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 – “Jenney” 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 “Jenney” 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 AENIED) 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), you’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)
**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-*.  

<table>
<thead>
<tr>
<th>CASES</th>
<th>SINGULAR</th>
<th>ENDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOMINATIVE</td>
<td><em>puella</em></td>
<td><em>a girl</em> (the girl)</td>
</tr>
<tr>
<td>GENITIVE</td>
<td><em>puellae</em></td>
<td><em>of a girl</em> (the girl)</td>
</tr>
<tr>
<td>DATIVE</td>
<td><em>puellae</em></td>
<td><em>to (for) a girl</em> (the girl)</td>
</tr>
<tr>
<td>ACCUSATIVE</td>
<td><em>puellam</em></td>
<td><em>a girl</em> (the girl)</td>
</tr>
<tr>
<td>ABLATIVE</td>
<td><em>puellā</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOMINATIVE</td>
<td><em>puellae</em></td>
<td><em>girls</em> (the girls)</td>
</tr>
<tr>
<td>GENITIVE</td>
<td><em>puellārum</em></td>
<td><em>of girls</em> (the girls)</td>
</tr>
<tr>
<td>DATIVE</td>
<td><em>puellis</em></td>
<td><em>to (for) girls</em> (the girls)</td>
</tr>
<tr>
<td>ACCUSATIVE</td>
<td><em>puellās</em></td>
<td><em>girls</em> (the girls)</td>
</tr>
<tr>
<td>ABLATIVE</td>
<td><em>puellīs</em></td>
<td></td>
</tr>
</tbody>
</table>

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.
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 prövincia.
Asia is a province.

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

agricolàrum 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 villâ.
The farmer is in the farmhouse.
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

<table>
<thead>
<tr>
<th>Latin (m.)</th>
<th>Latin (f.)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>agricola, agricolae</td>
<td>via, viae</td>
<td>farmer, farm</td>
</tr>
<tr>
<td>fēmina, fēminae</td>
<td>villa, villae</td>
<td>woman</td>
</tr>
<tr>
<td>patria, patriae</td>
<td>est</td>
<td>fatherland, native land</td>
</tr>
<tr>
<td>prōvincia, prōvinciae</td>
<td>sunt</td>
<td>province</td>
</tr>
<tr>
<td>puella, puellae</td>
<td></td>
<td>girl</td>
</tr>
<tr>
<td>silva, silvae</td>
<td></td>
<td>woods, forest</td>
</tr>
<tr>
<td>terra, terrae</td>
<td>in (preposition)</td>
<td>earth, land</td>
</tr>
</tbody>
</table>

**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.
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. villa  
3. silvam  
4. fēminā  
5. próvinciam

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 . . .**

Rident stolidi 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.
View of excavations of Roman garden apartments, Ostia

F. Pronounce, and give the case(s) and number(s):
1. fēminis 2. Europā 3. puellae 4. patriā 5. silvās 6. villārum
7. viam 8. prōvinciā 9. Asia 10. terrae

G. Give the following forms:
1. Europā 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 Europā sunt prōvinciae. 6. Viæ sunt in
puellae patriā. 7. Prōvinciae Trōiae sunt in Asiā. 8. Agricolārum villae
in prōvinciā sunt. 9. Sunt viæ in terrīs Europae. 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


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, viæ __________

5. With a few exceptions, nouns of the first declension are in what gender? __________

   An exception is __________.

6. Identify the following noun forms.

   **Example:** fēminam  
   
<table>
<thead>
<tr>
<th>GENDER</th>
<th>CASE</th>
<th>NUMBER</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td>accusative</td>
<td>sing.</td>
<td>woman</td>
</tr>
<tr>
<td>(a) agricolae (3 forms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) silvās</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) patriā</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) puellīs (2 forms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) prōvinciārum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) terra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) viæ (3 forms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(l)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(m) Trōiam</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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} est in {villā.} The farmer is in the farmhouse.

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

(a) {Puella} est in {silvā}

(1) ________________ (2) ________________

(b) {Fēminae} sunt {agricolae.}

(1) ________________ (2) ________________

(c) Filiae (daughters) {agricolārum} sunt in {viā.}

(1) ________________ (2) ________________

(d) Est {villa} in {Trōiae} {silvīs.}

(1) ________________ (2) ________________

(3) ________________
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:

<table>
<thead>
<tr>
<th>PERSONAL ENDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
</tr>
<tr>
<td>1ST PERSON</td>
</tr>
<tr>
<td>2ND PERSON</td>
</tr>
<tr>
<td>3RD PERSON</td>
</tr>
</tbody>
</table>

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. vocô, vocâre). 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 -â (e.g. vocâre) belong to the first conjugation, and are conjugated in the present active as follows:
FIRST CONJUGATION, PRESENT ACTIVE

