (+ abl.) perform, discharge (XXIV)
fānis, fānis m. cord
fūnus, fāneris n. burial, funerall
furcifer, furciferī m.scoundel
furnus, -ī m. oven, bakehouse
furus, -īris m. fury, rage
fārtivus, -a, -um secret
fārunculus, -ī m. petty thief
fuscus, -a, -um dark.
Fuscus, -ī m. Fuscus, a man’s name
fāstis, fāstīs m. staff, club, stick
fūtūrum, -ī n. future (XIV)

-G-
Gāia, -ae f. Gaia, ceremonial name of a Roman bride
Gāius, -īs m. Gaius, ceremonial name of a Roman bridegroom
gallīna, -ae f. hen
garrīō, garrīre, garrīvi / garrīī, garrītum chatter
garrulus, -a, -um chattering, blabbing
garum, -ī n. fish sauce
gaudēō, gaudēre, gavisīus sum rejoice, be glad (XXXVIII)
gaudium, -ī n. joy
gelidus, -a, -um icy, cold
geminus, -a, -um twin
gemō, gemere, genuī, gemitum moan, groan
gener, generī m. son-in-law (XXX)
genialis, -ae marriage; merry, festive
gēns, gentis f. family, tribe
genus, generīs n. race, type
Verba Omnia

Germânia, -ae f. Germany
Germānicus, -a, -um German
Germānicus, -ī m. Germanicus, the son-in-law of the emperor Tiberius
gerō, gerere, gessi, gestum bear, carry (XXII); sē gerere (XXVIII); bellum gerere wage war
Gerāsia, -ae f. Senior Citizens’ building
Gladiātor, -ōris m. gladiator (XVII)
Gladius, -īi m. sword (XVII)
glīs, glīris m. dormouse (a great delicacy)
glōria, -ae f. glory
gracilis, -e thin, slender, scanty
Gradus, -ūs m. step, pace, tier (of a theater) (XXIV)
Graecia, -ae f. Greece
Graecus, -a, -um Greek (XXVIII)
grandis, -ē great, old
Grātia + gen. for the sake of, for the purpose of (XXX)
Grātia, -ae f. grace, favor; pl. thanks; grātiās agere give thanks (XIX)
grātiosus, -a, -um agreeable
Grātus, -a, -um pleasing, thankful (XXIII)
Gravis, -ae f. sand; arena (XXII)
Gravis, -ē heavy, serious, deep (XXV)
Gremium, ūi n. lap (XXVII)
Grum, grūsis m. flock, herd (of animals); company, group (of people), troop (of actors)
Grux, gruis, m. / f. crane (a bird)
Gubernō (1) steer (a ship); govern

-H-
Habeō, habēre, habuē, habitum have, hold (V)
Habitō (1) live (XII)
Habitus, -ūs m. dress, clothing
Haerēo, haerēre, haesī, haesium cling to, stick
Hahae hah!
Hama, -ae f. fire bucket
Harēna, -ae f. sand; arena (XXII)
Hasta, -ae f. spear
Hau ouch! (in pain or grief) (XXXVI)
Haud not, by no means
Haudquāquam by no means
Haurīo, haurīre, hausi, haustum drink, swallow, drain
Hephaestus, -ī m. Hephaestus, slave named after the blacksmith god
Herba, -ae f. herb
Hercule By Hercules! (XXVIII)
Herculēs, Herculīs m. Hercules, the Greek hero Heracles
Hērēs, hērēdis m./f. heir, heiress
Heri yesterday (XIX)
Hermes, -ae m. Hermes, a slave named after the Greek messenger god
Hermes, -ēs m. Hermes, the Greek messenger god
Hērōs, hērōis m. hero (XXI)
Heu (often + accusative) oh! (in pain or dismay) (XXXVI)
Heus say there! hey! you there! (to draw attention)
Hīc here, in this place (X)
Hīc, haec, hoc this (XIX)
Hilaris, -e cheerful
Hinc from here
Hiō (1) yawn
Hippopotamus, -ī m. hippopotamus
Hispānia, -ae f. Spain
DISCE LATĪNAM!

Hispānus, -a, -um Spanish
historia, -ae f. history
hodiē today (IV)
holus, holeris n. vegetables (XXVI)
homo, hominis m.f. human being, person, man (XIII)
honestus, -a, -um worthy, decent, of high rank (XXIX)
honor, -ōris m. honor, office, dignity (XXIX)
honōrō (1) esteem, honor
hūra, -ae f. hour, time (VIII)
Horātius, -ī m. Horace, a Roman poet
horrendus, -a, -um horrible, terrible
horribilis, -e rough, terrible, horrible (XXXVII)
hortor, hortāri, horātus sum urge (XXXIII)
hortus, -ī m. garden
hospes, hospitis m. guest, host, stranger (XXVI)
hostis, hostis m. / f. stranger, foreigner, enemy; pl. the enemy (XIV)
hūc here, to this place
huī (exclamation of astonishment or admiration) wow!
humilis, himile low; humble
humus, -ī m. earth, soil
Hydra, -ae f. a many-headed serpent-like monster with poisonous blood
hyena, -ae f. hyena
Hymēn, Hymenis m. Hymen, the god s a marriage; also, the wedding song or the marriage itself
Hymenaeus, -ī m. Hymenaeus = Hymen
Hymēttus, -ī m. Hymettus, a mountain near Athens, famous for its honey

-ī-

iacēō, iacēre, iacūrī lie, lie still, lie dead (XXI)
iiacīō, iaccere, iēcīō, iactum throw, hurl (XXII)
iactō (1) hurl, throw; boast
iam dūdum for a long time now
iam now, already (VIII). nōn iam not any longer
iānitor, -ōris m. doorman, porter (XXXIV)
iānua, -ae f. door (XXV)
ibi there (XXI)
idem, eadem, idem the same (XXI)
idōneus, -a, -um + dat. fit, suitable (XXXVI)
iēlānus, -a, -um hungry (XIII)
iēntāculum, -ī n. breakfast (XXXI)
igitur therefore (XX)
ignāvus, -a, -um idle, cowardly
ignis, ignis m. fire (XIV)
ignōrō (1) be ignorant of
ignōscō, ignōscere, ignōvi, ignōtum forgive, grant pardon to
ignōtus, -a, -um unknown
Iītacūs, -a, -um Trojan
ille, illa, illud he, she, it; they; that, those (XVII)
illic there, over there (XXVI)
illic to there (XXXVI)
ilūminō (1) brighten
imāgō, imāginis f. image, likeness
imbuō, imbure, imbūrī, imbūtum wet, soak
immānis, immāne huge, vast
immittō, immittere, immiśī, immissum send to
immō rather, more precisely
immōbilis, -e immovable, unmoving
Verba Omnia

