

## AN INTRODUCTION TO “A LITTLE LATIN”

The French often speak of putting one’s hand into the dough in order to say “get down to work.” For me, this is relevant to language learning: you’ve got physically to use the language to learn it. This simple axiom underpins what I have planned for us to do for the next four weeks. I am making available to you online the first four chapters (as well as the accompanying workbook pages) of a Latin text – “Jenny” First Year – a book used by generations of American students at the beginning of their preparation to read Vergil’s AENEID. I will ask you to print out these materials and bring them to class so that, together, we can work through them.

Unlike the high-school classes I taught for 19 years (a third career, which I loved), our class will **not** have as outcomes successful performance on assessments. Instead we shall aim at relating the Latin studied to what is most meaningful to educated adult users of English. We will hone our tools of linguistic analysis, consider etymologies of English words, begin to solve the puzzle that is Latin prose, and awaken our minds to new intellectual challenges.

Each “Jenny” chapter contains explanations of structures used in Latin and provides new vocabulary accompanied by English derivatives whenever possible, exercises to affirm our knowledge, and a reading (adapted from the AENEID) with comprehension questions. I have added workbook pages with more exercises. We will do as much as we have time for, but the essential task is for you to put your hands into the dough. Once the necessary explanations are out of the way (and, please, don’t hesitate to ask questions when you have them), we’ll be working with one another in class to apply the new knowledge.

There is no homework! However, should you wish to spend time at home reviewing what we’ve done in class, such extra effort will be all to the good. If you come across something that no longer makes sense to you, feel free to send me an email, and I’ll try to resolve the issue.

Like bakers with dough stuck to our hands and the thought of a perfectly baked loaf filling our imaginations, I hope you’ll experience both the challenge of doing a demanding job and the satisfaction of working well.

VALETE! Steve Dubrow (smdubrow@gmail.com)

## FORMS

### FIRST DECLENSION

Latin nouns are grouped together in different declensions. All nouns which use the same case endings belong to the same declension.

Nouns of the first declension may be recognized by the *-ae* ending of the genitive singular. First declension nouns are declined like **puella**, *girl*. The base of a first declension noun is found by dropping the *-ae* ending of the genitive singular; the endings are then added to this base. The genitive of **puella** is **puellae**; its base is **puell-**.

FIRST DECLENSION NOUNS			
CASES			ENDINGS
		SINGULAR	
NOMINATIVE	puella	<i>a girl (the girl)</i>	<b>-a</b>
GENITIVE	puellae	<i>of a girl (the girl)</i>	<b>-ae</b>
DATIVE	puellae	<i>to (for) a girl (the girl)</i>	<b>-ae</b>
ACCUSATIVE	puellam	<i>a girl (the girl)</i>	<b>-am</b>
ABLATIVE	puellā	—	<b>-ā</b>
		PLURAL	
NOMINATIVE	puellae	<i>girls (the girls)</i>	<b>-ae</b>
GENITIVE	puellārum	<i>of girls (the girls)</i>	<b>-ārum</b>
DATIVE	puellis	<i>to (for) girls (the girls)</i>	<b>-īs</b>
ACCUSATIVE	puellās	<i>girls (the girls)</i>	<b>-ās</b>
ABLATIVE	puellis	—	<b>-īs</b>

1. Latin has no articles, no way of expressing, *a*, *an*, or *the*; so **puella** may be translated by *girl*, *a girl*, or *the girl*, according to the context.
2. Because of its many uses, no standard translation can be given for the ablative case.

## SYNTAX

### ■ NOMINATIVE CASE

#### Nominative as Subject

The subject of a verb (i.e. the person, place, or thing about which something is said) is in the nominative case.

#### Predicate Nominative

A noun used with a linking verb to define or identify the subject is also in the nominative. Such a noun is called a predicate nominative, or predicate noun, or subjective complement.

SUB.	PRED.	NOM.
Asia	est	prōvincia.
		<i>Asia is a province.</i>

### ■ GENITIVE OF POSSESSION

One of the uses of the genitive case is to show possession.

agricolae villa  
*the farmer's farmhouse, the farmhouse of the farmer*

agricolārum villae  
*the farmers' farmhouses, the farmhouses of the farmers*

The English translation of the genitive of possession uses 's or s', or a prepositional phrase with *of*.

### ■ ABLATIVE OF PLACE WHERE

The ablative case is used with certain prepositions to answer the question *Where?*

Agricola est in villā.  
*The farmer is in the farmhouse.*

## VOCABULARY

When you learn a Latin noun you will need to know to which declension it belongs, what its base is, and its gender (masculine, feminine, or neuter). Therefore for each noun in the Vocabulary the nominative form, the genitive form, and the gender (*m.*, *f.*, or *n.*) are all included. The fact that the genitive of every noun in this Vocabulary ends in *-ae* tells us that they all belong to the first declension, and will be declined like *puella*. You can find the base to which the endings are added by dropping the *-ae*.

Be sure to learn the long marks (*macra*, singular *macron*) when you learn the words because the macron indicates that a vowel is long, and you need to know this for correct pronunciation.

### BASIC WORDS

agricola, agricolae, m. *farmer*

fēmina, fēminae, f. *woman*

patria, patriae, f. *fatherland, native land*

prōvincia, prōvinciae, f. *province*

puella, puellae, f. *girl*

silva, silvae, f. *woods, forest*

terra, terrae, f. *earth, land*

via, viae, f. *way, road, street*

villa, villae, f. *farmhouse, villa*

est *is, there is*

sunt *are, there are*

in (preposition) *in, on*

**Note:** When *est* and *sunt* mean *there is* and *there are* they precede the subject.

Agricola est in villā.

*The farmer is in the farmhouse.*

Est agricola in villā.

*There is a farmer in the farmhouse.*

### PROPER NAMES

Since proper nouns and the adjectives derived from them are the same, or almost the same, in English and Latin, you will not have to spend time memorizing them. For your convenience, however, a glossary is included in the Appendix, so that you will know their declension and (when it's not obvious) their gender.

## PRACTICE

- A.** Fill in the blanks with the appropriate English words derived from the Latin words in this lesson:
1. He is so \_\_\_ that he salutes the flag whenever he sees it: his wife is such a \_\_\_ that she salutes it only if it's carried by a woman.    2. Send this letter \_\_\_ air mail.    3. Some Europeans think that American culture is backward and \_\_\_.    4. The \_\_\_ in this part of the country is flat and uninteresting: I want to find a \_\_\_ setting when I build my \_\_\_, where I can observe the wildlife of the forest.
- B.** Using a dictionary, check the derivations of the verb *inter* and the noun *invoice*. From which words in this lesson are they derived?
- C.** Change from singular to plural, keeping the same case:
1. viā    2. villā    3. silvam    4. fēminā    5. prōvinciam
- D.** Change from plural to singular, keeping the same case:
1. agricolārum    2. puellae    3. viās    4. fēminārum    5. villās
- E.** Decline the following nouns. When you do this aloud, remember the rules for placing the accent.
1. agricola    2. patria    3. terra



### FROM THE PHILOSOPHER'S HANDBOOK . . .

Rīdent stolidī verba Latīna.  
*Fools laugh at the Latin language.*  
 —OVID

Why study Latin? List four ways in which Latin can be a help to you in your future life. Prove the validity of this saying.

9



View of excavations of Roman garden apartments, Ostia

**F.** Pronounce, and give the case(s) and number(s):

1. fēminīs    2. Eurōpa    3. puellae    4. patriā    5. silvās    6. villārum  
7. viam    8. prōvinciā    9. Asia    10. terrae

**G.** Give the following forms:

1. Eurōpa in the dative singular    2. prōvincia in the nominative plural  
3. terra in the accusative plural    4. villa in the genitive singular    5. fēmina  
in the ablative singular    6. puella in the dative plural    7. Trōia in the  
nominative singular    8. agricola in the accusative singular    9. patria in  
the genitive plural    10. silva in the ablative plural

**H.** Translate into Latin:

1. The woman is in the farmhouse.    2. A woman is in the farmhouse.  
3. There is a woman in the farmhouse.    4. The women are in the farmhouse.  
5. There are women in the farmhouse.

**I.** Pronounce, then translate into English:

1. Fēminae sunt in silvā.    2. Prōvincia est Asia.    3. Puellae in viā sunt.  
4. Sunt fēminae in villā.    5. In Eurōpā sunt prōvinciae.    6. Viae sunt in  
puellae patriā.    7. Prōvinciae Trōiae sunt in Asiā.    8. Agricolārum villae  
in prōvinciā sunt.    9. Sunt viae in terrīs Eurōpae.    10. In agricolae terrā  
sunt silvae.