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST PERSON</td>
<td></td>
</tr>
<tr>
<td>vocō</td>
<td>vocāmus</td>
</tr>
<tr>
<td>I call</td>
<td>we call</td>
</tr>
<tr>
<td>I am calling</td>
<td>we are calling</td>
</tr>
<tr>
<td>I do call</td>
<td>we do call</td>
</tr>
<tr>
<td>2ND PERSON</td>
<td></td>
</tr>
<tr>
<td>vocās</td>
<td>vocātis</td>
</tr>
<tr>
<td>you call</td>
<td>you call</td>
</tr>
<tr>
<td>you are calling</td>
<td>you are calling</td>
</tr>
<tr>
<td>you do call</td>
<td>you do call</td>
</tr>
<tr>
<td>3RD PERSON</td>
<td></td>
</tr>
<tr>
<td>vocat</td>
<td>vocant</td>
</tr>
<tr>
<td>he (she, it) calls</td>
<td>they call</td>
</tr>
<tr>
<td>he (she, it) is calling</td>
<td>they are calling</td>
</tr>
<tr>
<td>he (she, it) does call</td>
<td>they do call</td>
</tr>
</tbody>
</table>

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:

\[ \text{vocās} = \text{vocā-} + \text{-s} \quad \text{vocāmus} = \text{vocā-} + \text{-mus} \]
\[ \text{call} \quad \text{you} \quad \text{call} \quad \text{we} \]
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.

SYNTAX

AGREEMENT OF VERBS

A verb agrees with its subject in person and number.

Nauta nāvīgam. The sailor is sailing.
Nautae nāvīgant. The sailors are sailing.
Fēmina et puella nāvīgam. The woman and the girl are sailing.
■ 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.
Rēginam 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 nāvīgat.
The farmer is sailing with the sailors.

(left) Atrium of The House of the Silver Wedding, Pompeii (right) Atrium of The Sannite House, Herculaneum
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 rēgina 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
filia, filiae, f. daughter
poēta, poētae, m. poet
rēgina, rēginæ, f. queen
vīta, vītæ, f. life

laudō, laudāre praise
narrō, narrāre tell, narrate
vocō, vocāre call

cum (preposition used with the ablative) with

amō, amāre love, like
habitō, habiēre live, dwell

et (conjunction) and (adverb) also, even
LEARNING ENGLISH THROUGH LATIN

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

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

Poëta cum Creüsæ réginae filiā vitam in provinciā laudat.

poëta: nominative singular, subject of the verb laudat
Creüsæ: ablative singular, ablative of accompaniment
réginae: genitive singular, genitive of possession
filiā: ablative singular, in apposition with (or appositive to) Creüsæ
vitam: accusative singular, direct object of the verb laudat
provinciā: 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. Aeneās patriam amat.  
3. Cum fēminā puella est.  
4. Rēgīna fābulam narrat.  
5. Puella est agricolae filia.  
6. Vitam agricolae laudāmus.  
7. Aeneās et Creūsa in Asiā terrā habitant.  
8. In Eurōpae silvās sunt et viae.  
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.  
10. I live with my household in a farmhouse.

From the Philosopher's Handbook . . .

Saepe creat mollis aspera spina rosās.  
Often the prickly thorn produces tender roses.  
—Ovid

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


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

<table>
<thead>
<tr>
<th>SING.</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST PERSON</td>
<td>or</td>
</tr>
<tr>
<td>2ND PERSON</td>
<td></td>
</tr>
<tr>
<td>3RD PERSON</td>
<td></td>
</tr>
</tbody>
</table>

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) amô, amâre ______________________, (b) vocô, vocâre ______________________, (c) laudô, laudâre ______________________

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.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>NUMBER</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) vocâmus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) habitat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) amant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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) Filia {poētam} {amat}.

(1) ___________________ (2) ___________________

(b) {Fābula} poētae {rēginam} laudat.

(1) ___________________ (2) ___________________

(c) Hecuba est {rēgīna} {Troīae}.

(1) ___________________ (2) ___________________

(d) {Vītās} agricolārum {laudātis}.

(1) ___________________ (2) ___________________

(e) In {silvā} cum familiā {habitō}.
(f) Creūsa, {fémina} Aenēae, Trōiam et {patriam} amat.

(g) Poētae fābulam Aenēae {narrant} et poētūs {laudāmus}.

(h) {Agricola} in villā cum familiā {habitās}.
THE VERB SUM

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

<table>
<thead>
<tr>
<th>PRESENT TENSE OF SUM</th>
<th></th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sum</td>
<td>I am</td>
<td>sumus</td>
</tr>
<tr>
<td>es</td>
<td>you are</td>
<td>estis</td>
</tr>
<tr>
<td>est</td>
<td>he (she, it) is, there is</td>
<td>sunt</td>
</tr>
</tbody>
</table>

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 provincia.  
Greece is a province.