immolō (1) offer as a sacrifice
immortalis, -e immortal
impēdiō, impēdire, impēdivī / impēditum hamper, hinder, impede (XXXIX)
imperātor, -āris m. commander, general, ruler, emperor (XXV)
imperium, -īī n. command, order, rule, empire, supreme command
imperō (1) (+ dat.) command, order, rule (XXVI)
impetus, -ūs m. attack, assault
implō, implère, implēvī, implētum fill
implōrō (1) plead, beg
impōnō, impōnere, imposuīm put on, put upon, assign, impose upon
improbus, -a,-um disloyal, shameless, morally unsound
in + abl. in, on, at(II); + acc. into, onto, against
inānis, -e poor, useless, vain
inaurēs, inaurium m. pl. earrings
incertus, -a, -um uncertain (XXXV)
incidō, incidere, incidīm fall (into); meet (with); occur, arise
incipiō, incipere, incēpī, inceptum begin (XVIII)
incitō (1) incite; spur on
includō, inclādere, inclūsī put on
incognitus, -a, -um not known
incola, -ae m./f. inhabitant (XXXVIII)
incolumis, -e inhabit
incommodus, -a,-um disagreeable
incurrō, incurrere, incurrī / incucurrī run into
induō, induere, induī, indūtum put on
industria, -ae f. industry
industrius, -a, -um industrious, diligent
inertia, -ae f. idleness
infāmis, infāme disreputable
infans, infantis m./f. infant (XIV)
infelix, -icus unhappy, unfortunate (XXXVI)
inferior, inferiore lower
infēnus, -a,-um infernal, pertaining to the underworld
inferō, inferre, intulīm bring, serve
infērus, -a, -um “below,” in inferōs locōs into the places below,” i.e., hell
infortūnātus,-a,-um unlucky, unfortunate (XXII)
infra below, underneath, under (XXXII)
ingeniūm, -īī n. talent
ingēns, ingentis huge, great
ingredior, ingredi, ingressum sum enter, go in (XXIV)
incipiō, incipere, inīciē, iniectum throw in
initium, -īī n. beginning
inquit, inquiunt say (II)
inquirō, inquirere, inquisīvī / inquisītum inquire
insānīa, -ae f. madness, insanity
inscriptō, -īonis f. inscription
insequor, insequī, insecurus sum pursue
insignis, insigne conspicuous, famous, notable
insilīō, insilīre, insilū / insilīvī leap into
inspectō (1) look closely at (XIX)
inspiciō, inspicere, inspectīm look (closely) at; inspect (X)
instar indecl. + gen. equal
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īnstrumēntum, -ī n. tool, instrument (XXVII)
insula, -ae f. island, apartment block (IX)
īnsum, inesse, īnfiūs be in
intāctus, -a, -um intact
intellegēns, intellegentis smart, intelligent (XV)
intellegō, intellegere, intellegēns, intellegēntum understand (XIII)
intendō, intendere, intendī, intention / intēnsum stretch, direct
intentō (1) point (at), threaten
intentus, -a, -um intent, eager
inter + acc. between, among (V)
interdiū by day
interēs meanwhile (XXXV)
interficēiō, interficerē, interficēō, interficēntum kill (XIV)
interiacēō, interiacēre lie between
interim meanwhile
interpellō (1) interrupt
interrogō (1) ask, question; examine (XXXIV)
intrā + acc. within (XXV)
intrātus, -a, -um intact
intrātō (1) point (at), threaten
invictus, -a, -um unconquered
invīdeo, invīderē, invīdēō, invīsum + dat. envy, hate, grudge; refuse (XXXVIII)
invīdus, -a, -um fearful
invītō (1) invite
iocor, iocārī, iocātus sum (1) joke
iocōsus, -a, -um funny
iocus, -ī m. joke
Iphigenīa, -ae f. Iphigenia, daughter of Agamemnon
Iphīclēs, -ēī m. Iphicles, Heracles’ brother
ipse, ipsa, ipsum he, she, it; himself, herself, itself, themselves (emphatic) (XVII)
īrā, -ae f. anger
īrācundē angrily
īrāscor, īrāscē, īrātus sum be angry at
īrātus, -a, -um angry (VI)
irreparābilis, -e irrecoverable, irreparable
irrīdeo, irrīderē, irrīstē, irrīsum laugh at, mock (XXXVII)
irrīsor, -ōris m. mocker, “one who mocks”
irrītō (1) upset, annoy, aggravate
is, ea, id he, she, it; himself, herself, itself, themselves (emphatic) (XVII)
Īsēōn, -ēī n. temple of the goddess Isis
iste, ista, istud that one of yours (XVII)
īta so, thus; yes (XXII)
Italia, -ae f. Italy (XXVII)
Ītalus, -a, -um Italian
ītūque therefore (XX)
ītem similarly, likewise (XXXV)
itēr, itineris n. road, journey (XI)
itērō (1) repeat, do again
īterum again (IV)
iūbeō, iūbēre, iussī, iussus order (XXVIII)
Verba Omnia

iūcundus, -a, -um pleasant, agreeable (XXXV)
Iullus, -ī m. Jullus, a man’s first name
iunctūō, -ōnis f. joining
iungō, iungere, iuxtī, iunctum join (XXXVIII)
Iūnō, Iūnōnis f. Juno, queen of the gods
Iuppiter, Iovis m. Jupiter, king of the gods (XXIV)
iurō (1) swear
iūs, iūris n. law
iuussus, -ūs m. order, command (only used in abl.) “by order of”
iustus, -a, -um legal
iuvenis, iuvenis m./f. youth (XV)
iiuentūs, -ūtis f. youth
iuvō, iuvāre, iūvi, iūtum help (XXV)
iiuxtā + acc. near to

-K-
Kalendae, -ārum f. pl. kalends, the first day of the month

-L-
lābor, lābī, lāpsus sum fall down (XXXIX)
labor, labōris m. work, labor (XVI)
labōriōsus, -a, -um working, laborious, tedious
labōrō (1) work (IX)
lābrum, -ī n. basin
lābrum, -ī n. lip
Labyrinthus, -ī m. maze, labyrinth, especially the one in Crete in which the Minotaur was imprisoned
Lachesis, -is f. Lachesis, one of the three goddesses of Fate
Lacō, -onis m. Laconian, Spartan
lacrima, -ae f. tear
lacrimō (1) cry, shed tears (XVII)
lactō (1) nurse
lacus, -ās m. lake (XXVIII)
laedō, laedere, laesī, laesum hurt, damage
laetitia, -ae f. happiness
laetor, laetarī, laetūtis sum be happy, rejoice
laetus, -a, -um happy (III)
lalla exclamation. Calming sound
lāneus, -a, -um woolen
lanista, -ae m. trainer, manager of a gladiatorial troop
lanius, -ī m. butcher, butcher shop
lānx, lāncis f. dish, place
lauces, -ī m. snare, noose
Lar, Laris m. Lar, a household god
lāteō, lātēre, lātūtis hide
lātīfundium, -ī n. large country estate
lātrā, lātrōnis m. thief, robber
lātus, -a, -um wide, broad (XXXI)
latus, lateris n. side, ribs latus fodicō poke in the ribs
laus, laudis f. praise
lavō, lavāre, lāvī, lautum / lavātum / lōtum wash (XXXI)
lectīca, -ae f. litter, a sedan chair
lectīcārius, -īī m. litter bearer
lectūō, -ōnis f. reading
lectūs, -ī m. (dining) couch, bed (XVIII)
legatus, -ī m. lieutenant; legate
legio, legiōnis f. legion, army (XXXIX)
lēgitimus, -a, -um real, lawful, right

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DISCE LATĪNAM!

legō, legere, lēgī, lēctum gather, choose; read (XV)
lēniō, lēnīre, lēnīvi / lēniī, lēnitum ease, allay, mitigate
lēnis, lēne smooth, soft, mild, gentle (XXVII)
lentus, -a, -um slow, calm; tough (XXII)
leō, legere, lēgī, lēctum gather, choose; read
(XXV)
leēniō, leēnīre, leēnīvī / leēniī, leēnitum ease, allay, mitigate
leēnis, leēne smooth, soft, mild, gentle (XXV)
libēns, libentis cheerful (XXXV)
libenter freely, willingly
liber, libera, liberum free (XXII)
liber, libri m. book (XIV)
librīō, -ōn m. pl. children (XXXIII)
liberō (1) + abl. free, free from (XXXVI)
libertas, -tātis f. freedom
liberānus, -an m. freedman (XXXVII)
libertas, -ae f. liberty
libet, libēre, libuit, libitum est impersonal verb (+ dat.) of person it is pleasing (to someone)
libitārius, -iī m. undertaker
librārius, -iī m. bookseller (they also copied books and documents for a fee)
libum, -ī m. special holiday cake or pancake
licet, licēre, licuit, licitum impersonal verb: it is permitted (XXIX)
ligneus,-a, um wooden
lignum, -īn m. wood, firewood
limen, liminis n. threshold
limus, -īn m. mud, slime
lingua, -ae f. tongue, speech (XXXIII)
liquāmen, liquāminis n. liquid, especially fish sauce
liquor, -ōris m. fluid, liquid
lis, ētis f. lawsuit
littera, -ae f. letter of the alphabet
litus, ētoris n. shore
Livius, -īm Livy, the historian
locō (1) contract for, rent
locus, -īn m. place (XIX) While locus is a masculine noun, in the plural it has both masculine and neuter forms: locī and loca.
longē far off, far, a long distance, for a long time (XI)
longinquis, -a, -um far away, far off
longus, -a, -um long (XIX)
loquēla, -ae f. speech, utterance
loquor, loquiō, locitus sum speak, talk, say (XXIV)
lubet = libet impersonal verb (+ dat.) of person it is pleasing (to someone)
lūceō, lūcēre, lūxī shine
lucerna, -ae f. (oil) lamp
luciferus, -a, um light-bearing (an epithet or nickname for the goddess Diana). Lūciferā Diana “the light-bearer”
lucrum, -īn m. profit
luctātor, luctātōris m. wrestler
lūdō, lūdere, lūsī, lūsum play, tease (XXX)
ludus -īn m. school, game (IV)
lūgeō, lūgēre, lūxī, lūctum mourn, lament
lūmen, lūminis n. light, torch
lupānar, -āris n. whorehouse, house of prostitution
lūteus, -a, -um yellow, saffron
lutum, -īn m. mud, dirt
Verba Omnia

lūx, lūcis f. light

-\textit{M}-

\(M\) = Marcus

macellum, -\textit{i} n. (grocery) market, store
maculō (1) spot, stain, pollute
madefaciō, madefacere, madefecit, madefectum make moist, soak
madidus, -\textit{a}, -\textit{um} moist, wet

Maecena\text{"s}, Maecen\text{"æ}s m. G. Clinius Maecenas (70-8 B.C.), a close friend and advisor to the emperor; “a Maecenas,” a patron, a financial supporter