**J.** Translate into Latin:

1. Asia is a province.    2. There is a girl on the road.    3. The woman is  
in the woods.    4. Troy is the girls' fatherland.    5. The provinces are in  
Europe.    6. In Asia there are the lands of Troy.    7. The road is in the  
province.    8. There are farmhouses on the farmer's land.    9. The woman's  
farmhouse is in the forest.    10. There are roads in the provinces of Troy.

## *Troy*

Trōia est in Asiā. Trōiae prōvinciae in Asiā sunt. In prōvinciīs Trōiae sunt silvae. In Trōiae terrīs sunt agricolae: Trōia est patria agricolārum. In terrīs agricolārum sunt villae. Agricolārum fēminae sunt in villis.

### READING COMPREHENSION

1. Where is Troy?
2. Where are Troy's provinces?
3. Where are the forests?
4. Of whom is Troy the fatherland?
5. What are on the farmers' lands?
6. Where are the farmers' wives?

The ruins of ancient Troy, which flourished from circa 1800 to 1150 B.C. It was possibly this city that the Greeks destroyed.



# LESSON 1

1. In Latin, first declension nouns may be recognized by their \_\_\_\_\_ ending.
2. For virtually all nouns in Latin, the base of the noun can be found by \_\_\_\_\_.
3. Does the base of a noun remain constant throughout a declension? \_\_\_\_\_
4. Give the base for each of the following nouns: (a) *agricola*, *agricolae* \_\_\_\_\_, (b) *prōvincia*, *prōvinciae* \_\_\_\_\_, (c) *via*, *viae* \_\_\_\_\_
5. With a few exceptions, nouns of the first declension are in what gender? \_\_\_\_\_  
An exception is \_\_\_\_\_.
6. Identify the following noun forms.

	GENDER	CASE	NUMBER	MEANING
<i>Example: fēminam</i>	F.	accusative	sing.	woman
(a) <i>agricolae</i> (3 forms)	_____	_____	_____	_____
(b)	_____	_____	_____	_____
(c)	_____	_____	_____	_____
(d) <i>silvās</i>	_____	_____	_____	_____
(e) <i>patriā</i>	_____	_____	_____	_____
(f) <i>puellīs</i> (2 forms)	_____	_____	_____	_____
(g)	_____	_____	_____	_____
(h) <i>prōvinciārum</i>	_____	_____	_____	_____
(i) <i>terra</i>	_____	_____	_____	_____
(j) <i>viae</i> (3 forms)	_____	_____	_____	_____
(k)	_____	_____	_____	_____
(l)	_____	_____	_____	_____
(m) <i>Trōiam</i>	_____	_____	_____	_____

- (n) fēminīs (2 forms) \_\_\_\_\_  
 (o) \_\_\_\_\_  
 (p) silva \_\_\_\_\_

7. Write the following in Latin.

- (a) of the girls \_\_\_\_\_, (b) the province (ACC.) \_\_\_\_\_,  
 (c) for a woman \_\_\_\_\_, (d) the native lands (NOM) \_\_\_\_\_,  
 (e) in the farmhouse \_\_\_\_\_, (f) of the forest \_\_\_\_\_,  
 (g) on the road \_\_\_\_\_

8. Translate the following sentences, identifying and explaining the gender, case, and number of the indicated nouns.

Example: {Agricola<sup>1</sup>} est in {villā<sup>2</sup>}. The farmer is in the farmhouse.

(1) nom., sing., m., subject (2) abl., sing., f., place where

(a) {Puella<sup>1</sup>} est in {silvā<sup>2</sup>}

\_\_\_\_\_  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_

(b) {Fēminae<sup>1</sup>} sunt {agricolae<sup>2</sup>}.  
 \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(c) Fīliae (daughters) {agricolārum<sup>1</sup>} sunt in {viā<sup>2</sup>}.  
 \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(d) Est {villa<sup>1</sup>} in {Troīae<sup>2</sup>} {silvīs<sup>3</sup>}.  
 \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

## FORMS

### VERBS

#### Personal Endings

English shows the person and number of a verb by a pronoun subject (*I, we, you, he, she, it, they*). In Latin these are shown by the ending of the verb, called the personal ending because it indicates person. The personal endings of the active voice are as follows:

PERSONAL ENDINGS				
	SINGULAR		PLURAL	
1ST PERSON	-ō or -m	<i>I</i>	-mus	<i>we</i>
2D PERSON	-s	<i>you</i>	-tis	<i>you</i>
3D PERSON	-t	<i>he, she, it</i>	-nt	<i>they</i>

#### Principal Parts

You have seen that in order to have all the information you need about a noun you must learn its nominative, its genitive, and its gender. For verbs it will be necessary to learn the four Principal Parts; but just now you need only the first two, as shown in the Basic Words of the Vocabulary (e.g. *vocō, vocāre*). The first principal part is the dictionary form of a verb, the one under which it will be listed in a dictionary.

#### First Conjugation, Present Tense

Verbs are grouped into conjugations as nouns are into declensions. All verbs which have the same stem vowel belong to the same conjugation. All verbs whose present stem ends in *-ā* (e.g. *vocāre*) belong to the first conjugation, and are conjugated in the present active as follows:



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**FIRST CONJUGATION, PRESENT ACTIVE**

	SINGULAR		PLURAL	
1ST PERSON	vocō	<i>I call</i> <i>I am calling</i> <i>I do call</i>	vocāmus	<i>we call</i> <i>we are calling</i> <i>we do call</i>
2D PERSON	vocās	<i>you call</i> <i>you are calling</i> <i>you do call</i>	vocātis	<i>you call</i> <i>you are calling</i> <i>you do call</i>
3D PERSON	vocat	<i>he (she, it) calls</i> <i>he (she, it) is calling</i> <i>he (she, it) does call</i>	vocant	<i>they call</i> <i>they are calling</i> <i>they do call</i>

1. These forms are made by adding the personal ending to the present stem **vocā-**, which is found by dropping the **-re** from the second principal part.
2. The first principal part shows that the **-ā** of the stem is not used in the first person singular (**vocō**, not **vocaō**).
3. In any tense of a verb, a long vowel is shortened before the endings **-t** and **-nt**.
4. Notice that, in terms of English, a Latin verb is read backwards, giving first the name of the action and then the pronoun subject:

vocās = vocā- + -s	vocāmus = vocā- + -mus
<i>call</i> <i>you</i>	<i>call</i> <i>we</i>

5. The Latin verb has no special progressive or emphatic forms. Therefore **vocō** means *I call*, *I am calling*, or *I do call*, whichever sounds best in the sentence.

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**SYNTAX**
**■ AGREEMENT OF VERBS**

A verb agrees with its subject in person and number.

Nauta nāvigat.	<i>The sailor is sailing.</i>	
Nautae nāvigant.	<i>The sailors are sailing.</i>	
Fēmina et puella nāvigant.	<i>The woman and the girl are sailing.</i>	

## ■ ACCUSATIVE OF THE DIRECT OBJECT

One of the uses of the accusative case is to indicate the direct object of a verb.

