Classical Subjects Creatively Taught

LATIN
Alive!
BOOK 1

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Latin Alive! Book 1

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Preface

ATTENTION STUDENTS:

We have written this text just for you, the preteen preparing to begin the dialectic stage of learning (the School of Logic). Whether you are beginning to study Latin for the first time or have studied some Latin in the grammar school, we have created this textbook for you. As the fourth Latin text published by Classical Academic Press, this text will review all the grammar you learned in the *Latin for Children* Primer Series. Now that you are older and can read and think better, the text will teach you much more about how to use what you have learned. For beginners, this text will leave no stone unturned. We will teach you all the basics of the language. For all students this text is the first in a series that will prepare you to read, understand, even construe Latin texts, which represent some of the greatest literature ever written.

What you will find inside:
- **Pronunciation –** The first chapter begins with a thorough lesson on classical pronunciation. This includes important rules on syllabication and accent.
- **Glossaries –** Each chapter begins with a vocabulary and English derivatives. There is also a complete alphabetical glossary in the back for all of these vocabulary words.
- **Grammar Lessons –** The sections in each chapter provide clear, concise, and complete grammatical instruction written just as we teach in our classrooms.   Grammatical exercises follow each lesson to help you practice what you have just learned.
- **Sentence Translation –** These exercises appear toward the end of each chapter. They will help you apply what you have practiced in the grammatical exercises and prepare you for the chapter reading to follow.
- **Chapter Readings –** Latin stories about the Roman monarchy and republic end each chapter. We based many of these on the stories of Livy.
- **Unit Review Chapters –** Each unit concludes with a review chapter designed to review the previous lessons. The Unit Review Chapters resemble the format of the reading comprehension portion of the National Latin Exam and the multiple choice section of the Advanced Placement Exam. We intentionally designed these unit reviews to increase reading comprehension skills.
- **Reading Helps –** Each reading whether in a regular chapter or a Unit Review Chapter contains the following helps:
    - Character lists describe the characters that will appear in each story.
    - An extra glossary for unfamiliar words in the text. Each word appears in *italics* in the Latin text. This will allow you to see which words you can expect help on.
    - We have provided the translation for some phrases appearing in bold type at the end of the passage. This feature allows us to introduce you to classical idioms and expressions that frequently appear in Latin literature.
    - Reading comprehension questions in both Latin and English follow each reading.
- **Historical Context –** The Latin readings in this text tell of the history and culture of the Roman people from the Trojan War to the death of Julius Caesar. In addition to these Latin passages, each Unit Review Chapter begins with a historical passage written in English. These provide opportunities for us to communicate more about the people, places, and events that surround the stories you are reading. We

are honored to have Christopher Schlect, historian and Academic Dean of New St. Andrew's College, as a contributing writer on several of these pieces.

- **Bonus Material –** In addition to all of the above we have provided a combination of the following segments in each chapter to supplement your lessons.
  - o <u>Colloquāmur</u> – Improve your command of Latin by increasing your oral proficiency. These activities appear regularly throughout the text and offer practical and sometimes entertaining ways to apply your Latin skills in and out of the classroom.
  - o <u>Derivative Detective</u> – Build your English vocabulary through these activities that demonstrate how we can trace modern words back to an ancient vocabulary.
  - o <u>Culture Corner</u> – Learn more about the Romans, their lives, their history, and their traditions using these windows into the past.
  - o <u>Latin Americana?</u> – No, this is not an oxymoron. Each chapter features one of the national or state mottoes which regularly appear on official insignia. In addition, we offer several opportunities for the student to see how classical history and civilization have shaped our world.

NOTE TO TEACHERS AND PARENTS:

Like *Latin for Children*, this text includes clear, concise, and complete grammatical instruction, making it user-friendly for the novice Latin teacher. As seen in the list of features above it also incorporates a great number of exercises and additional activities, making a supplemental text quite unnecessary. We have, however, created a teacher's guide for this text in order to aid you in the classroom. This guide includes not only answers and translations, but also teacher tips, tests, and additional classroom projects accumulated from our combined 50+ years of teaching experience.