\textit{mae}stus, -\textit{a}, -\textit{um} sad, gloomy (XVIII)

\textit{magis} more, rather (XVI)

\textit{magister}, \textit{magistrē} m. teacher, schoolmaster (II)

\textit{magistra}, -\textit{ae} f. teacher, schoolmistress (II)

\textit{magistrātus}, -\textit{ā}s m. office, magistrate; magistrate (XXXVII)

\textit{magnificus}, -\textit{a}, -\textit{um} noble, elegant, magnificent

\textit{magnitūdō}, -\textit{tūdinis} f. greatness

\textit{magnopere} much, greatly, especially (XXIII)

\textit{magnus}, -\textit{a}, -\textit{um} large, great, loud (VIII)

\textit{magus}, -\textit{ī} m. magician

\textit{maiōr}, \textit{maīoris} older; m. pl. ancestors, elders (XV)

male badly
malefactor, -\textit{ōris} m. evil doer, criminal
malleum, -\textit{ē} n. hammer, mallet

\textit{mālō}, \textit{mālle}, \textit{māluī} prefer (VII)

\textit{mālus} Pūnica, -\textit{ī} f. pomegranate (lit. “Punic apple”)

\textit{malus}, -\textit{a}, -\textit{um} bad (VI)

mamma, -\textit{ae} f. breast

\textit{māne} early in the morning (IV)

\textit{manēō}, \textit{manēre}, \textit{mansī}, \textit{mansum} stay, remain, endure, await (XXIII)

\textit{manibus “with his hands”}

\textit{manifestus}, -\textit{a}, -\textit{um} clear, evident

\textit{mansuētus}, -\textit{a}, -\textit{um} tame

\textit{manus}, -\textit{ā}s f. hand (XXIV)

\textit{mappa}, -\textit{ae} f. table napkin; starting flag

\textit{mare}, \textit{marīs} n. sea (XIV)

\textit{maritus}, -\textit{ī} m. husband (XVI)

Mars, Martīs m. Mars, god of war

\textit{mās}, \textit{maris} male

\textit{mastīgia}, -\textit{ae} m. rascal, someone worthy of a whipping

\textit{māter}, \textit{mātris} f. mother (XIII)

\textit{matercula}, -\textit{ae} f. dear mother

\textit{māteria}, -\textit{ae} f. material

\textit{mātertera}, -\textit{ae} f. aunt, mother’s sister

\textit{matrimōnium}, -\textit{ān} n. marriage, matrimony (XXXVII)

\textit{mātrōna}, -\textit{ae} f. married woman

\textit{māturus}, -\textit{a}, -\textit{um} timely, early

\textit{mātūrinus}, -\textit{a}, -\textit{um} of or belonging to the early morning

\textit{maximē}, with \textit{cum} especially

\textit{maximus}, -\textit{a}, -\textit{um} greatest (XX)

\textit{mē} me (III)

\textit{Medēa}, -\textit{ae} f. Medea, the midwife

\textit{medicus}, -\textit{ī} m. doctor, physician

\textit{medius fidius} / \textit{medius fidius} by the gods of truth! most certainly!

\textit{medius}, -\textit{a}, -\textit{um} midway, in the middle (of), the middle of (XXII)

\textit{medulla}, -\textit{ae} f. marrow
DISCE LATĪNAM!

Megara, -ae f. Megara, wife of Hercules
meheercle by Hercules! (as an oath to express strong feeling)
mei of me (VII)
me, mellis n. honey (XXXI)
meλiοr, meλius better (XIX)
membrum, -ī n. limb (arm or leg), body part; member
memini, meminisse remember. Mementō (imperative) Remember! (XXXII)
memoria, -ae f. memory (XXXVII)
mendicīus, -a, -um beggar
mēns, mentis f. mind; reason; mental disposition (XXXI)
mēnsa, -ae f. table (XVI)
mēnsis, mēnis m. month (XIV)
mentio, mentūrus, mentūtus sum lie, deceive (XXIV)
mercātus, mercātrīs trader, merchant
mercātōrius, -a, -um mercantile, commercial
Mercurius, -i m. Mercury, the messenger god
mereō, merēre, merētum desire
meridīē at noon
meridīēs midday, noon
merum, -ī n. pure (unmixed) wine
merx, mercis f. a commodity; (pl.) goods, merchandise
Mesopotamiā, -ae f. Mesopotamia, the land between the Tigris and Euphrates rivers
mēta, -ae f. turning post
metuō, metuere, metūtum fear, be afraid of (XXXIX)
metus, -ūs f. fear (XXXVI)
meus, -a, -um my (V)
mī = mihi to me
mī my (vocative)
mihi my, to me (I)
mīles, milītis m. soldier (XXIII)
mīlīle pl. milia indeclinable thousand (1000), thousands
Minerva, -ae f. Minerva, goddess of wisdom
minus, -a, -um smallest (XX)
minor, minus smaller (XIX)
Minotaurus, -ī m. half-human, half-bull imprisoned in the Labyrinth
mārābilis, -e amazing, wonderous
mārāculum, -ī n. miracle
mirmilīlo, mirmillōnis m. mirmillo, a heavily-armed gladiator
mīrōr, mīrārī, mīrātus sum wonder at, admire (XXV)
mīrus, -a, -um astonishing, wonderful
misceō, miscère, miscū, mixtum unite, blend, mix, stir up
miser, misera, miserum wretched (XXXV)
miserābilis, -e miserable
misericordia, -ae f. pity
missō honesta “an honorable discharge
missō, -onis f. discharge (military); permission (for gladiators) to cease fighting. ad missōnem “to a draw”
mītis, mīte soft
mīttō, mittere, mīsī, missum send (XX)
modicum moderately
modicus, -a, -um a moderate amount of
modō only, just now (XXIII)
modus, -ī m. way, manner
molae, -ārum f. pl. mill
molestus, -a, -um troublesome, tiresome (XXIX)
mollis, molle soft
momentum, -ī n. importance, (important) moment
Verba Omnia

moneō, monēre, monuī, monitum warn, advise (XIII)
monīle, monīlis n. necklace, collar
mōns, montis m. mountain
monstrō (1) show, display, point out (XXI)
monstrum, -ī n. monster
monumentum, -ī n. memorial, monument
morbus –ī m. illness, sickness (XXXIV)
mordāx, mordacis biting
mordeā, mordeōre, momordī, morsum bite
morior, morī, mortuus sum die (XXIX)
mōrs, mortis f. death (XVI)
mōrsa, -ōrum n. pl. bits
morsūs bites, nibbles
mortuus, -ā, -um dead (XXII)
mōs, mōris m. custom; pl. character (XV)
mōtus, -ās m. movement, motion
moveō, movēre, mōvī, mōtum move, affect (XXX)
max soon (IX)
mūla, -ae f. mule
mulceō, mulcēre, mulsi, mulsum soothe, stroke, pet
mulier, mulieris f. woman, wife
mulsum, -ī n. warm drink of honey and wine
multiūdō, -inis f. great number, multitude
multō much, by far, long (XXVI)
multum a lot, much (XVI)
multus, -ā, -um much, many (II)
mūlus, -ī m. mule
mundō (1) clean
mundus, -ā, -um clean, refined, elegant
mundus, -ī m. world
mūnicipium, -ī n. town under Roman rule but governed by its own local laws
mūnus, mūneris n. function, duty; gift; public show, game (XVII)
murillo = mirmillo a heavily-armed gladiator
murmur, murruris n. whispering, murmur, growling
murmurō (1) mutter
mūrus, -ī m. wall (XXVIII)
mūs, mūris m. mouse
musca, -ae f. fly
musculus, -ī m. muscle
musicus, -ī m. musician
mussitō (1) mutter
mustaceus, -ī m. a grape-cake, a wedding cake baked with must on bay leaves
mūtō (1) alter, change
mūtus, -ā, -um speechless, mute
mūtus, -ā, -um shared, mutual
-N-
Naevia, -ae f. Naevia, a woman’s name
Naevius, -ī m. Naevius, a man’s name
nam for (XXIII)
nānus, -ī m. dwarf
nārēs, nārium f. pl. nostrils
narrātiō, -ōnis f. narrative, story
narrō (1) say, tell, (XIV)
nāscor, nāscī, nātus sum be born (XXXV)
Naso, Nasōnīs m. Naso, Ovid’s cognomen