Poētās laudāmus.      *We praise poets.*  
Rēgīnam puella spectat.      *The girl looks at the queen.*

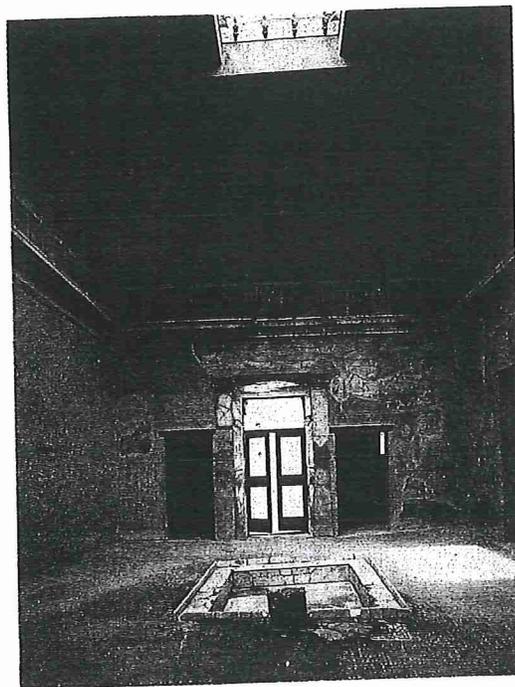
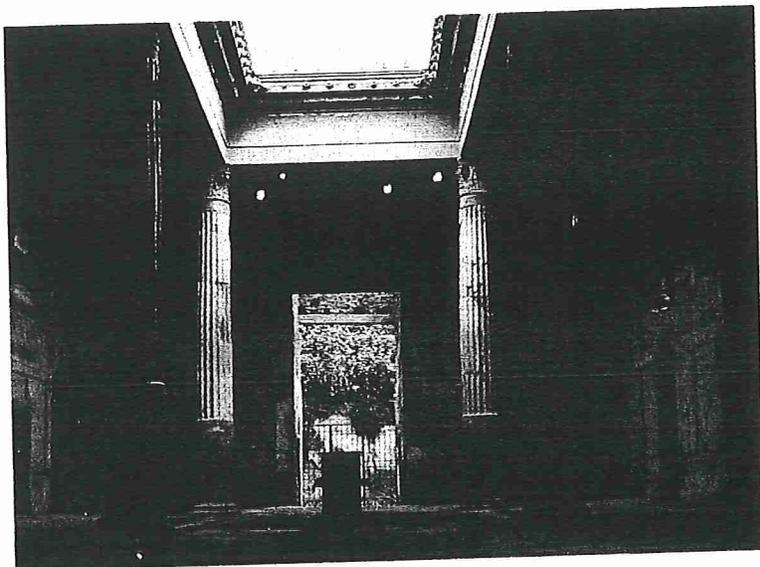
In each of these sentences the direct object is identified by its being in the accusative.

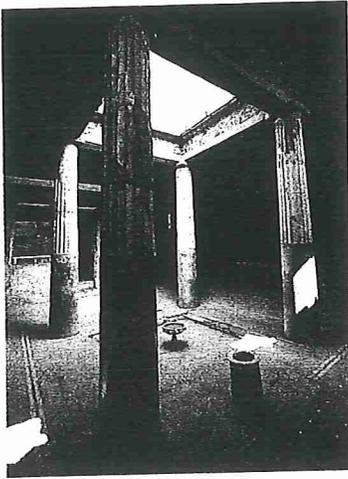
## ■ ABLATIVE OF ACCOMPANIMENT

Another use of the ablative case is with the preposition *cum*, *with*, to indicate accompaniment; in this use it is called the Ablative of Accompaniment.

Agricola cum nautīs nāvigat.  
*The farmer is sailing with the sailors.*

(left) Atrium of The House of the Silver Wedding, Pompeii      (right) Atrium of The Sannite House, Herculaneum





The atrium of the House of Lucius Ceius Secundus, Pompeii

## ■ APPOSITION

A noun used to describe another noun, or a pronoun, is said to be its appositive, or to be used in apposition with it. An appositive must refer to the same person or thing as the noun or pronoun to which it applies, and must also be in the same case. In Latin it usually follows its noun or pronoun.

Hecuba rēgīna terram Graeciam spectat.  
*Queen Hecuba looks at the land [of] Greece.*

Notice that Latin does not use the genitive (*of*) for apposition, as English does in expressions like *the city of New York* or *the state of Indiana*.

## VOCABULARY

### ■ BASIC WORDS

You will notice that most first-declension nouns are feminine. In fact, the only ones which are masculine are those which refer to males.

fābula, fābulae, f. *story*

familia, familiae, f. *household*

fīlia, fīliae, f. *daughter*

poēta, poētae, m. *poet*

rēgīna, rēgīnae, f. *queen*

vīta, vītae, f. *life*

laudō, laudāre *praise*

narrō, narrāre *tell, narrate*

vocō, vocāre *call*

cum (preposition used with the  
 ablative) *with*

amō, amāre *love, like*

habitō, habitāre *live, dwell*

et (conjunction) *and* (adverb) *also, even*

## LEARNING ENGLISH THROUGH LATIN

fabulous	<i>like a fable; imaginary, wonderful</i>
familiar	<i>closely acquainted</i>
habitation	<i>dwelling place</i>
laudatory	<i>expressing praise</i>
narrative	<i>story, tale</i>
poetic	<i>having the beauty of good poetry</i>
vital	<i>essential to life; indispensable</i>
vocation	<i>an impulse towards a certain career</i>

### Translation Help

In order to translate a Latin sentence accurately, it is a good idea to establish the construction of each Latin noun to be sure of its place in the English sentence. The construction of a noun means its case and number and its use in the sentence.

#### EXAMPLE

Poēta cum Creūsā rēgīnae filiā vītam in prōvinciā laudat.

**poēta:** nominative singular, subject of the verb **laudat**

**Creūsā:** ablative singular, ablative of accompaniment

**rēgīnae:** genitive singular, genitive of possession

**filiā:** ablative singular, in apposition with (or appositive to) **Creūsā**

**vītam:** accusative singular, direct object of the verb **laudat**

**prōvinciā:** ablative singular, ablative of place where

*The poet, with Creusa, the queen's daughter, praises life in the province.*

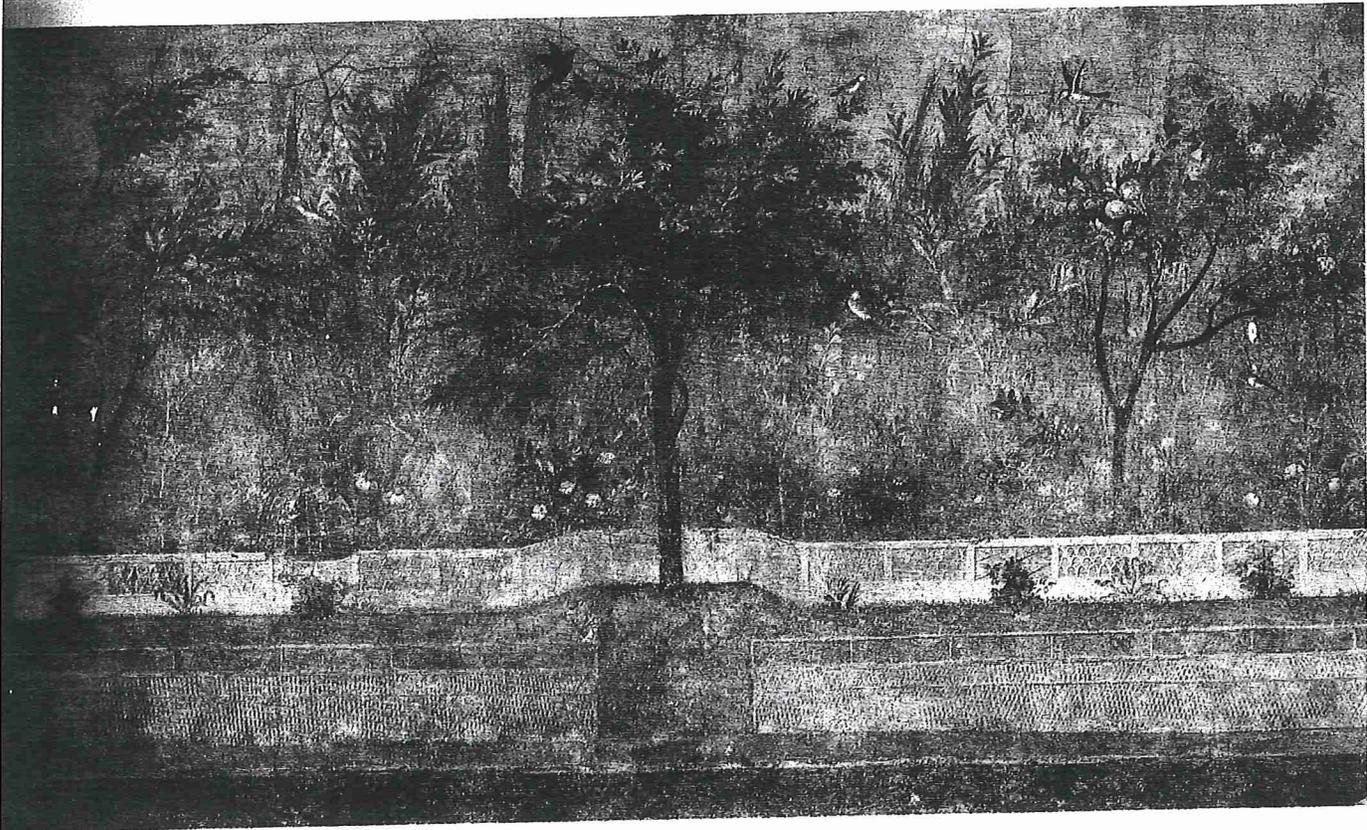
## PRACTICE

A. In the following sentences some of the English derivatives in the list above have been moved to the wrong sentences. Put them where they belong.