It is our hope that you will enjoy learning Latin with this textbook as much as we have enjoyed creating it for you.

S.D.G.

Karen Moore and Gaylan DuBose

Ē pluribus ūnum
One from many
-Motto of the United States of America

This phrase is adapted from Vergil's *Moretum,* 1.104.
"*color est ē pluribus ūnus*"

Chapter 1

- Latin alphabet
- pronunciation
  o syllabication
  o accent
- sentence structure

Latin has for many years carried with it a sense of foreboding. Many perceive Latin as a difficult course of study, much too difficult for any but the most intelligent and adept of students. However, this is simply not the case. The fact is that many boys and girls of various nationalities and backgrounds have studied this language over the centuries. If you take up the biographies of many men and women of reputation, including the founding fathers of America, you will find that they had quite a bit of training in Latin as youths, some in the small one-room schoolhouses of the backwoods. The truth is that English is actually much harder to learn than Latin. Compared to English, Latin is simple. Before you laugh at this remark, take the Roman point of view. Let us suppose that a young Roman boy named Marcus decided to take up the study of English. How would he, a native speaker of Latin, find this modern language?

SECTION 1. **Alphabet**

Marcus' first lesson would of course be the alphabet. Here he would be relieved to find great common ground, for our alphabets are very similar. The earliest writings we possess in the Latin alphabet date from the 6th century B.C. The Latin alphabet was adapted primarily from that of the Etruscans, a people who inhabited central Italy prior to the Romans, and consisted initially of only 20 letters:

A B C D E F G H I L M N O P Q R S T V X

The letters K, Y, and Z were added from the Greek alphabet later when Romans wanted to adapt Greek words to the Latin language. The letters J, U, and W were added at a much later stage also for the purposes of adapting other languages. The letter J became the consonant form of I, U is the vowel form of V, and W was introduced as a "double-u" (or double-v) to make a clear distinction between the sounds we know today as 'v' and 'w.' With these additions, the Latin alphabet, also called the Roman alphabet, has come today to be the most widely used alphabetic writing system in the world. So, Marcus need only learn a couple of new letters in order to obtain a complete understanding of the modern day alphabet. As for you, you needn't learn any, but only learn to live without a few.

While the alphabet will pose little or no problem for our Roman friend, Marcus, phonics will be a great obstacle. The twenty-six letters that create the modern English alphabet can make seventy-two different phonetic sounds! Consider the following list of words and read them aloud.

cat	apple	rock
city	ant	rope
chorus	avocado	love
charade	aviator	loose

Can you make one general rule for the sounds produced by each of the letters **c, a,** or **o**? There are phonetic rules for each of these letters, but they are numerous and there are many exceptions to almost all of them.

Marcus will most likely feel quite overwhelmed and even a bit frustrated by the numerous phonic rules he must learn. His native Latin is much simpler and very easy to understand. Each consonant produces only one sound when on its own. Most are identical to our modern pronunciation, but there are a few variations that you should learn.

CONSONANT	PHONETIC RULE	LATIN EXAMPLE
c	always hard as in **c**at, never soft as in **c**ent.	**cantō** **cēna**
g	always hard as in **g**oat, never soft as in **g**entle.	**glōria** **genus**
i (j)	as a consonant appearing before a vowel, pronounced as the 'y' in **y**ellow.	**iam** **Iuppiter**
r	often rolled as in Spanish or Italian.	**rectus**
s	always like the 's' in **s**it, never like the 'z' sound in plea**s**e.	**semper** **senātus**
t	always like the 't' in **t**able, never like the 'sh' sound in na**t**ion.	**teneō** **ratiō**
v	sounds like the 'w' in **w**ine.	**vīnum** **victoria**
x	sounds like the 'x' in o**x**, not the 'gz' in e**x**ert.	**nox** **rēx**