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nāsus, -ī m. nose
natīōne “by nationality”
natū (1) swim
nātū by birth
nūtūra, -ae f. nature, character, disposition (XXXII)
nūtus, -a, -um born, xxxx annōs natus est = is xxxx years old (XII)
naufragium, -iī n. shipwreck, crash (of chariots), collision, wreck
navicula, -ae f. little boat
nāvīgō (1) sail (XXXVI)
navis, navīs f. ship (XXXIV)
nāvus, -a, -um active, industrious
ne- asks a question (IV)
nē not, that not, in order that not, lest (XXXI)
Neāpolis, f. Naples, a city in southern Italy
nec and not; nec...nec... neither... nor (XV)
necessārius, -a, -um necessary, indispensable (XXXIV)
incesse es? + inf. it is necessary (to) (XII)
necō (1) kill, slay (XXI)
negō (1) deny
negōtium, -ī n. business, task (VIII)
nēmō, nēminis n. nobody, no one (XIII)
nepās, nepōtīs m. grandson (XXVII)
epitis, nepīs f. granddaughter
Neptūnus, -ī m. Neptune, god of the sea
neque and not; neque... neque... neque... neque... nor (XXVIII)
nesco, nescēre, nescivē / nescī, nescitum not know (XXXIV)
nēter, neutra, neutrum neither (XVII)
nī unless
Nicopolin.... accusative (Greek)
niger, nigra, nigrum black
nīhil nothing (III)
nīhilōminus nevertheless (XXXIX)
Nilōticus, -a, -um of the Nile (river)
nimbus, -ī m. cloud
nīmis too much
nīmium too, too much, excessively (XXXI)
nisi unless (XXX)
niteō, nītre, nītuī shine, glitter nītenti (Lesbia) shining
nītūdus, -a, -um gleaming, shiny
nītōr, nītū, nītus / nīxus sum exert oneself, strain, struggle
nōbiliis, -e noble (XV)
nocēo, nocēre, nocuī, nocitum (+ dat.) harm, hurt, injure, do injury to (XII)
nocet for the night (ablative)
nocēi at night
nōdus, -ī m. knot
nōla, nōlle, nōlūī not want to, be unwilling (VII)
nōmen, nōmine name (I)
nōmenclātor, -āris m. a nomenclator, a person (often a slave or former slave) charged with announcing the names of people
nōminā (1) name (XXII)
nōn iam not any longer
nōn lādum flocce faciens Not to care a tuft of wool for, i.e. not to care at all about something
nōn not (III)
nōn sōlum... sed etiam... not only... but also... (XVIII)
nōndum not yet (XXXII)
nōnne asks a question expecting a yes answer (V)
nōnnullī, -ae, -a some, several (IX)

DISCE LATĪNAM!

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Verba Omnia

nonus, -a, -um ninth
nōs, nōstrum / nōstrī, nōbīs, nōs, nōbīs we, us (XXI)
nōscō, nōscere, nōvī, nōtum know, get to know (XI)
noster, nostra, nostrum (XV)
nota, -ae f. sign, word
notō (1) mark; write down
nōtus, -a, -um known, familiar
novitās, novitātis f. newness, freshness
novus, -a, -um new (VIII)
nōx, noctis f. night (XIV)
nūbēs, nūbis f. cloud
nūbō, nūbere, nūpsī, nūptum marry (XXXI)
nūdus, -a, -um naked, nude, unarmed
nūgēs, -ārum f. pl. trifles
nūllus, a, um no, not any, none (XVII)
um asks a question expecting a no answer (V)
umerus, -īm. number
nummus, -īm. coin, money (XXVII)
umquam never (XVII)
nunc now (III)
nūntiō (1) announce, report (XXXVII)
nuntius, -īm. messenger, news (XXXIII)
nūper recently, not long ago (XXV)
nūptia, -ae f. bride
nuptīās, nuptīārum f. pl. wedding, marriage
nuptīālis, -e nuptial, marriage for a wedding
nūtrīō, nūtrīre, nūtrīvī / nūtrītī, nūtrītum nurse, nourish, raise
nūtus, nūtās m. nod
nux, nucis f. nut

-O-
obēō, obīre, obīvī / obīt, obītum go away, die
obēsus, -a, -um fat
oblāta, -ārum n. pl. “that which has been served”
oblīvīscor, oblīvīscī, oblītus sum (+ gen.) forget (XXXVI)
obscūrō (1) darken, obscure, conceal
obscurās, -a, um dark, shady; gloomy; uncertain (XXXVIII)
obsecurō (1) implore, beg
obserō (1) block, obstruct
observō (1) pay attention (to)
obstetrix, obstetrixīcis f. midwife
obtineō, obtīnere, obtīnītūs, obtentum hold, support, gain (IX)
occāsiō, -iōnis f. opportunity, appropriate time
occīō, occūdere, occīdī, occīsum kill, slay (XXXIX)
occlūdō, occcludēre, occcludī, occcludīsūm shut, close
occupō (1) occupy, busy
occurrō, occurrere, occurrī / occurrū, occurrūsum run towards (XXXVI)
Octaviānus, -īm. Octavian
octāvus, -a, -um eighth
octōgintā eighty
oculus, -īm. eye (XXIX)
ōdī, ōdisse hate
odor, odōris m. scent, odor (XXI)
Oedipus, -īm. Oedipus, king of Thebes
oenogarum, -ārum n. a sauce made of garum and wine
DISCE LATĪNAM!

"offerē, offerre, obtulī, oblātum" bring before, offer (+ dat.) (X)
"officiāna, -ae" f. workshop (XXXIV)
"officium, -ī" n. task, duty, office (XXVI)
"oleō, olēre" smell, stink
"oleum, -ī" n. oil
"ōlim once, formerly" (XIX)
"olīva, -ae" f. olive
"Ollus" Archaic form of ille. That (man)
"ōmen, ōminus" n. religious sign, omen
"omnīnū utterly, altogether, complete" (XXXII)
"omnis, -e each, every; all" (XV)
"onus, oneris" n. load, burden
"opera, -ae" f. work, pain, labor (XXXVI)
"operam dare + dat. pay attention to
"operiō, operēre, operuī, operūm" cover
"opīmus, -a, -um rich, plentiful
"opīnīor, opīnārī, opīnātus sum" think, believe (XXX)
"oportet, oportēre, oportuit imp. + inf. one ought" (XII)
"oppidum, -ī n. town" (XXVIII)
"oppugnō (1) attack" (XXXIX)
"optimus, -a, -um best" (XX)
"opūs, orbis m. circle, ring; orbis terrārum" “circle of the lands, the world" (XX)
"ordinō (1) put in order
"ordō, -inis m. row, line, order; rank; class of citizens" (XXIV)
"origō, originis f. origin, beginning, source" (XXXVIII)
"orior, orīrī, ortus sum rise, get up, be born" (XXXIII)
"ornātrix, ornātricis f. hair-dresser
"ornātus, -a, -um decorated
"ōrnō (1) adorn, decorate" (XXXV)
"ōrō (1) pray" (XXXIII)
"ōs, ossis n. mouth, face" (XIII)
"os, ossis n. bone" (XXVIII)
"ōsculō (1) kiss
"Oscus, -a, -um Oscar
"ōsor, osōris m. hater
"ostendō, ostendere, ostendī, ostentum / ostensum show" (XXXVIII)
"ostentātīō, -onis f. display, flashiness
"Ōstia, -ae f. Ostia, the harbor of Rome
"Ōstiam "to Ostia" (the port of Rome)
"Ōstiensis, -e pertaining to Ostia (Rome’s port), “Ostian”
"ōtōsus, -a, -um useless, unoccupied
"ōtium, -īī n. leisure
"Ovidius, -īī m. Ovid
"ōvis, ovis f. sheep
"ōvum, -ī n. egg" (X)

- P -
"paedagōgus, -ī m. a slave assigned to a young boy, a tutor" (V)
"paene almost" (XVIII)
Verba Omnia

paenitet, paenitēre, paenituit impersonal verb: it gives reason for regret; mē paenitet I am sorry
(XXIX)
pāgus, -īm. country district
Pālatinus, -us, -um Palatine; one of the hills of Rome
palma, -ae f. palm frond (of victory)
palpitō (1) beat, throb
palpō (1) stroke, caress
pānis, pānis m. bread (XXXI)
pannus, -īm. cloth, garment, rags
papāver, papāveris n. poppy; poppy-seed
papīrus, -ī f. papyrus (XXVII)
pār, paris equal
parātus, -a, -ām prepared
parcō, parcere, pepercī / parsī, parsūrus (+ dat.) spare, pardon, show mercy to (XII)
Pārdalisca, -ae f. Pārdalisca, woman’s name
parēns, parentis m. f. parent (XVI)
pariēs, pariētis m. wall
pariō, parere, peperī, paritum / partum bring forth, give birth (to), bear, create (XXV)
parma, -ae f. small shield carried by a Thrax gladiator
parō (1) prepare, make ready (XII)
pars, partīs f. part, piece (XIX)
parturīā, parturīre, parturīvī / parturītī be pregnant, be in labor, give birth
partus, -ūs m. childbirth
parvarīs, -īm. little
parvus, -a, -um small
paulus a little, somewhat, by a little (XXV)
paulum a little, somewhat (XXVIII)
paufer, pauperīs poor (XXV)
pauertās, -tātis f. poverty
pavimentum, -īn. ground, floor, pavement
pāx quiet! enough!
pāx, pācis f. peace (XXVII)
pecūniō, -ae n. breast, chest
pecūlium, -iīn. savings, private property
pecūnia, -ae f. money (III)
peīor, peius worse (XIX)
pellō, pellere, pepulī, pulum banish
penna, -ae f. feather, wing
per + acc. through (V)
perāgō, perāgere, perēgī, perāctum finish, complete
perditus, -a, -ām ruined, lost
perducō, perducere, perdūxī, perductum conduct, bring through, lead through,
peregrīnīor, peregrīnārī, peregrīnatus sum travel, travel abroad