1. His *habitation* of his adventures was so *familiar* that I could hardly believe it.
2. We have to have it to stay alive; it's really *laudatory*.
3. *Vocation* is a *vital* way of saying "home"; are you *fabulous* with the word?
4. He praised me very highly; his *narrative* remarks were almost embarrassing.
5. His *poetic* is teaching.

- B.** Say which personal ending in Latin represents each of these pronouns in English:
1. he   2. we   3. I   4. it   5. you (*singular*)   6. they   7. she   8. you (*plural*)
- C.** Change from singular to plural or from plural to singular, keeping the same person:
1. habitat   2. amāmus   3. narrātis   4. laudās   5. vocant
- D.** Pronounce and translate:
1. amāmus   2. habitātis   3. laudās   4. narrō   5. vocant   6. habitat  
7. narrant   8. vocāmus   9. amant   10. laudātis

Fresco from the summer dining room in the Empress Livia's country estate at Prima Porta showing an orchard garden—Terme Museum, Rome



**E.** Translate:

1. you (*plural*) praise    2. we love    3. I am calling    4. they are telling  
 5. you (*singular*) live    6. we are praising    7. they do call    8. you (*pl.*)  
 are living    9. he tells    10. you (*sing.*) are loving

**F.** Pronounce and translate:

1. Fēminās vocātis.    2. Aenēas patriam amat.    3. Cum fēminā puella est.  
 4. Rēgīna fābulam narrat.    5. Puella est agricolae filia.    6. Vitam agricolae  
 laudāmus.    7. Aenēas et Creūsa in Asiā terrā habitant.    8. In Eurōpae  
 silvīs sunt et viae.    9. Fābulam Trōiae amant poētae.    10. Fēmina cum  
 familiā in villā habitat.

**G.** Construe each noun (give number and case and explain the case) in the sentences in F.**H.** Translate these sentences. Keep in mind that Latin does not use possessive adjectives (*my, our, your, his, her, its, their*) unless they are really necessary.

*The woman loves her daughter.*

Fēmina filiam amat.

1. We praise the poets.    2. You (*sing.*) live in the province.    3. Poets tell stories.  
 4. The farmer is calling the girls.    5. There is a road in the forest.  
 6. The woman and the farmer are on the road.    7. The girls love and praise their native land.  
 8. The queen is with her daughter Creusa.    9. You (*pl.*) like life in the land [of] Asia.  
 10. I live with my household in a farmhouse.

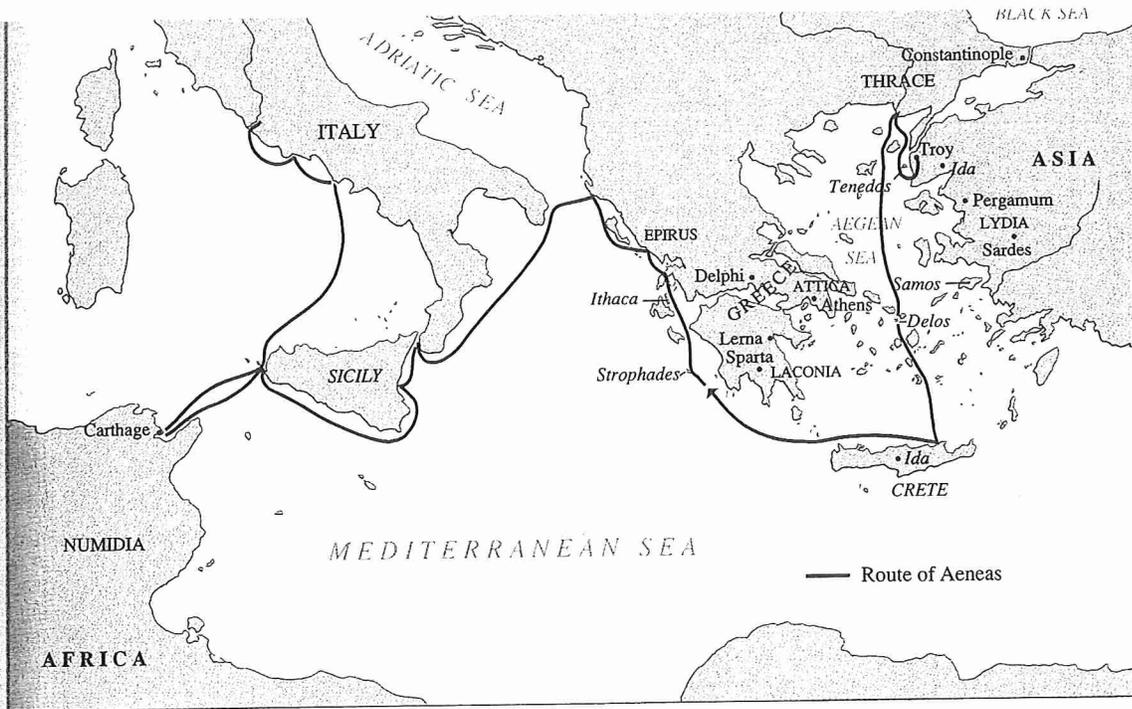


FROM THE PHILOSOPHER'S HANDBOOK . . .

Saepe creat mollis aspera spīna rosās.  
*Often the prickly thorn produces tender roses.*

—OVID

Can you apply this proverb to any of your experiences in school?



READING

*Aeneas*

Poēta narrat fābulam Aenēae. Aenēās cum fēminā Creūsā et familiā habitat in Asiā; Aenēae patria Trōia est. Hecuba est Trōiae rēgīna; Aenēae fēmina est Hecubae rēgīnae filia. Creūsam Aenēās amat et amat Aenēam Creūsa. Aenēās et Creūsa et Trōiam amant; vītam in patriā laudant. Laudant et terrās prōvinciārum Trōiae.

READING COMPREHENSION

1. Where does Aeneas live?
2. With whom does he live?
3. What is the fatherland of Aeneas?
4. Who is Hecuba?
5. Who is Creusa?
6. How are they related to each other?

1. Aenēās: First declension men's names derived from the Greek language usually have -ās or -ēs instead of -a for a nominative singular ending.

NAME \_\_\_\_\_

## LESSON 2

1. In what way does Latin show the person and number of a verb? \_\_\_\_\_
2. How does this differ from English? \_\_\_\_\_  
\_\_\_\_\_
3. Write out the personal endings.

	SING.	PLURAL
1ST PERSON	_____ OF _____	_____
2ND PERSON	_____	_____
3RD PERSON	_____	_____

4. To what are these endings added in the formation of the present tense of the verb? \_\_\_\_\_
5. How is the base of a first conjugation verb found? \_\_\_\_\_  
\_\_\_\_\_
6. Give the base of the following verbs: (a) amō, amāre \_\_\_\_\_, (b) vocō, vocāre \_\_\_\_\_, (c) laudō, laudāre \_\_\_\_\_
7. Give the appropriate Latin form for each of the following expressions.

- |                            |                             |
|----------------------------|-----------------------------|
| (a) they live _____        | (f) you (pl.) do love _____ |
| (b) I am calling _____     | (g) we praise _____         |
| (c) he loves _____         | (h) she does call _____     |
| (d) you (sing.) like _____ | (i) I do narrate _____      |
| (e) it lives _____         | (j) they are praising _____ |

8. Give the person, number, and translation for each of the following verbs.

	PERSON	NUMBER	TRANSLATION
(a) vocāmus	_____	_____	_____
(b) habitat	_____	_____	_____
(c) amant	_____	_____	_____

- (d) narrās \_\_\_\_\_
- (e) laudātis \_\_\_\_\_
- (f) amō \_\_\_\_\_
- (g) laudat \_\_\_\_\_
- (h) narrant \_\_\_\_\_
- (i) habitō \_\_\_\_\_
- (j) vocāmus \_\_\_\_\_

9. A verb must agree with its subject in \_\_\_\_\_ and \_\_\_\_\_.
10. The subject of a verb is in the \_\_\_\_\_ case, while the direct object of a verb is in the \_\_\_\_\_ case.
11. A noun that describes another noun is said to be in \_\_\_\_\_ with that noun.
12. Translate the following sentences and then identify the words that are indicated. For verbs, give the person and number. For nouns, give the gender, case, number, and an explanation of the case (e.g. Ablative of Place Where).