In English, when two consonants appear together their sound can change in a myriad of different ways. Take for instance the common pairing of 'th'.

then   **th**eatre   goa**th**erd

Once again, Marcus will be overwhelmed. He must learn another set of rules in order to know how to pronounce the consonant blend 'th' in varying settings. Latin is simple. On most occasions that two consonants appear together, you will pronounce each one with its individual sound as prescribed above. There are a few consonant blends, but unlike English, each blend has one assigned sound that never varies.

CONSONANT BLEND	PHONETIC RULE	LATIN EXAMPLE
bs, bt	**b** sounds like **p**	**urbs** *(urps)* **obtineō** *(op-TIN-ay-oh)*
gu, qu	sounds like **gw, qw** as in pen**gu**in and **qu**art (The **u** is considered a consonant here, not a vowel.)	**lingua** **quod**
ch	each sound pronounced individually like **ch**orus, not like ba**ch**elor	**charta** **Chaos**
th	each sound pronounced individually like goa**th**erd, not like **th**en or **th**eatre	**thymum** **theatrum**
ph	pronounced like **f** as in **ph**ilosophy	**philosophia** **Orpheus**
double consonants	pronounced as two individually distinct sounds with a slight pause between them	**ecce** *(EC-ce)* **puella** *(pu-EL-la)*

Vowels in Latin consist of the typical **a, e, i, o, u.** They are either long or short by nature. Thus each vowel has two and only two sounds. Unlike English, long vowels are clearly marked by a macron (from the Greek word *makros*, meaning "long").

SHORT	LATIN EXAMPLE	LONG	LATIN EXAMPLE
a as in **a**like	**casa**	**ā** as in f**a**ther	**stāre**
e as in p**e**t	**memoria**	**ē** as in th**ey**	**cēna**
i as in p**i**t	**inter**	**ī** as in m**a**chine	**īre**
o as in p**o**t	**bonus**	**ō** as in h**o**se	**errō**
u as in p**u**t	**Marcus**	**ū** as in r**u**de	**lūdus**

Diphthongs are two vowels blended together to create one sound. Latin has only six diphthongs.

Diphthong	Pronunciation	Latin example
ae	sounds like the **ai** in **ai**sle	fēminae, aequus
au	sounds like the **ou** in **ou**t	laudō, auctor
ei	sounds like the **eigh** in w**eigh**	deinde
eu	pronounced **eh-oo**	heu
oe	sounds like the **oi** in c**oi**l	proelium
ui	pronounced oo-ee as in t**wee**t	huic, cui

The various sounds produced by the consonants and vowels in Latin total forty different phonetic sounds. Compare this to the seventy-two sounds produced by the English language and you can begin to see why Latin could be considered the easier of the two. However, there is still more to consider in learning how to pronounce words correctly. So, while Marcus continues to learn his seventy-two new sounds, we will turn to syllabication.

SECTION 3. Syllabication

The term syllable is used to refer to a unit of a word that consists of a single uninterrupted sound formed by a vowel, diphthong, or by a consonant-vowel combination. Syllabication is the act of dividing a word in order to reveal its individual syllables. With English this can be tricky as there are often letters that remain silent. However, in Latin there are no silent letters, so any given Latin word will have as many syllables as it has vowels or diphthongs. The rules of syllabication are as follows:

1. between two like consonants:
    stel-la   **ter-ra**
2. between the last of two or more different consonants:
    ar-ma   **temp-tō**
3. between two vowels, or a vowel and a diphthong (never divide a diphthong):
    cha-os   **di-ēī**
4. a single consonant between two vowels will follow the second:
    me-mo-ri-a   **fē-mi-nae**

It is easy to tell long syllables in Latin, and it will be important to know how to do so in order to properly accent words. Syllables are long when they contain a long vowel (marked by a macron), a diphthong, or a short vowel followed by two consonants. Otherwise, they are usually short. Recognizing the length of a syllable will become particularly important when reading poetry later on.