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pereō, perīre, perīvī / perī, perītum perish, vanish (XXXII)
perfectus, -a, -um perfect
perferō, perferrēre, pertuli, perlātum convey
pergō, pergere, perresīxi, prerēctum go ahead, advance, proceed (XXXVII)
pergrātus, -a, -um very agreeable
perīclosumus, a, -um dangerous (XXV)
perīculum, -ī n. danger (XX)
peristylium, -ii n. peristyle, courtyard, colonnaded garden (XXVI)
perfectus, -a, -um experienced (in), skilled (in) + gen.
perferō, perferre, pertulī, perlātum convey
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pergrātus, -a, -um very agreeable
perīclosumus, a, -um dangerous (XXV)
perīculum, -ī n. danger (XX)
plēbēius, -a, -um plebian, pertaining to the common people

plēnus, -a, -um + abl. full, full of (XXII)

plōrō (1) weep, cry

Plōtia, -ae f. Plotia, Valeria’s mother

pluit impersonal: “it is raining”

plāres, plāra more (in number) (XIX)

plurimus, -a, -um most (XX)

plās more (in amount) (XIX)

plus no more

pōculum, -ī n. cup

poena, -ae, f. punishment, penalty

poēta, -ae m. poet (XIV)

polī, polīre, polīvī, polītum polish

policeor, pollicērī, pollicitus sum promise (XXIV)

Polliō, Polliōnis m. Pollio

Polydectes, -tis m. Polydectes, king of the island of Seriphus

pompa, -ae f. ceremonial procession

Pompēii, -ōrum m. pl. Pompeii, city in Campania destroyed by Mt. Vesuvius

pōnum, -ī n. apple

pōne behind; + acc. behind

pōnē, pōnere, posuī, posītum put, place (IV)

pontifex, pontificis m. priest

populus, -ī m. people (IV)

porrō and besides, further

porrus, -ī m. leek

porta, -ae f. door, gate (XXIII)

portō (1) carry (VIII)

portus, -ūs m. gate

poscō, poscere, poscēre, posuī, posītum ask for, demand, request (V)

possum, posse, potuī, be able, can (VII)

post + acc. after, behind (V)

postēā afterwards, then (XXX)

posterus, -a, -um following, next

postis, postīs f. door post

postquam after, since (XXI)

postrēmō at last, finally

postrēdē the next day (XXXV)

postulō (1) ask for, beg, demand, require, request (XXXIII)

pōiens, potentis powerful (XV)

potestās, -ātis f. power, authority

potior, potiōnem, -īn n. plunder; prize; reward; pl. discharge benefits (XXXIX)

pōō (1) drink (XXXI)

pōtūs, -ās m. (a) drink (XXIX)

praecipiō, praecipere, praecēpī, praeceptum order

praecipuus, -a, -um special, particular (XXVII)

praecūrus, -a, -um famous, noble, excellent, beautiful (XVI)

praecox, praeccosis naïve, premature

praefectus, -ī m. director, supervisor

praefica, -ae f. hired female mourner

praemium, -īn n. plunder; prize; reward; pl. discharge benefits (XXXIX)

praeparō (1) prepare

praesentiō, praesentāre, praesēstī, praesēstum to perceive beforehand

praesertim especially, particularly (XXV)

praestō, praestāre, praestītī, praestātum be superior to; stand out from; surpass (+ dat.) (X)

praeter + acc. along, beyond; except

praeterēā besides, moreover (XXXIV)
praetereō, praeterīre, praeterīvī / praeterītūm go past; escape notice of; neglect (XXXV)
praetextus, -a, -um bordered. toga praetexta a toga bordered with a purple stripe
praetor, praetōris m. judge, praetor (XXXV)
praetōriānus, -ī m. a man who had been praetor but has not yet become consul
praetrepidō (1) be nervous in anticipation
praetūra, -ae f. praetorship, judgeschip (XXXVI)
prandium, -īn. noon meal
prasinus, -a, -um green
precor, pretīrī, pretītus sum pray
prehendō, prehendere, prehendī, prehēnsum take hold of, seize
pretiosus, -a, -um valuable, expensive
pretium, -iīm. price
prex, prēcis f. prayer
prēdiē on the day before (XXXV)
prīmō at first (XXXII)
prīmum digitum fingertip
prīmum first, at first (XXVIII)
prīmus, -a, -um first (XVIII)
prīnceps, -cipis m. head, leader, chief. One of the titles of Augustus and his imperial successors.
prior, prius former (XIX)
priēscus, -a, -um old, ancient
prius before
priusquam before (XIX)
prīvātus, -a, -um private (citizen)
prīvētur “let him be deprived of” + abl.
prīvignus, -īm. stepson
pro + abl. before, in front of, for (VI)
pro instead of
proavus, -īm. great-grandfather, remote ancestor
probō, -a, -um good, honest (XXX)
procāx, procācis pushy, undisciplined
proceedō, proceđere, prōcessī, prōcessum proceed, advance (X)
prōcreō (1) procreate, create
procul far, far away (XXXVI)
prōcūrātor, -ōris m. administrator, procurator
prodigus, -a, -um ample
proelium, -iīn. battle (XXXIV)
prof ectō without question, undoubtedly (XXXII)
professor, -ōris m. professor
proficiscor, proficisciō, profectus sum set out, depart (XXVIII)
prōgeniēs, -īēī f. family, children, progeny
prōgredior, prōgrediē, prōgressum sum go to, advance, march forward, proceed (XXIV)
prohibō, prohibēre, prohibī, prohibītum keep off; prevent; restrain; forbid (XXXIX)
prōciō, prōciere, prōciētī, prōciectum throw down
prōmittō, prōmittere, prōmišū, prōmissum send forth; promise (XXXIV)
promptus, -a, -um ready
prōnepōs, -nepōsis m. great-grandson
prōneptis, -neptis f. great-granddaughter
prōnuha, -ae f. married woman who leads a bride to the marriage chamber
prōnuntīō (1) proclaim, announce, say, recite, report
prope + acc. near (V)
prōpellō, prōpellere, prōpulī, prōpulīsum drive, push forward
properō (1) hasten
Propertius, -īīm. Propertius, a Roman elegiac poet of the first-century A.D.
propinquus, -a, -um neighboring, nearby
propītius, -a, -um favorable, propitious
Verba Omnia

**proprius, -a, -um** one’s own, personal, unique (XXVI)

**propter** prep. + acc. on account of (IX)

prōra, -ae f. prow
prōrsus straight ahead; forward
prosecaenium, -ī n. stage
prosequor, prōsequē, prōsecētus sum accompany
prospectus, -īs view
prōsum, prōdesse, prōfuī benefit, profit, be useful to (+ dat.)
prōegā, prōegere, prōēxī, prōēctum cover, protect
prōvīncia, -ae f. province
prōvōcō (1) challenge

**proximus, -a, -um** nearest, next (XXX)

prudēns, prūentis foreseeing, prudent
prūnum, -ī n. plum

Pythiā, -ae f. Pythia, the priestess of Apollo at Delphi

pūblicus, -a, -um public, common (XXX)
pudeō, pudēre, puduī, pudītum be ashamed mē pudet I am ashamed
pudor, -ōris m. shame, modesty, decency

**puella, -ae** f. girl (VI)
puer, puerī m. boy (VI)
pueritia, -ae f. boyhood

**pugna, -ae** f. fight (XXII)
pugnō (1) fight (XII)
pugnum, -ī n. a pinch
pugnus, -ī m. fist

**pulcher, pulchra, pulchrum** pretty, handsome (XIII)
pullus, -a, -um dingy, somber. Toga pulla a dark grey toga worn in mourning

**pulsō (1)** push, strike, beat (XXIII); “strike the ground with feet,” i.e., dance
pulvīnar, -āris m. cushioned couch (used for a religious statue)
pūmilio, -iōnis m./f. dwarf
puppis, puppis f. stern (of a ship)

**pūrīgō (1)** clean, cleanse (XXII)
pūrīs, -a, -um pure, plain, without an iron tip
pūteus, pūteī m. well, pit

Puticulī, -ōrum m.pl. a nickname for a burial area outside the Esquiline hill
putō (1) think

Pythiā, -ae f. Pythia, oracular priestess of Apollo at Delphi

- Q -

**quā dē causā?** for what reason? why? (XXXIV)

quā where, in so far as
quadragānīmus, -a, -um fortieth
quadrigae, -ārum f. pl. chariot with four horses
quaerō, quaere, quaesīvī / quaesīi, quaesītum ask (XVIII)
quaestīō, -iōnis f. question
quaestūra, -ae f. quaestorship, treasurer (XXXVI)

**quām** how! (XIII)

quām than (X)
quamdiā for how long

**quāmquam** although, yet (XXVII)

quāmvīs although

**quandō** when (XXIX)

Quānti constat? How much does it cost?