(a) Fīlia <sup>1</sup>{poētam} <sup>2</sup>{amat}.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(b) {Fābula} <sup>1</sup>poētae {rēginam} <sup>2</sup>laudat.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(c) Hecuba est {rēgina} <sup>1</sup>{Trōiae} <sup>2</sup>.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(d) {Vītās} <sup>1</sup>agricolārum {laudātis} <sup>2</sup>.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(e) In {silvā} <sup>1</sup>cum familiā <sup>2</sup>{habitō}.

NAME \_\_\_\_\_

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(f) Creūsa, {fēmina<sup>1</sup>} Aenēae, Trōiam et {patriam<sup>2</sup>} amat.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(g) Poētae fābulam Aenēae {narrant<sup>1</sup>} et poētās {laudāmus.<sup>2</sup>}

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(h) {Agricola<sup>1</sup>} in villā cum familiā {habitās.<sup>2</sup>}

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

## FORMS

### THE VERB SUM

The present stem of **sum** keeps changing its form, but it takes the regular personal endings:

PRESENT TENSE OF SUM			
SINGULAR		PLURAL	
sum	<i>I am</i>	sumus	<i>we are</i>
es	<i>you are</i>	estis	<i>you are</i>
est	<i>he (she, it) is, there is</i>	sunt	<i>they are, there are</i>

## SYNTAX

### USES OF SUM

**Sum** is ordinarily used as a linking verb, connecting its subject with a predicate nominative or some other kind of subjective complement.

Graecia est prōvincia.      *Greece is a province.*  
 Graecia est in Eurōpā.      *Greece is in Europe.*

The third person of **sum**, when placed before its subject, is a predicative (not a linking) verb and means *there is* or *there are*.

Est agricola in villā.      *There is a farmer in the farmhouse.*

A tripod and bowl shown on  
a coin from southern Italy



## ■ EXPRESSIONS OF PLACE

### Accusative of Place to Which

The accusative is used with the prepositions **ad**, **in**, and **sub** to answer the question *Where [to]?*

Quō nāvigātis?  
*Where are you sailing [to]?*

Ad Graeciam nāvigāmus.  
*We are sailing to Greece.*

### Ablative of Place Where

The ablative is used with the prepositions **in** and **sub** to answer the question *Where [at]?*

Ubi estis? In Graeciā sumus.  
*Where are you? We are in Greece.*

### Ablative of Place from Which

The ablative is used with the prepositions **ā** (**ab**), **dē**, and **ē** (**ex**) to answer the question *Where from?*

Unde nāvigātis?    Ā Graeciā nāvigāmus.  
*Where are you sailing from?    We are sailing from Greece.*

---

## EXPRESSIONS OF PLACE—SUMMARY OF PREPOSITIONS

<b>ā</b> , <b>ab</b> <sup>1</sup> (preposition with the ablative)	<i>from, away from</i>
<b>ad</b> (preposition with the accusative)	<i>to, towards</i>
<b>dē</b> (prep. w. abl.)	<i>from, down from; about, concerning</i>
<b>ē</b> <b>ex</b> <sup>2</sup> (prep. w. abl.)	<i>from, out of</i>
<b>in</b> (prep. w. acc. or abl.)	<i>into, onto, against (w. acc.); in, on (w. abl.)</i>
<b>sub</b> (prep. w. acc. or abl.)	<i>to under, up to, to the foot of (w. acc.); under, at the foot of (w. abl.)</i>

---

1. The form **ā** can be used only before a word beginning with a consonant (except *h*); **ab** may be used at any time.    2. The form **ē** can be used before a word beginning with *b*, *d*, *g*, consonant *i*, *l*, *m*, *n*, *r*, or *v*; otherwise **ex** is used.

## ■ QUESTIONS

To turn a statement into a question which has a yes-or-no answer, add the particle *-ne* to the end of the first word. The yes-or-no answer is expressed by repeating some part of the question.

Asiane est prōvincia? *Is Asia a province?*

Est. *Yes.* Nōn est. *No.*

Nōnne nāvigat ad Eurōpam Aenēās? *Isn't Aeneas sailing to Europe?*

Nāvigat. *Yes, he is.* Nōn nāvigat. *No, he isn't.*

Nōn ad Eurōpam. *No, not to Europe.*

The particle *-ne* is an enclitic (from the Greek word for *leaning on*) and must be attached to the end of another word: *Asiane, nōnne*. When an enclitic has been attached to a word, the accent falls on the syllable before the enclitic, whether long or short.

If the question is not a yes-or-no question, it will not be introduced by a word with *-ne* attached, but by some interrogative pronoun, adjective, or adverb.

Quō nāvigātis? Ad Graeciam. *Where are you sailing? To Greece.*

A marble table with decorative lion's head and claw legs, Herculaneum



## VOCABULARY

When you learn a Latin preposition, it is important to learn whether it is used with the accusative case, the ablative case, or both. Some prepositions can be used with both cases, and the case with which they are used determines their meaning. For example, the prepositions **in** and **sub** can indicate either *place to which* or *place where*.

Be sure to learn both of the first two principal parts for each verb.

## BASIC WORDS

dea, -ae, f. *goddess*

nauta, -ae, m. *sailor*

ambulō, ambulāre *walk*

nāvigō, nāvigāre *sail*

occupō, occupāre *seize*

spectō, spectāre *look at, watch*

sum, esse *be*

nōn (adverb) *not*

quō (interrogative adverb) *where [to]?*

(relative adverb) *to which place, to which*

ubi (interrogative and relative adverb) *where [at]?* *where;* (adverbial conjunction) *when*

unde (interrogative adverb) *where from?*  
(relative adverb) *from which place, from which*

super (preposition with the accusative) *over, above*

**Note:** Nōn differs from other adverbs in that it may modify even nouns and pronouns. It is placed just before whatever it modifies. If the whole sentence or clause is negative it goes just before the verb.

Aenēās ad Āfricam nōn nāvigat.  
*Aeneas isn't sailing to Africa.*

Nōn Aenēās ad Āfricam nāvigat.  
*[Someone, maybe, but] not Aeneas is sailing to Africa.*

Aenēās nōn ad Āfricam nāvigat.  
*Aeneas is sailing [somewhere, but] not to Africa.*

## LEARNING ENGLISH THROUGH LATIN

amble	<i>to walk with a slow, easy gait</i>
ambulatory	<i>able to walk; not confined to a wheelchair</i>
nautical	<i>having to do with sailors or ships</i>
navigate	<i>to direct a ship or craft</i>
occupation	<i>that which chiefly engages one's time; seizure and control of a country</i>
spectator	<i>an onlooker; one who watches without taking an active part</i>

From Latin Prepositions:

absent	<i>being away</i>
demoted	<i>moved down</i>
exit	<i>way out</i>
subway	<i>an underground transportation system</i>
superman	<i>a superior person, greater or better than others</i>

## PRACTICE

**A.** List as many English words as you can think of which begin with:

1. **ex-** (meaning *out*)    2. **sub-** (meaning *under*)    3. **super-** (meaning *over* or *above*)

**B.** Change from singular to plural or from plural to singular, keeping the same person:

1. sumus    2. ambulō    3. es    4. occupātis    5. sum    6. nāvigāmus    7. est  
8. spectant    9. estis    10. vocās

**C.** Give person and number, and translate:

1. sum    2. ambulat    3. occupat    4. nāvigāmus    5. spectās    6. ambulātis  
7. nāvigās    8. occupātis    9. spectāmus    10. estis

**D.** Give the construction of each numbered noun:

1. Agricola<sup>1</sup>e fili<sup>2</sup>as vocāmus in villam<sup>3</sup>.    2. Fēminae<sup>4</sup> cum puellis<sup>5</sup> ab Asiā<sup>6</sup>  
nāvigant.    3. In Eurōpā<sup>7</sup> est via ad Graeciam prōvinciam<sup>8</sup>.

**E.** Translate:

1. We are walking to the farmhouse. 2. Troy is in Asia. 3. He walks up to the forest. 4. We are sailing from Europe.

**F.** Translate:

1. Are you calling the farmer? 2. Where are they? 3. Is he looking at the farmhouse? 4. Where are you walking to? 5. Where are the sailors sailing from?