Graecia est in Europä.  
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 villâ.  
There is a farmer in the farmhouse.

A tripod and bowl shown on a coin from southern Italy
EXPRESSONS 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?  Ad Graeciam nāvigāmus.
Where are you sailing [to]?  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.

---

EXPRESSONS OF PLACE—SUMMARY OF PREPOSITIONS

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

---

1. The form ā can be used only before a word beginning with a consonant (except b); 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 u; 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 pròvìncia?  Is Asia a province?
Nònne nàvìgat ad Euròpam Aenèas?  Isn't Aeneas sailing to Europe?
Nàvìgat. Yes, he is. Nòn nàvìgat. No, he isn't.
Nòn ad Euròpam.  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, nònne. 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.

Quò nàvìgàtis? Ad Graeciam. Where are you sailing? To Greece.

A marble table with decorative lion’s head and claw legs, Herculaneum
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  
nāvīgō, nāvīgāre sail  
occupō, occupāre seize  
spectō, spectāre look at, watch  
sum, esse be

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.

Aeneās ad Africam nōn nāvīgat.  
*Aeneas isn't sailing to Africa.*

Nōn Aeneās ad Africam nāvīgat.  
[Someone, maybe, but] not Aeneas is sailing to Africa.

Aeneās nōn ad Africam nāvīgat.  
*Aeneas is sailing [somewhere, but] not to Africa.*
LEARNING ENGLISH THROUGH LATIN

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

From Latin Prepositions:
absent being away
demoted moved down
exit way out
subway an underground transportation system
superman a superior person, greater or better than others

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. ambulant  3. occupat  4. nāvigāmus  5. spectās  6. ambulātīs
7. nāvigās  8. occupātis  9. spectāmus  10. estis

D. Give the construction of each numbered noun:

1. Agricolae filias vocāmus in villam.  2. Fēminae cum puellis ab Asia nāvigant.  3. In Europā est via ad Graeciam prōvinciam.
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.  
3. Trōia ubi est? Sub terrā.  
5. Quō cum filiā ab villā ambulās? Sub silvam.  
10. Quō et unde cum nautīs nāvīgāritis? 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 terris 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?
Helen of Troy


READING COMPREHENSION


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.

<table>
<thead>
<tr>
<th>Example: in villam</th>
<th>Translation</th>
<th>Use of Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) in viā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) in Eurōpam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) ad prōvinciam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) dē patriā (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) sub Trōiam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) sub villā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) ē silvā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) in Asiam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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) ambulant    |             |
| (f) laudō       |             |
| (g) sum         |             |
| (h) estis       |             |
| (i) amat        |             |
| (j) navigātis   |             |
3. Write the Latin for the following.

(a) we are ________________________________  (b) 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 {villā} cum {familia}?  

(1) ________________________________  (2) ________________________________

(b) Fēminae et {puellae} in viā ad {Eurōpam} ambulant.  

(1) ________________________________  (2) ________________________________
### SECOND DECLENSION

Nouns whose genitive singular ends in -i 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.

<table>
<thead>
<tr>
<th>SECOND DECLENSION NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SINGULAR</strong></td>
</tr>
<tr>
<td><strong>MASC.</strong></td>
</tr>
<tr>
<td>NOM.</td>
</tr>
<tr>
<td>GEN.</td>
</tr>
<tr>
<td>DAT.</td>
</tr>
<tr>
<td>ACC.</td>
</tr>
<tr>
<td>ABL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
<th><strong>ENDINGS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASC.</strong></td>
<td><strong>MASC.</strong></td>
</tr>
<tr>
<td>NOM.</td>
<td>amici</td>
</tr>
<tr>
<td>GEN.</td>
<td>amicorūm</td>
</tr>
<tr>
<td>DAT.</td>
<td>amicīs</td>
</tr>
<tr>
<td>ACC.</td>
<td>amicōs</td>
</tr>
<tr>
<td>ABL.</td>
<td>amicīs</td>
</tr>
</tbody>
</table>

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 terris Trōiae 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.          Puellam spectat fēmina.
Fēmina spectat puellam          Spectat fēmina puellam.
Puellam fēmina spectat.         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.
Notice that a noun ending in -er in the nominative may either keep the -e in the other cases (like puer, pueri, m.) or lose it (like ager, agri, 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 -i (not -ii): nūntius, nūnti, m.; auxilium, auxili, 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, auxili, n. help, aid
bellum, belli, n. war
lēgātus, lēgātī, m. legate, envoy
nūntius, nūnti, m. message, news; messenger
oppidum, oppidi, n. town
puer, pueri, m. boy
verbūm, 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 amicable auxiliary belligerent contradict legate portable puerile virile

the art of farming and cultivating the soil
friendly
giving help or aid, assisting
showing a readiness to fight or quarrel
speak against, say the opposite of
envoy or ambassador
easily moved or carried
childish, immature
manly

Roman lantern—Museo della Civiltà Romana, Rome
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. amicus  
3. verbum  
4. oppidum  
5. puer

D. Change from singular to plural, keeping the same case:

1. bellum  
2. légāti  
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. auxiliō in the nominative plural  
3. légātus in the nominative plural  
4. amicus 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 filiā in villā habitat.  
2. Agricolae filia puella est, nōn femīna.  
3. Filiam agricola vocat Helenam.  
4. Helena ex agrīs in oppidum ambulat.