**quantus, -a, -um** how much (X)

**quārē** for, because (XXX)

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quārē in what way? how?; whereby; wherefore, why

quartus, -a, -um fourth (XXXVIII)
quās as if, practically (XXXVII)
quater four times (XXXVI)
quattō, -ere, quassī, quasssum shake, wave about
quattuor four (X)
-que and; -que...-que both...and (IV)
quærer, querē, questus sum complain
qui, quae, quod who, which (XVIII)
quiēs, quiētēs f. quiet, calm, rest
quiēscō, quiēscere, quiēvē rest (XIV)
quiētus, -a, -um calm, quiet (XXV)
quiēlibet, quiēlibet, quiēlibet / quiēlibet whoever, whatever
quīn that not (with subj. “from X’ing”); indeed; why not? (XXXIX)
quīndecim fifteen
quīnque five (X)
quintum for the fifth time
quīntus, -a, -um fifth
Quirīnālis, -e Quirinal (hill in Rome
Quirīs, Quiritīs m. Archaic form of civīs. citizen
quis = alīquis after sī
quis who? (I)
quīs, quid who? what? (XVIII)
quīisque, quaesque, quodque/ quīcque / quidque each, every (XXI)
quīquis, quodquod whoever, whatever
quīvēs, quaevēs, quidvēs anyone, anything
quod because (III)
quōmodo how (XVII)
quoque also (VIII)
quot? indeclin. how many? (XXXIV)
quōsque how long

-R-
rādō, radere, rāsī, rasum scrape, scratch, shave, erase
rāmus, -ī m. branch
rapiō, rapere, rapuīt, raptum snatch, seize (XX)
rārus, -a, -um rare; thin; scattered (XXVI)
ratio, ratiōnis f. account, ratiōnem habēre. “to have a sense of”
recēdō, recēdere, recessī, recessum retire, withdraw
recenter recently (XXXVII)
recipiō, recipere, recēpī, receptum accept, receive, take back; se recipere retreat (XXXI)
recordor, recordārī, recordātus sum remember
recreō (1) relax, restore
rectus, -a, -um straight, correct (VI)
recumbō, recumbere, recubūi lie down, recline (XXVI)
redeō, redire, redī / redī, reditum come back, go back, return (XXI)
redigō, redigere, redēgī, redēctum drive back, restore
reditus, -ūs m. return
referō, referre, retītūlī, relātum carry, carry back, bring back (XXXIX)
Verba Omnia

refrīgerō (1) make cool
refugīō, refugīre, refugī run away
rēgīa, -ae f. palace
rēgīna, -ae f. queen
regīō, regīōnis f. region, district (XXI)
regnō (1) reign, hold power over
regnōnum, -ī n. kingdom (XXXVI)
regō, regere, rēx, rēctum rule, govern (XXXIX)
rēciō, rēcere, rēciē, rēectum throw
religiōsus, -a, -um pious, devout
relinquō, relinquere, relīquī, relictum leave, leave behind
reliquus, -a, -um remaining
remaneō, remanēre, remnāns remain, stay behind
remittō, remittere, remīsus, remissum send back
removeō, remōvēre, remōvit move back; remove (XXXII)
repellō, repellere, repulī, repulsum push back, repel, repulse (XXXIX)
repetō, repetere, repetīvī / repetītum repeat
replē, replēre, replēvī, replētum fill up, fill again
reportō (1) bring home
repūtia, -iōrum n. pl. celebration on the day following a festivity like a marriage
restituō, restituere, restituī replace, restore; give back (XXXIX)
retineō, retinēre, retinuī, retentum hold fast, retain; cling to (XXXVII)
respectō (1) breathe
respondeō, respondere, respondī, responsum (+ dat.) reply, answer (III)
respībrica, respībricae f. republican (XXIX)
restitūō, restituere, restituī, restitūtum replace, restore; give back (XXXIX)
res, reī f., thing, matter, reason (XXIV)
resideō, residēre, resēdi sit, remain in a place
respirō (1) breathe
respondeō, respondere, respondī, responsum (+ dat.) reply, answer (III)
respībrica, respībricae f. republican (XXIX)
residuo, restituere, restituī, restitūtum replace, restore; give back (XXXIX)
reveniō, revenīre, revenī, reverēntum come back, return (XXVI); also revertor, revertī, reversus sum turn back, return
reveniōri, reveniōrīre, reveniōritūm come back, turn back, return (XXVI); also revertor, revertī, reversus sum turn back, return
revoceō (1) call back
rēx, rēgis m. king (XIV)
rhētor, rhētoris teacher of rhetoric (public speaking) (XVI)
rhētorica, -ae f. rhetoric
rhētoricus, -a, -um rhetorical (XVI)
rideō, ridere, rīxī, risum laugh (VII)
rīdīculōsus, -a, -um laughable, ridiculous
rixa, -ae f. (loud) quarrel, violent quarrel, brawl
rōbustus, -a, -um strong
rogō (1) ask (for) (X)
Rōma, -ae f. Rome (XI)
Rōmānus, -a, -um Roman (XI)
Romulus, -a, -um of Romulus (the founder of Rome); Roman
rostrum, -ōrum n. pl. speaker’s platform
rostra, -ōrum n. pl. speaker’s platform
rota, -ae f. wheel
ruber, rubra, rubrum red
Rūfus, -i m. Rufus (“Red”)
rumpō, rumpere, rūpī, ruptum burst, break down (XXVIII)
DISCE LATĪNAM!

ruō, ruere, ruī, rutum rush, rush at; fall to ruin (XXII)

rursus again (XVI)
rūs, rūris n. country, country estate (XXXVI) ruī “in the country” Note the lack of a preposition.
russātus, -a-um red
rūsticus, -a, -um rural, rustic

-S-
S.D. – salītem dīcit
Sabīnus, -a, -um Sabine, pertaining to the Sabines, neighbors of Rome
saccus, -ī m. wallet, bag, sack, pocket book (XI)
sacer, sacra, sacrum sacred, holy
sacrāmentum, -īn. oath, sacred obligation (especially one sworn by soldiers) tamquam just as, just like

sacrificō (1) sacrifice

saepe often (VI)
saevus, -a, -um raging, violent, savage, cruel, furious

sagāx, sagācis wise, sharp
sagitta, -ae f. arrow (XXVIII)
sal, salis m./n. salt
Salīris, -e of the Salii (priests of Mars, god of war)
saliō, salire, salīo or saluī, saltum leap, jump (XI)
saltātem at least
saltātor, -āris m. dancer
sālīs, salītis f. health, safety (XXXII)
salāitātō, -ōnis f. greeting, formal morning visit by a client to a patron (XXXI)
salātō (1) greet, say “Salvē!” (IV)
Salvē/Salvēte! Hello. Hi. Be well! (III)
salvus, -a, -um alright, safe, well (XXV)
sanguis, sanguinis m. blood
sānitās, -ātīs f. health, sanity
sānō (1) restore to health
sānus, -a, -um healthy (XXV)
sapiō, sapere, sapīvē / sapī show good sense

satis enough, sufficient (XXX)
satura, -ae f. satire
scālæ, -ārum f. pl. stairs, staircase
scalpō, scalpere, scalpsī, sculptum scratch
scelerātus, -a, -um wicked

scelus, sceleris n. crime (XX)
schola, -ae f. school, leisure

sciō, scīre, scīvē / scī, scūtum know, know about (XVI)
Scorpus, -ī m.Scorpus, a man’s name
scriba, -ae m. scribe, secretary
scribō, scribere, scripsī, scriptum write (VI)

scriptor, -ōris m. writer (XXVII)
scripta, -ōrum n. pl. trash
scutum, -īn. shield
Scybalē, -ēs f. Scybae, a woman’s name

sed but (III)

sēdecim sixteen (XII)
sedēs, sedēre, sēdī, sessum sit (V)
sēdēs, sēdis f. seat, home, residence (XIV)
sella, -ae f. chair (XXV)