**G.** Read the Latin aloud and translate:

1. Ubi sumus? In Graeciā. 2. Fēminaene nautās spectant? Agricolās spectant. 3. Trōia ubi est? Sub terrā. 4. Nōnne laudat deam Helena rēgina? Laudat. 5. Quō cum filiā ab villā ambulās? Sub silvam. 6. Villamne agricolae occupant nautae? Nōn occupant. 7. Narratne poēta fābulam dē patriā? Narrat. 8. Nōnne ambulāmus ex Eurōpā ad Asiam? Nōn ad Asiam. 9. Deane sub terrā est? Nōn sub terrā, super terram. 10. Quō et unde cum nautīs nāvīgātis? Ā Graeciā ad Asiam.

**H.** Translate:

1. Where is the farmer's daughter walking to? The farmhouse. 2. Is Queen Helen sailing from Greece to Asia? Yes, she is. 3. Isn't the goddess calling the women into the forest? Yes. 4. Is the farmer seizing the woman's farmhouse? No. 5. Where are you (*sing.*) sailing from? I am sailing from Europe. 6. Is the poet telling a story about a goddess? No.



**FROM THE PHILOSOPHER'S HANDBOOK . . .**

Nōn est ad astra mollis ē terrīs via.  
*There is no easy way from the  
 earth to the stars.*

—SENECA

There were probably no spaceships in Seneca's time. What, then, do you think is the meaning of this statement?

## READING

*Helen of Troy*

Poëtae fābulam dē nautā Trōiae narrant. Dea Cytherēa nautam vocat ad Graeciam. Trōia in Asiā, Graecia in Eurōpā est. Nauta ad Graeciam nāvigat. In Graeciā est terra Lacōnica; Lacōnicæ regīna Helena est. In Lacōnicā nauta Helenam rēgīnam spectat et amat. Rēgīnam occupat et cum rēgīnā ad Asiam nāvigat. Nauta et rēgīna habitant in Asiā. Creūsa, Aenēae fēmina, est nautae germāna.

5

## READING COMPREHENSION

1. Who calls the sailor to Greece?
2. Where is Greece?
3. What land is in Greece?
4. Who is the queen of the land?
5. What happens when the sailor looks at the queen?
6. Who is this sailor?

Interior of an Athenian red-figured kylix showing Helen of Troy and King Priam—  
National Museum, Tarquinia



6. germāna, -ae, f: *sister*

## LESSON 3

1. Using the BEST meaning for each preposition, translate the following phrases. Then identify the use of each preposition.

	TRANSLATION	USE OF PREPOSITION
<i>Example:</i> in villam	into the farmhouse	Accusative, Place to Which
(a) in viā	_____	_____
(b) in Eurōpam	_____	_____
(c) ad prōvinciam	_____	_____
(d) dē patriā (2)	_____	_____
(e)	_____	_____
(f) sub Trōiam	_____	_____
(g) sub villā	_____	_____
(h) ē silvā	_____	_____
(i) in Asiam	_____	_____

2. Fully identify and translate the following.

*Example:* habitās: present, active, indicative, 2nd sing. you live

- (a) est \_\_\_\_\_
- (b) narrāmus \_\_\_\_\_
- (c) spectās \_\_\_\_\_
- (d) sunt \_\_\_\_\_
- (e) ambulat \_\_\_\_\_
- (f) laudō \_\_\_\_\_
- (g) sum \_\_\_\_\_
- (h) estis \_\_\_\_\_
- (i) amat \_\_\_\_\_
- (j) navigātis \_\_\_\_\_

NAME \_\_\_\_\_

(k) spectant \_\_\_\_\_

(l) vocāmus \_\_\_\_\_

(m) es \_\_\_\_\_

(n) occupō \_\_\_\_\_

3. Write the Latin for the following.

(a) we are \_\_\_\_\_ (h) she is walking \_\_\_\_\_

(b) you (pl.) watch \_\_\_\_\_ (i) they seize \_\_\_\_\_

(c) it is sailing \_\_\_\_\_ (j) I am \_\_\_\_\_

(d) you (sing.) tell \_\_\_\_\_ (k) they do walk \_\_\_\_\_

(e) it is \_\_\_\_\_ (l) there is \_\_\_\_\_

(f) we seize \_\_\_\_\_ (m) you (pl.) call \_\_\_\_\_

(g) you (sing.) are \_\_\_\_\_ (n) they praise \_\_\_\_\_

4. Translate the following sentences, and explain the usage of the indicated nouns.

(a) Esne in <sup>1</sup>{villā} cum <sup>2</sup>{familiā}?

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(b) Fēminae et <sup>1</sup>{puellae} in viā ad <sup>2</sup>{Eurōpam} ambulant.

\_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

## FORMS

### ■ SECOND DECLENSION

Nouns whose genitive singular ends in *-ī* belong to the second declension. They may be masculine, feminine, or neuter; but very few of them are feminine. Masculine nouns of the second declension end in *-us* or *-er* in the nominative singular; the few feminine nouns end only in *-us*; and neuter nouns end in *-um*. In the following declensions, *amicus* and *ager* are masculine and *verbum* is neuter.

SECOND DECLENSION NOUNS						
SINGULAR				ENDINGS		
	MASC.	MASC.	NEUT.	MASC.		NEUT.
NOM.	<i>amīcus</i>	<i>ager</i>	<i>verbum</i>	<b>-us</b>	—	<b>-um</b>
GEN.	<i>amīcī</i>	<i>agrī</i>	<i>verbī</i>		<b>-ī</b>	
DAT.	<i>amīcō</i>	<i>agrō</i>	<i>verbō</i>		<b>-ō</b>	
ACC.	<i>amīcum</i>	<i>agrum</i>	<i>verbum</i>		<b>-um</b>	
ABL.	<i>amīcō</i>	<i>agrō</i>	<i>verbō</i>		<b>-ō</b>	
PLURAL				ENDINGS		
	MASC.	MASC.	NEUT.	MASC.		NEUT.
NOM.	<i>amīcī</i>	<i>agrī</i>	<i>verba</i>	<b>-ī</b>		<b>-a</b>
GEN.	<i>amīcōrum</i>	<i>agrōrum</i>	<i>verbōrum</i>		<b>-ōrum</b>	
DAT.	<i>amīcīs</i>	<i>agrīs</i>	<i>verbīs</i>		<b>-īs</b>	
ACC.	<i>amīcōs</i>	<i>agrōs</i>	<i>verba</i>	<b>-ōs</b>		<b>-a</b>
ABL.	<i>amīcīs</i>	<i>agrīs</i>	<i>verbīs</i>		<b>-īs</b>	

Two characteristics of the neuter are worth remembering:

1. Its nominative is always the same as the accusative.
2. In the plural these two cases will always end in *-a*.

In this declension, accordingly, the neuter differs from the masculine in the nominative singular and the nominative and accusative plural.

In terrīs Trōīae sunt agrī et oppida.

*In Troy's lands there are fields and towns.*

Agrōs et oppida spectant.

*They are looking at the fields and towns.*

## SYNTAX

### ■ PREDICATE ACCUSATIVE

A verb of *making, naming, or choosing* may take, in addition to its direct object, a second accusative which we call the predicate accusative (or objective complement).

Filiam vocō Helenam.     *I call my daughter Helen.*

### Translation Help

You have seen that the order of words in a Latin sentence is likely to be quite different from the order of words in an English sentence. In English we learn the syntax from the word's position in the sentence. *The woman looks at the girl* does not mean the same thing as *The girl looks at the woman*.

In Latin, however, *The woman looks at the girl* can be expressed in six different ways.

Fēmina puellam spectat.

Fēmina spectat puellam

Puellam fēmina spectat.

Puellam spectat fēmina.

Spectat fēmina puellam.

Spectat puellam fēmina.

The most usual order for a Latin sentence is to begin with the subject and end with the verb, and whatever the verb needs to complete its meaning is put in between. Each variation from this order provides a different emphasis, but does not change the meaning of the sentence. That is why case endings are so important in Latin. From observing the case endings, it is very evident that, no matter what the order of the words, **fēmina** remains the subject and **puellam** the direct object of these sentences.

## VOCABULARY

Notice that a noun ending in *-er* in the nominative may either keep the *-e* in the other cases (like *puer*, *puerī*, m.) or lose it (like *ager*, *agrī*, m.). You will know which kind of *-er* word you have by looking at the genitive.

A second declension noun whose base ends in *-i* has a genitive singular in *-ī* (not *iī*): *nūntius*, *nūntī*, m.; *auxilium*, *auxilī*, n. Therefore you will have to look at the nominative, and drop the *-us* or *-um*, to find the base. In such words the accent stays where it would be if both *i*'s were there: *auxi'li*.