Caveat Discipulus (Let the Student Beware): The length of the syllable does not change the length of the vowel. You should still pronounce short vowels according to the phonetic rules you have just learned. The length of the syllable will affect how you accent the words, as you will soon learn in Section 4.

Exercise 1. Practice dividing the following Latin words into syllables and mark the length of the syllables.

1. dominus   2. annus   3. cōnsilium   4. theatrum

5. ager   6. oppidum   7. victōria   8. audiō

SECTION 4. Accent

Accent is the vocal emphasis placed on a particular syllable of a word. As usual English complicates rules for pronunciation. Consider the following examples paying particular attention to the underlined words.

We will <u>present</u> the <u>present</u> to the birthday girl. They <u>object</u> to the <u>object</u> of the speech.

The underlined homonyms are spelled the same, yet each one is pronounced differently. Why? Certainly Marcus or any other student attempting to learn English would be quite puzzled by this. Latin on the other hand accents words in a uniform manner. The rules for accent are as follows:

1. In words of two syllables always accent the first syllable: **aúc-tōr**
2. In words of more than two syllables accent the next to last syllable when it is long: **for-tū́-na**
3. Otherwise, accent the third to last syllable: **fé-mi-na**

Exercise 2. Return to the first exercise and practice accenting the words that you have already broken down into syllables.

SECTION 5. Similar Vocabulary

Once Marcus has completed the tedious process of learning all the rules for pronouncing and spelling English words, he will be delighted to find how similar many of them are to Latin. In fact, there are many Latin words that have been adopted into the English language without any change in spelling at all. The only challenge is that they are often pronounced differently in Latin.

Exercise 3. Study the following list of Latin words. Divide them according to the rules of syllabication and accent them appropriately, then practice reading them aloud.

1. animal	2. clāmor	3. honor	4. genus	5. horror
6. toga	7. status	8. paenīnsula	9. interim	10. neuter
11. poēta	12. ulterior	13. arēna	14. herba	15. firmus

SECTION 6. Sentence Structure

There are three common ways to communicate meaning in a language: 1) word order, 2) function words, which express the relationship between words (articles, prepositions, helping verbs, etc.), 3) inflection. English relies mainly on word order and function words to communicate meaning, but Latin relies mainly on inflection. In an English sentence we can distinguish between the subject and the object by the order in which they appear.

Greece attacks Troy.

It is clear in this sentence who is doing the attacking (the subject), and who is receiving the attacking (the

object). If we were to reverse the word order, the outcome would be quite different.

<p align="center">Troy attacks Greece.</p>

Greece is now the object of the verb; they are no longer doing the attacking, but are on the receiving end. This makes a big difference to the Greeks! Latin's word order is much looser than English, so it relies on the use of inflection to communicate meaning. Inflection (from the Latin *inflectere*, to change, warp) is the changing of a word's form by the addition of an affix. We often use inflection in English to indicate the difference between singular and plural:

English:	sailo**r**	sailor**s**
Latin:	naut**a**	naut**ae**

Latin does the same. However, it also uses inflection to express the relationship between words in the same sentence.

Trōiam Graecia oppugnat.   **Graecia Trōiam oppugnat.**   **Graecia oppugnat Trōiam.**

Each of the above sentences means the same thing, "Greece attacks Troy," even though the word order is different. It is the ending that indicates the subject, object, and verb, not the order of the words. English can further define the relationship between words by adding a number of function words:

<p align="center">Troops sail from Greece, and will attack the town of Troy.
Cōpiae ā Graeciā nāvigant, et oppidum Trōiae oppugnābunt.</p>

You can see clearly from this example that while Latin does use a few function words (**et**, **ā**), it relies mostly on inflection, i.e., the changing of endings to define the relationship between the words of this more complex sentence.