semel once
sēmi- prefix, “half”
semper always (III)
senātor, -ōris m. senator, member of the senate (XXIX)
senātus, -ās m. senate (XXIX)
se nec tūs, -tūs f. old age
senex, senis m. old man (XXIX)
senex, senis old, aged (XXIX)
sententia, -ae f. proverb, saying
sentiō, sentīre, sensī re, sensūm feel, hear, see, sense, perceive (XXI)
sepiliō, sepīlīre, sepīlīvī / sepīlīt, sepīlītum bury
septēnum for the seventh time
septuāgintā indecl. seventy
sepulcrum, -īn. tomb
sepultūra, -ae f. burial, grave
sequor, sequī, secūtus sum follow (XXIV)
serēnitās, -tātis f. cheerful tranquility
sērius later, too late, rather late (XVII)
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sitiēns, sitientis thirsty
sitiō, sīōre, sitiō / sitiō be thirsty (XXXI)
sitis, sitis f. thirst
situs, sita, situm located, buried
sive or
soccus, -ī m. loose-fitting slipper
soccius, -iī m. partner, companion (XXXVI)
Sōcratēs, -is m. fifth-century Athenian philosopher
socrus, -ūs f. mother-in-law
sodālis, sodaīlis m. companion
sōl, solīs m. sun; day (XXXIII)
solāciolum, -ī n. relief, comfort
sollicitus, -a, -um uneasy, apprehensive, nervous, anxious that / lest (XXXIX)
solium only (III)
solum, solī n. earth, soil
soleālis, soleālis m. companion
soleō, solēre, solitus sum be accustomed (to) (XXIX)
solidum, -ī n. something firm, solid; "a substantial sum"
sollicitō (1) upset, shake up
solicītus, -a, -um uneasy, apprehensive, nervous, anxious that / lest (XXXIX)
solum only (III)
solum, solī n. earth, soil
soleālis, soleālis m. companion
soleō, solēre, solitus sum be accustomed (to) (XXIX)
solidum, -ī n. something firm, solid; “a substantial sum”
sollicitō (1) upset, shake up
solicītus, -a, -um uneasy, apprehensive, nervous, anxious that / lest (XXXIX)
solum only (III)
solum, solī n. earth, soil
solaris, -a, -um only, alone (VI)
solvō, solvere, solūtum loosen, unbind; fulfil, perform; pay, deliver; nāvem solvō set sail
(XXXVI)
somniculōsus, -a, -um sleepy
sommus, -ī m. sleep, rest; laziness
sonitus, -ūs m. sound (XXIV)
sonus –ī m. sound (VI)
sordidus, -a, -um filthy (XXVIII)
soror, sorōris f. sister (XIII)
spargō, spargere, sparsūtum spread, scatter, sprinkle
spatiōsus, -a, -um wide
spatium, -ī n. space (XXVIII)
speciālis, speciāle individual, particular, special
speciēs, speciēī f. appearance, look, type (XXIV)
spectāculum, -ī, spectacle, game (XVII)
spectātōr, spectātōris m. spectator, observer (XXIV)
spectō (1) look at, watch (X)
speculum, -ī n. mirror (XXX)
spēlanca, -ae f. cave
spernō, spernere, sprēvī, sprētum reject, scorn, disregard
sperō (1) hope, hope for, look forward to (IX)
spēs, spēī f. hope, expectation (XXXIII)
spīna, -ae f. thorn; spine; spine of the circus
spiritus, -ūs m. soul
spīrō (1) breathe (XXXII)
splendidus, -a, -um bright, shiny
spolia opīma spoils taken by one general from another in single combat
spolium, -īi n. spoils (of war)
spōnsa, -ae f. a woman engaged to be married
spōnsiōs, -iōnis f. bet, wager
spōnsiānum facere to make a bet
sportula, -ae f. little basket; gift of money or food from patron to client
squālidus, -a, -um dirty, filthy
squālor, squāloris m. filth
st hsh! shush!
stabulum, -ī n. stable
stadium, -īi n. study, zeal, eagerness
stāmen, stāminis m. thread
statim immediately (XX)

stercus, stercorōs n. dung, excrement
sternō, sternere, strāvī, strātum spread out
stertō, sterteren sertuī snore
stīlus, -ī m. stilus, pen
stūpendium, -īī n. tax, contribution, pay
stū, stare, stēfī, statum stand (V)

strēnuus, -a, -um active, vigorous, hard, strenuous (XXVI)

stertō, sterteren sertuī snore

stilus, -īī m. stilus, pen

stūs, suis m./f. pig, sow
suscipiō, suscipere, suscēpī, susceptum accept
suspiro (1) sigh
sustainēs, sustinere, sustinuī, sustentum hold up, support, withstand (XXXVII)
susurrō (1) whisper

sustineās Yes, this is subjunctive. You will learn why in the next chapter.

sustinēs, sustinere, sustinuī, sustentum hold up, support, withstand (XXXVII)
susurrō (1) whisper
sūtōrēs cobbler, shoemakers

sūus, -a, -um his/her/its/their own (IX)

Syria, -ae f. Roman province located approximately where modern Syria is today
-T-

T= Titus

*taberna, -ae f. (snack) shop (II)*

*tabula, -ae f. counter, slate, tablet*

*tabulārium, -iī n. office*

*taceō, tacēre, tacuē, tacitum be quiet, be silent (XIII)*

*tacitus, -a-, um silent, secret*

*taeda, -ae f. pine-torch*

*taedīōsus, -a, -um boring*

*taedit, taedēre, taeduit, taesum est impersonal + gen. or inf. be tired (of), be sick (of)*

*taedium, -iī n. boredom, weariness; object of weariness, boring thing*

*talāsiō! an ancient wedding cry*

*tālis, -e …..quālis, -e of such a sort …….as*

*tālis, tāle such, of such a kind, of such a sort (XXI)*

*tam so, so much (as) (XI)*

*tamen nevertheless (XX)*

*tandem at last, at length, finally (XX)*

*tangō, tangere, tetigī, tāctum touch; reach; affect, move, mention (XXXII)*

*tantum so much, to such a degree*

*tantus, -a, -um so great, so much (XXVIII)*

*tardus, -a, um late (XXXIX)*

*tempestās, tempestātis f. time, weather, season, storm (XXXVI)*

*tempestīvus, -a, -um opportune, seasonable, timely*

*templum, -iī n. temple*

*templō (I) feel; try; test (XXXII)*

*tempus, temporīs n. time, season (XIII)*

*teneō, tenēre, tenuī, tentum hold (VI)*

*tener, tenera, tenerum soft, delicate*

*tepīdārium, -iī n. warm bath*

*tepōr, tepōris m. warmth, heat*

*ter three times (XXXVI)*

*tergum, -iī n. back*

*terminō (1) conclude, end*

*terra, -ae f. land (VIII)*

*terreō, terrēre, terrūā, terrūitum frighten, terrify*

*terribilis, terribile frightening, terrible (XXVII)*

*terrificus, -a, -um terrifying*

*territus, -a, -um afraid, scared (XIV)*

*tertius, -a, -um third (XXXVIII)*

*tessellāta, -ōrum n. mosaic*

*testor, testāri, testātus sum bear witness to, testify to*

*theārum, -iī n. theater, playhouse (XXIV)*

*Thēbae, Thēbānum f. pl. Thebes, a city in Greece*

*thermae, -ārum f. pl. public baths*

*thermopōlium, -iī n. snack shop (XXX)*

*thiōnīa, -īonis f. opinion, belief; reputation (XXXIV)*

*Thracia, -ae f. Thrace, a Roman province located in what is now part of Greece. Bulgaria and Turkey*

*Thrāx, Thrācis m. Thracian. A gladiator with lighter armor, including a helmet and greaves on both legs.*

*Tiberis, Tiberis m. Tiber, the river running through Rome*

*Tiberius, -iī m. Tiberius, Augustus’ step-son, adopted son and successor*
tibi your, to you (I)

timēō, timēre, timūi fear, be afraid (X)
timidus, -a, -um afraid, timid
timor, timōris m. fear

Tīrō, -ōnis m. “recruit.” Tīrō. A male name, especially the slave and trusted scribe of Cicero.