### BASIC WORDS

*ager*, *agrī*, m. *field, territory*  
*amicus*, *amīcī*, m. *friend*  
*auxilium*, *auxilī*, n. *help, aid*  
*bellum*, *bellī*, n. *war*  
*lēgātus*, *lēgātī*, m. *legate, envoy*  
*nūntius*, *nūntī*, m. *message, news;*  
*messenger*  
*oppidum*, *oppidī*, n. *town*  
*puer*, *puerī*, m. *boy*  
*verbum*, *verbī*, n. *word*  
*vir*, *virī*, m. *man; husband; hero*

*parō*, *parāre* *prepare*  
*portō*, *portāre* *carry, bring*

*contrā* (adverb) *on the contrary; on the other hand; in return* (prep. w. acc.)  
*against*

*itaque* (conjunction) *and so, therefore*

### LEARNING ENGLISH THROUGH LATIN

agriculture	<i>the art of farming and cultivating the soil</i>
amicable	<i>friendly</i>
auxiliary	<i>giving help or aid, assisting</i>
belligerent	<i>showing a readiness to fight or quarrel</i>
contradict	<i>speak against, say the opposite of</i>
legate	<i>envoy or ambassador</i>
portable	<i>easily moved or carried</i>
puerile	<i>childish, immature</i>
virile	<i>manly</i>

Roman lantern—Museo della Civiltà Romana, Rome



## PRACTICE

- A.** Here are some additional English words derived from the two verbs in the Vocabulary of this lesson. Fill in the missing letters and define the words:
1. ----- ble
  2. pre ----- tion
  3. im -----
  4. irre ----- ble
  5. trans ----- tion
  6. pre ----- tory
- B.** Find the one noun in the Vocabulary of this Lesson whose base will make English words out of all of the following:
1. ----- al
  2. pro -----
  3. ----- iage
  4. ----- ose
  5. ----- atim
- C.** Name the gender of each of these second declension nouns:
1. ager
  2. amīcus
  3. verbum
  4. oppidum
  5. puer
- D.** Change from singular to plural, keeping the same case:
1. bellum
  2. lēgātī
  3. puer
  4. auxiliō
  5. amīcum
- E.** Change from plural to singular, keeping the same case:
1. verbīs
  2. nūntiōrum
  3. agrī
  4. oppida
  5. virōs
- F.** Give the following forms:
1. ager in the genitive singular
  2. auxilium in the nominative plural
  3. lēgātus in the nominative plural
  4. amīcus in the dative singular
  5. bellum in the accusative plural
  6. nūntius in the accusative plural
  7. puer in the ablative singular
  8. verbum in the genitive plural
  9. oppidum in the accusative singular
  10. vir in the dative plural
- G.** Give the construction of the numbered nouns:
1. Agricola cum<sup>1</sup> filiā<sup>2</sup> in villā<sup>3</sup> habitat.
  2. Agricolae<sup>3</sup> filia<sup>4</sup> puella<sup>5</sup> est, nōn<sup>6</sup> fēmina<sup>7</sup>.
  3. Filiam<sup>8</sup> agricola<sup>9</sup> vocat Helenam<sup>10</sup>.
  4. Helena<sup>1</sup> ex agrīs<sup>2</sup> in oppidum<sup>3</sup> ambulat.
- H.** Read the Latin aloud and translate:
1. Puer et puella verba parant.
  2. Nūntius lēgātōs vocat in oppidum.
  3. Puerī cum puellis in agrīs ambulant.
  4. Nūntius verba ad villam portat.



This bronze oil lamp and glass cup are examples of the luxury styling of utilitarian objects.

ab agricolae amīcō. 5. Cum agricolā filia in agrīs est. 6. Bellumne parātis contrā patriam? 7. Nōne estis puerōrum et puellārum amīcī? 8. Hecubae virum vocāmus Priamum. 9. Lēgātī nūntium dē bellō portant in agrōs. 10. Virī auxilium ad amīcōs in oppidum portant.

I. Translate:

1. The farmer's household lives in a farmhouse in the fields. 2. We do not like the town, and so we are walking in the forest. 3. Don't you call your daughter Helen? 4. The farmers are calling the boys and girls into the fields. 5. In the town there are envoys and messengers and sailors. 6. Are the men preparing war against the town? 7. The envoy of our native land is carrying a message about the war. 8. The woman is telling a story about a boy and his friends. 9. Do you like the messenger's words about the war with Greece? 10. The friends are carrying aid to the farmer in the fields.



FROM THE PHILOSOPHER'S HANDBOOK . . .

Salūs populī suprēma lēx.

*The safety of the people is the highest law.*

—CICERO

Can you list three laws in your town or state that were made for the safety or well-being of the people?

## *The Trojan War Begins*

Helena in oppidō Trōiā habitat cum Trōiae nautā; itaque rēginam vocāmus “Helenam Trōiae.” Nautam poētae vocant Alexandrum.

In Graeciā lēgātī ab Menelāo Helenae virō ad terrās et oppida nūntium portant: “Helena rēgina ā Graeciā ad oppidum Trōiam in Asiam cum Alexandrō nāvigat!” Lēgātī vocant virōs Graeciae ad bellum contrā Trōiam. 5 Graeciae virī bellum parant et ad Asiam nāvigant.

Priamus est vir Hecubae rēginae. Priamī lēgātī nūntium portant ad Trōiae prōvinciās. Lēgātōrum verba sunt “Virī Graeciae bellum parant in Trōiam et Asiam.” Itaque virī prōvinciārum auxilium portant ad oppidum Trōiam.

### ■ READING COMPREHENSION

1. Why is the queen called “Helen of Troy”?
2. What is the sailor’s name?
3. Who is Helen’s husband?
4. Why did the envoys from Helen’s husband call the men of Greece to war?
5. Who is Priam?
6. What message do his envoys carry to the provinces of Troy?



A heroic battle from the Trojan War depicted on an Etruscan burial urn, 2d c. b.c. Divinities on each side support the rival warriors.

4. *in Asiam* = *in Asia*: The Accusative of Place to Which is used here instead of the Ablative of Place Where because of the motion expressed in *nāvigat*. 8. *in Trōiam*: Remember that *in* with the accusative can also mean *against*.

## LESSON 4

1. Nouns of the second declension may be recognized by their \_\_\_\_\_ ending in the genitive singular, whereas first declension nouns are characterized by their \_\_\_\_\_ ending in the genitive singular.
2. Give the base for each of the following. (a) ager \_\_\_\_\_ (b) lēgātus \_\_\_\_\_  
(c) puer \_\_\_\_\_ (d) bellum \_\_\_\_\_
3. Most second declension nouns ending in -us or -er are \_\_\_\_\_ in gender.
4. Second declension nouns ending in -um are \_\_\_\_\_ in gender.
5. In all neuter nouns, the \_\_\_\_\_ and \_\_\_\_\_ singular cases are the same, both ending in \_\_\_\_\_ in the plural.
6. Give the case(s), number(s), gender, and English meaning for the following noun forms.

	CASE	NUMBER	GENDER	MEANING
<i>Example: puellārum</i>	genitive	plural	f.	of the girls
(a) agrō (2)	_____	_____	_____	_____
(b)	_____	_____	_____	_____
(c) verbī	_____	_____	_____	_____
(d) prōvinciā	_____	_____	_____	_____
(e) virōrum	_____	_____	_____	_____
(f) oppida (2)	_____	_____	_____	_____
(g)	_____	_____	_____	_____
(h) fābulae (3)	_____	_____	_____	_____
(i)	_____	_____	_____	_____
(j)	_____	_____	_____	_____
(k) auxiliium (2)	_____	_____	_____	_____

NAME \_\_\_\_\_

	CASE	NUMBER	GENDER	MEANING
(l)	_____	_____	_____	_____
(m) nūntī	_____	_____	_____	_____
(n) amīcīs (2)	_____	_____	_____	_____
(o)	_____	_____	_____	_____
(p) vīta	_____	_____	_____	_____
(q) auxili	_____	_____	_____	_____
(r) agrōrum	_____	_____	_____	_____

7. Read over this excerpt from the story in your text, and then answer the questions that follow.

Helena in oppidō<sup>a</sup> Trōiā<sup>b</sup> habitat cum Trōiae nautā; itaque rēgīnam vocāmus  
 “Helenam Trōiae.” Nautam poētae vocant Alexandrum<sup>c</sup>.