It would appear that on account of the simplicity of this ancient language, students learning Latin are already well ahead of Marcus and his English studies. So, now that we have completed our introduction to the Latin language, we will bid him farewell and begin the study of Latin grammar.

Exercise 4. Define the following terms using complete sentences.

1. Diphthong
2. Syllabication
3. Accent
4. Function words
5. Inflection

Culture Corner: Roman Names
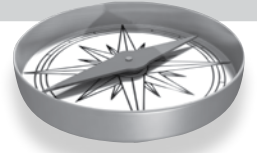
Most people today have three names: first, middle, and last (or surname).

e.g. Michael Richard Moore

Have you ever thought about the purposes that each of your names serves? Your last name (Moore) signifies the family to which you belong. Often either your first or middle name is inherited from a parent or ancestor. In this example Richard is a name inherited from this boy's father and grandfather. The first name is often one chosen just for you. It sets you apart from the other members of your family. Your parents may have chosen this name based on how it sounds or what it means.

Generally your friends and family call you by your first name (Michael), unless you have a nickname or preference for your middle name. Your middle name is reduced to an initial on most documents (Michael R. Moore). Rarely does anyone call you by both your first and middle name (Michael Richard) or by all three names except in formal situations such as graduation, or when your mother catches you in some mischief.

Roman names are somewhat similar. Roman boys also had three names: nōmen, cognōmen, praenōmen.

e.g. Gaius Julius Caesar

The cognōmen (Caesar) was similar to our surname. It identified the family to which that person belongs.   The nōmen (Julius) was usually inherited from the father. This was the case with both boys and girls. The son of Julius Caesar would also be called Julius, and his daughter would be called Julia. This was the name by which you were most often addressed publicly. Girls, would you like to inherit your father's name? The praenōmen was your own unique name. Only your family and closest friends would address you with this name. The praenōmen was the name often reduced to an abbreviation: G. Julius Caesar.

Our name usually does not change, except in the instance of marriage. The Romans, however, sometimes changed or added an agnōmen to recognize certain accomplishments in a man's life. For example, Publius Cornelius Scipio won the Second Punic War against Carthage (a country in North Africa), and was rewarded with the agnōmen "Africanus." He is known in history as Scipio Africanus.

You can Latinize your own name using some of the phonetic sounds you learned in this chapter. Girls' names usually end in –*a*, and boys' names usually end in –*us*. Michael Richard Moore, for example, would be *Michael Richardus Morus*. You can also read the "Colloquāmur" section to choose an authentic Roman name for yourself.

Colloquāmur (Let's talk)

Did you know that many of our modern names come from those used by the Romans? Use the list below to see if you can find the origin of your name or choose another Roman name for yourself. Then use the conversation guide to introduce yourself to your classmates. Don't forget to pronounce them correctly!

BOYS:		GIRLS:	
Albertus	Laurentius	Aemilia	Margarīta
Antōnius	Leō	Agatha	Marīa
Bernardus	Leonardus	Alma	Monica
Carolus	Ludovīcus	Anastasia	Patricia
Chrīstophorus	Mārcus	Angela	Paula
Cornēlius	Martīnus	Anna	Paulīna
Dominicus	Michael	Barbara	Roberta
Eduardus	Patricius	Caecilia	Rosa
Ferdinandus	Paulus	Catharīna	Stella
Francīscus	Petrus	Chrīstīna	Teresia
Frederīcus	Philippus	Clāra	Ursula
Gregōrius	Raymundus	Deana	Vēra
Gulielmus	Robertus	Dorothēa	Vēronica
Henrīcus	Rūfus	Flōra	Victōria
Iacōbus	Silvester	Flōrentia	Viōla
Ioannes	Stephanos	Iūlia	Virginia
Iōsēphus	Timotheus	Iūliāna	Vīviāna
Iūlius	Victor	Lūcia	
Iūstīnus			

Salvē, nōmen mihi est _____. Hello, my name is _____.
Quid nōmen tibi est? What is your name?