Tīryns, acc. Tīrynthta f. a Greek city in the Argolid

Titus, -ī m. Titus, a man’s name
toga, -ae f. toga (XXXIII)
togātus, -a, -um dressed in a toga (XXXIII)
tolerō (1) bear, endure
tollō, tollere, sustulī, sublātum lift, raise (XI)
tonō (1) thunder, make to resound
tōnsor, tōnsōris m. barber
torreō, torrēre, torrū, tostum bake
tortus, -a, -um twisted, crooked
torus, -ī m. bed
tōtus, -a, -um whole, all (XVII)
tractō (1) treat, handle

trādō, trāedere, trādī, trāditum hand down, entrust, deliver (XXXIII)
tragicomœdia, -ae f. tragicomedy
tragœdia, -ae f. tragedy

trahō, trahere, trāxī, trāxus drag, haul, draw, remove (XXII)
trānuillīātus, -ātīs f. calmness, stillness; fair weather (XXXI)
trānuillus, -a, -um calm, still, peaceful (XXXI)
trans + acc. across (V)
transēō, transēre, transīvī / transītum go over, go across (XXXII)
trānsfigo, trānsfigerē, trānsfixī, trānsfixum pierce through

transportō (1) carry (across), transport (XXVII)

trēcentē, -ae, -a three hundred
tremō, tremere, tremuīi tremble (XXXIV)
trepidus, -a, -um alarmed, anxious

tréā, tria three (VI)

tribōn militum military tribune
tribūnus, -īn. tribune
tribus = three
tribānicius, -a, -um m. belonging to a tribune
tribūnus, -īn. tribune
tribūnim by tribes

triclinium, -īn. triclinium, dining room (XXVI)

trīdens, tridentis m. trident
trieteris, trieteridis f. triennial, unit of three years

trīgintā thirty

tristis, -e sad (XV)

tristitia, -ae f. sadness

triumphālis, -ē triumphal

triumphus, -īn. triumphal procession, military triumph

trīvium, trivi(i)īn. an intersection, a place where three road meet

tropaeum, tropaeīn. trophy, victory monument

tu you (sing.) (III)
tū, tūi, tibi, tē, tē you (sing.) yourself (XXI)
tuba, -ae f. horn, trumpet (XXXV)
tueor, tuerē, tuītus sum look at, watch over (XXIX)
tum then (XX)
tumeō, tumēre swell

tunc then (III)
DISCE LATĪNAM!

tūnica, -ae f. tunic
turba, -ae f. disorder, confusion; crowd (XXXV)
turbō (1) disturb, disorder
turbō, turbinis m. whirlwind
turpis, -e ugly, foul, loathsome (XXXVIII)
Tusculus, -a, -um Etruscan
tutus, -a, -um safe (XIV)
tuus, -a, -um your (sing.) (VI)

- U -

ubi where, when (V)
ubīque everywhere (XXVIII)
Ulīxēs, -is or -ēi m. Ulysses, the hero of Homer’s Odyssey. Known in Greek as Odysseus
ūllus, -a, -um any
ulula, -ae f. screech owl
ululō (1) wail, weep
umbilicus, -ī m. navel, belly button, center, umbilical cord
umbra, -ae f. shade, soul
umerus, -ī m. shoulder
umquam at any time, ever (XXVIII)
unda, -ae f. wave
unde from where
unguentārius, -ī m. perfume seller
ūnicus, -a, -um one and only, sole
ūnus, -a, -um one (VII)
urbānus, -a, -um polished, refined; witty; of the city
urbs, urbīs f. city, esp. the city of Rome (XX)
urina, -ae f. urine
urna, -ae f. large water jar
ūrō, īrerē, īssī, üstum burn
usque as far as
ut as (XXVIII)
ut how
ut in order that, so that; how; when (XXXI)
uterus, -ī m. womb, belly
utilis, -e useful (XXX)
utinam if only! would that! (XXXVII)
ūtor, īūs sum (+ abl.) use, employ, enjoy, experience (XXIV)
utron whether
ūva, -ae f. grape; īva passa dried grape, raisin
uxor, uxōris f. wife (XVIII)

- V -
vādō, vadere go, advance, proceed
vocē (often + dative) woe! (in pain or dread) (XXXVI)
vōgātus, -ās m. cry, wail
vagōr, vagāri, vagātus sum wander
vah / vaha ah! oh! (in astonishment, joy, anger)
vulēd very (much), a lot (XI)
valeō, valēre, valē! be strong, be well Valē/Valēte! Farewell. Good-bye. Be well! (III)
vāpulō (1) be beaten
varius, -a, -um various, changeable, mixed (XXX)
vastō (1) plunder, lay waste
vastus, -a, -um huge
Vatia, -ae f. Vatia, a Roman nōmen
vehemēns, vehementis violent, strong, intense, vehement
Veīi, Veīōrum m. pl. Veii, a very old Etruscan city north of Rome
vēlōciter quickly
venātiō, -ionis f. hunt
vēnātor, -ōris m. hunter (XXIX)
venētītia, -ionis f. sale
vēndītor, -ōris m. merchant
vēndō, vēndere, vēndīdī, vēndītum sell (XXX)
venēnātus, -a, -um poisonous
venēnum, -ī n. poison
venetus, -a, -um blue
veniō, venire, venī, ventum come (II)
venter, ventris m. belly, abdomen
ventus, -ī m. wind (XXXVI)
Venus, Venerīs f. Venus, goddess of love
venustus, -a, -um charming, attractive
venus, -ī m. springtime
verberibus with lashes, blows (ablative)
verberō (1) assail, flog, batter, lash, scourge, beat
verbum, -īn. word (XII)
vereor, verēri, veritus sum be afraid of, fear, show reverence to (XXIV)
Vergilius, -iī m. Vergil, the poet
vēritās, -tis f. truth
vēro indeed, in truth, truly
Verōna, -ae f. Verona, a town in northern Italy
Verōnensis, -ense Veronan, from Veona
verrō, verrere, versum sweep clean
versō (1) keep turning around, spin, whirl
versor (1) come and go, frequent
versus, -ūs m. verse, line of poetry (XXVII)
vertō, vertere, vertī, versum turn, overturn (XXVI)
vērus, -a, -um true (XV)
vēscor, vēscī take good, devour (+ abl.)
vesperāscō, vesperāscere, vesperāvī grow towards evening
vespere in the evening
Vesta, -ae f. Vesta, goddess of the hearth
vester, vestra, vestrum your (pl.) (VI)
vestīmentum, -īn. garment, clothing
vestīō, vestīre, vestīvī / vestīi, vestītum dress, clothe (XXXIII)
vestīs, vestīs f. garments, clothing (XXXIII)
vetō, vetāre, vetūi, vetītum forbid, prohibit (XXXIII)
vetus, veteris aged, old (XXXIX)
vexātus, -a, -um upset
vexillum, -īn. standard, banner
vexō (1) agitate, harry, upset, disturb
vī “by force (of)”
via, -ae f. road, street, way (V)
Vībīus, -ii m. Vībīus, a male praeōmen
vīcennālis, -āle made for a period of twenty years, 20th anniversary
vīcīnītās, -tis f. neighborhood
victor, victūris m. victor, conqueror (XXXV)
victūria, -ae f. victory (XXXV)
victrix, victricis f. female conquerer
videō, vidēre, vidī, visum see, perceive (III)
videōr, vidērī, visus sum seem, appear; be seen. vidētur impersonal + inf. it seems good (XXVII)
vigēscō, vigēscere become strong
vigilī, vigilīs m./f. sentry, guard; firefighter; in plural, fire brigade (XXIX)
vigilō (1) watch, keep watch; stay awake, stay awake all night; wake up
vīginī twenty (XII)
vīla, -ae f. villa, country estate
Vīminālis, -e Viminal (hill in Rome)
Vīminālis, -is m. Viminal (hill), one of the seven hills of Rome
vincō, vincere, vīcī, victum conquer (XII)
vīnum, -ī n. wine (III)
violentia, -ae f. force, violence
Vipsānius, -ī m. Vipsanius
vīr, vīrī m. man (II). Can also mean “husband.”
virga, -ae f. rod
virgō, -inis f. young girl
vīs, vīsī f. strength, power, force; vīrēs, vīrium pl. strength, troops, forces (XXI)
vīscera, vīscerum n. pl. internal organs, entrails
vīxitō (1) visit
vītā, -ae f. life (XIII)
vitta, -ae f. headband
vīvo, vīvere, vīxī, victum live (XXIX)
vīvus, -a, um alive, living (XXXV)
vīx scarcely, hardly (XXXII)
vōbīs dat./abl. you (all) (XVII)
vōcālis, vōcāle speaking, vocal
vocō (1) call (VIII)
Volcānus, -ī m. Vulcan, the god of fire and smiths
volō (1) fly; hasten (XXXVI)
volō, velle, voluī want to, be willing to (VII)
vōs, vestrum / vestrī, vōbīs, vōs, vōbīsī you (pl.); yourselves (XXI)
vōtum, -ī n. vow; votive offering
vox, vocīs f. voice (XV)
vulnerō (1) wound (XXII)
vulnus, vulneris n. wound (XXII)
vult s/he wishes, wants (V)
vultrīnus, -a, -um of a vulture
vultus, vultūs m. face. Also spelled vultus
vulva, -ae f. womb

-X-
Xersēs, Xerxēs m. Xerxes, king of Persia

-Z-
Zephyrus, -ī m. the West Wind, which brings mild weather
Zēthus, -ī, m. Zethus (“Westy”)