In Graeciā<sup>d</sup> lēgātī ab Menelāo Helenae virō ad terrās<sup>e</sup> et oppida nūntium  
 portant: “Helena rēgīna<sup>f</sup> ā Graeciā<sup>g</sup> ad oppidum Trōiam in Asiam cum Alex-  
 andrō<sup>h</sup> nāvīgat!” Lēgātī<sup>i</sup> vocant virōs Graeciae ad bellum contrā Trōiam. Grae-  
 ciae virī bellum parant et ad Asiam nāvīgant.

- (a) Oppidō is in what case? \_\_\_\_\_ Why? \_\_\_\_\_
- (b) Identify (tense, person, number) habitat. \_\_\_\_\_
- (c) Alexandrum is in what case? \_\_\_\_\_ Why? \_\_\_\_\_
- (d) Graeciā is in what case? \_\_\_\_\_ Why? \_\_\_\_\_
- (e) The best translation for terrās is (a) lands (b) earth (c) territories (d) land
- (f) What is the subject of portant? \_\_\_\_\_
- (g) Rēgīna is in apposition with which noun? \_\_\_\_\_
- (h) Why is Alexandrō in the ablative case? \_\_\_\_\_
- (i) Give two English words that are derived from nāvīgō. \_\_\_\_\_ and \_\_\_\_\_

**REVIEW I****Lessons 1-4****I. VOCABULARY**

A. Give the genitive, base, gender and meaning for each of the following nouns.

	GENITIVE	BASE	GENDER	MEANING
1. oppidum	_____	_____	_____	_____
2. fābula	_____	_____	_____	_____
3. amīcus	_____	_____	_____	_____
4. verbum	_____	_____	_____	_____
5. terra	_____	_____	_____	_____
6. prōvincia	_____	_____	_____	_____
7. fēmina	_____	_____	_____	_____
8. puer	_____	_____	_____	_____
9. vīta	_____	_____	_____	_____
10. bellum	_____	_____	_____	_____
11. ager	_____	_____	_____	_____
12. nauta	_____	_____	_____	_____
13. patria	_____	_____	_____	_____
14. silva	_____	_____	_____	_____
15. nūntius	_____	_____	_____	_____
16. dea	_____	_____	_____	_____
17. lēgātus	_____	_____	_____	_____
18. familia	_____	_____	_____	_____
19. via	_____	_____	_____	_____
20. agricola	_____	_____	_____	_____

NAME \_\_\_\_\_

- |              |       |       |       |       |
|--------------|-------|-------|-------|-------|
| 21. rēgīna   | _____ | _____ | _____ | _____ |
| 22. fīlia    | _____ | _____ | _____ | _____ |
| 23. vir      | _____ | _____ | _____ | _____ |
| 24. vīlla    | _____ | _____ | _____ | _____ |
| 25. poēta    | _____ | _____ | _____ | _____ |
| 26. auxiliūm | _____ | _____ | _____ | _____ |
| 27. puella   | _____ | _____ | _____ | _____ |

**B.** Give the second principal part (infinitive), base, and meaning of the following verbs.

	INFINITIVE	BASE	MEANING
1. occupō	_____	_____	_____
2. habitō	_____	_____	_____
3. ambulō	_____	_____	_____
4. spectō	_____	_____	_____
5. parō	_____	_____	_____
6. narrō	_____	_____	_____
7. laudō	_____	_____	_____
8. amō	_____	_____	_____
9. portō	_____	_____	_____
10. sum	_____	_____	_____
11. nāvīgō	_____	_____	_____
12. vocō	_____	_____	_____

**C.** Give the meaning for each of the following.

- |               |                          |                 |
|---------------|--------------------------|-----------------|
| 1. unde _____ | 4. -ne _____             | 7. et _____     |
| 2. quō _____  | 5. nōn _____             | 8. itaque _____ |
| 3. ubi _____  | 6. contrā (adverb) _____ |                 |



**B.** Give the following forms:

1. genitive plural: *via* \_\_\_\_\_, *amicus* \_\_\_\_\_
2. nominative plural: *vir* \_\_\_\_\_, *bellum* \_\_\_\_\_
3. dative singular: *nuntius* \_\_\_\_\_, *ager* \_\_\_\_\_
4. ablative singular: *verbum* \_\_\_\_\_, *terra* \_\_\_\_\_
5. accusative plural: *legatus* \_\_\_\_\_, *puer* \_\_\_\_\_

**C.** Conjugate the following verbs, giving a meaning for each form.

	MEANING		MEANING
<i>laudō</i>	_____	<i>sum</i>	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**D.** Give the following forms:

1. 2nd person singular: *occupō* \_\_\_\_\_, *portō* \_\_\_\_\_
2. 1st person plural: *sum* \_\_\_\_\_, *ambulō* \_\_\_\_\_
3. 3rd person plural: *vocō* \_\_\_\_\_, *narrō* \_\_\_\_\_
4. 3rd person singular: *spectō* \_\_\_\_\_, *sum* \_\_\_\_\_

**E.** Translate the following verb forms:

1. *vocāmus* \_\_\_\_\_
2. *es* \_\_\_\_\_
3. *spectātis* \_\_\_\_\_
4. *parat* \_\_\_\_\_
5. *sunt* \_\_\_\_\_
6. *ambulās* \_\_\_\_\_
7. *narrant* \_\_\_\_\_
8. *laudō* \_\_\_\_\_
9. *sumus* \_\_\_\_\_
10. *amat* \_\_\_\_\_

### III. EXERCISES

A. Translate the following sentences into English:

1. Virō puer fābulam patriae narrat.

---

2. Nautae amīcum agricolae in agrō spectant.

---

3. Ubi habitō, est vīlla in prōvinciā.

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4. Laudantne vir et fēmina deās?

---

5. Rēgīnae filia agricola nōn est. Poēta est.

---

B. Translate these sentences into Latin.

1. The man's messenger is walking on the road.

---

2. The sailors are praising the life of their homeland.

---

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3. Is the sailor sailing to Europe?

---

4. The men are telling the story about the Trojan war.

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5. Where are you walking with your family?

---

NAME \_\_\_\_\_

#### IV. WORD STUDY

A. Break each of the following words into its component parts, then try to form a definition for the word that is based on your analysis. If you are unsure about a word's meaning, check your theory against a dictionary definition. The Prefix/Suffix chart in your text should be of some help to you.

1. portable \_\_\_\_\_

DEF. \_\_\_\_\_

2. navigate \_\_\_\_\_

DEF. \_\_\_\_\_

3. provincial \_\_\_\_\_

DEF. \_\_\_\_\_

4. poetic \_\_\_\_\_

DEF. \_\_\_\_\_

5. feminist \_\_\_\_\_

DEF. \_\_\_\_\_

6. legate \_\_\_\_\_

DEF. \_\_\_\_\_

7. nautical \_\_\_\_\_

DEF. \_\_\_\_\_

8. narrative \_\_\_\_\_

DEF. \_\_\_\_\_

B. The suffix *-ile* (*-ilis* in Latin) means *pertaining to* and makes adjectives from those nouns to which it is attached. With this in mind, give the English adjectives, derived from words in your Latin vocabulary, that mean:

1. pertaining to or having boyish traits \_\_\_\_\_

2. having manly traits \_\_\_\_\_

C. The suffix *-tion* (*-tio* in Latin) makes a noun out of those verbs to which it is added, and describes the action of a verb. Give an English *-tion* noun, with meaning, that is derived from the following verbs:

	NOUN	MEANING
1. vocō	_____	_____
2. nāvīgō	_____	_____
3. reparō	_____	_____
4. habitō	_____	_____
5. occupō	_____	_____
6. laudō	_____	_____
7. narrō	_____	_____

**D.** Use the derivations of words in Column A to match them to their definition in Column B.

A	B
1. silvan, sylvan _____	(a) to give praise or express devotion
2. perambulate _____	(b) a warlike attitude or tendency
3. bellicose _____	(c) composed both of water and land
4. amicable _____	(d) pertaining to a forested or wooded area
5. lauc̄ _____	(e) a certain energy which distinguishes the living from the not living
6. belligerence _____	(f) to be captivated or inspired by something
7. verbose _____	(g) wordy; using an excessive amount of words
8. terraqueous _____	(h) friendly
9. enamored _____	(i) to traverse, walk about
10. vitality _____	(j) pugnacious; of a warlike personality

**E. SURPRISE WORDS!** Find and explain the derivations of the following words:

- amateur \_\_\_\_\_
- mitten \_\_\_\_\_