H. Read the Latin aloud and translate:

1. Puer et puella verba parant.  
2. Nūntius légātōs vocat in oppidum.  
3. Pueri cum puellīs in agrīs ambulant.  
4. Nūntius verba ad villam portat

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 populi 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 Trōiāe." Nautam poētae vocant Alexandram.

In Graeciā légāti ab Menelāō Helenae virō ad terrās et oppida nūntium portant: "Helenā rēgiā à Graeciā ad oppidum Trōiām in Asiam cum Alexandrō nāvigat!" Légāti vocant virōs Graeciae ad bellum contrā Trōiām. Graeciae virī bellum parant et ad Asiam nāvigant.


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 Trōiām: 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) légātus ____________  
   (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.

Example: puellārum

<table>
<thead>
<tr>
<th>Example</th>
<th>CASE</th>
<th>NUMBER</th>
<th>GENDER</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: puellārum</td>
<td>genitive</td>
<td>plural</td>
<td>f.</td>
<td>of the girls</td>
</tr>
<tr>
<td>(a) agrō (2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(b)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(c) verbī</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(d) prōvinciā</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(e) virōrum</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(f) oppida (2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(g)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(h) fābulae (3)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(i)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(j)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(k) auxilium (2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>CASE</td>
<td>NUMBER</td>
<td>GENDER</td>
<td>MEANING</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>(l)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td>nūntī</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n)</td>
<td>amīcīs (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(o)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p)</td>
<td>vīta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(q)</td>
<td>auxilī</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(r)</td>
<td>agrōrum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Helena in oppidō Trōīa habitat cum Trōiae nautā; itaque rēgīnam vocāmus "Helenam Trōiae." Nautam poētae vocant Alexandrum.

In Graeciā lēgātī ab Menelāo Helenae virō ad terrās et oppida nūntium portant: "Helena rēgīna ā Graeciā ad oppidum Trōiam in Asiam cum Alexandrō navigat!" Lēgātī vocant virōs Graeciae ad bellum contrā Trōiam. Graeciae viri bellum parant et ad Asiam navigant.

(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.

<table>
<thead>
<tr>
<th>GENITIVE</th>
<th>BASE</th>
<th>GENDER</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>oppidum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fábula</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amicus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>terra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provincia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fēmina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>puer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vita</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bellum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nauta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>silva</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nūntius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>légātus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>familia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>via</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agricola</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Give the second principal part (infinitive), base, and meaning of the following verbs.

<table>
<thead>
<tr>
<th>INFinitive</th>
<th>BASE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. occupō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. habitō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ambulō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. spectō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. parō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. narrō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. laudō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. amō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. portō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. sum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. nāvīgō</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. vocō</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Give the meaning for each of the following.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. unde</td>
<td>4. -ne</td>
<td>7. et</td>
</tr>
<tr>
<td>2. quō</td>
<td>5. nōn</td>
<td>8. itaque</td>
</tr>
<tr>
<td>3. ubi</td>
<td>6. contrā (adverb)</td>
<td></td>
</tr>
</tbody>
</table>
II. FORMS

A. Decline the following nouns, giving the name of each case, the form itself, and the meaning of each form.

<table>
<thead>
<tr>
<th>NAME OF CASE</th>
<th>SINGULAR</th>
<th>FORM</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bellum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>patria</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SINGULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>patria</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
B. Give the following forms:

1. genitive plural: via __________________, amīcus __________________
2. nominative plural: vir ________________, bellum ________________
3. dative singular: nūntius ________________, ager ________________
4. ablative singular: verbum ________________, terra ________________
5. accusative plural: lēgātus ________________, puer ________________

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

<table>
<thead>
<tr>
<th>MEANING</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>laudō</td>
<td>sum</td>
</tr>
</tbody>
</table>

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.


3. Ubi habitō, est vīlla in prōvinciā.

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.

3. Is the sailor sailing to Europe?

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

5. Where are you walking with your family?
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

1. vocō
2. nāvigō
3. reparō
4. habitō
5. occupō
6. laudō
7. narrō

### MEANING

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

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

E. **Surprise Words!** Find and explain the derivations of the following words:

1. amateur
2. mitten