Annuit coeptīs.
He has favored our undertakings.
-Reverse side of the seal of the United States

Chapter 2

- verbs
  - principal parts
- 1st conjugation, present tense
  - tense, person, number

VOCABULARY

VERBS		
LATIN	ENGLISH	DERIVATIVES
amō, amāre, amāvī, amātum	to love, like	(amorous)
cantō, cantāre, cantāvī, cantātum	to sing	(chant, cantata)
labōrō, labōrāre, labōrāvī, labōrātum	to work	(labor)
nāvigō, nāvigāre, nāvigāvī, nāvigātum	to sail	(navigate, navigation)
oppugnō, oppugnāre, oppugnāvī, oppugnātum	to attack	
ADVERB		
nōn	not	

Exercise 1. Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

Section 6. Principal Parts

Verbs are the central part of any sentence. In English you cannot have a complete sentence without a verb. In Latin you can have a complete sentence that consists of nothing more than a single verb. In fact, when translating any Latin sentence, it is advisable to find and translate the verb first. So, it is very important that you begin your study of Latin by learning how to recognize and translate verbs.

Every Latin verb has with it a set of principal parts. Principal parts are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

1. present infinitive ....to *love* ....*to sing*
2. 3rd person present tense ....*(he) loves* ....*(he) sings*
3. preterit (simple past) ....*loved* .... *sang*
4. past participle ....*loved* .... *sung*

The principal parts of Latin verbs are categorically similar:

1. 1st person present ....*amō – I love* .... *cantō – I sing*
2. present infinitive ....*amāre – to love* .... *cantāre – to sing*
3. 1st person perfect (simple past) ......*amāvī – I loved*........... *cantāvī – I sang*
4. past participle (supine) ....*amātum – loved* ....*cantātum – sung*

It is worth noting that although both use the same basic forms to comprise their principal parts, Latin is much more consistent in the pattern these forms follow.

The first principal part is used to list and locate words in a Latin dictionary. The remaining three principal parts form various verb tenses. For now we will only use the first two principal parts. You should take care, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs also, and some verbs alter their stem in the last few principal parts. You will save yourself a great deal of work later if you memorize them as part of your vocabulary list now.

SECTION 7. **First Conjugation**
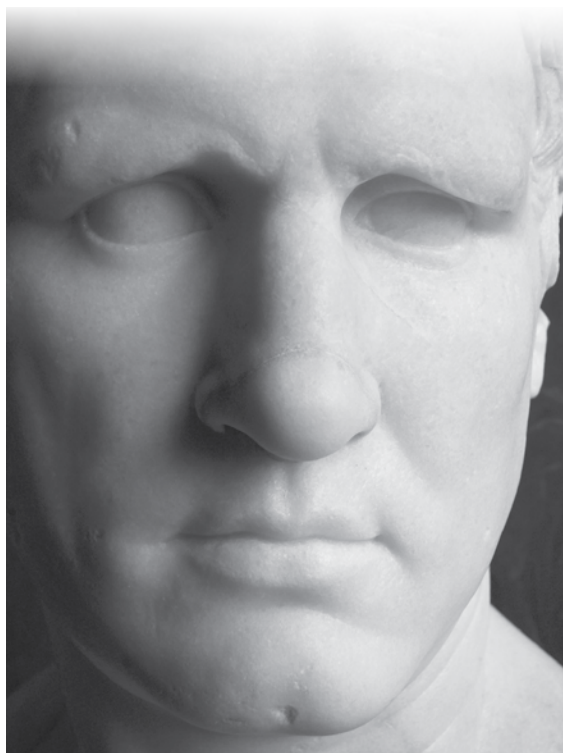
A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Each member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members. There are four different conjugations, or groups of verbs. For now we will focus only on the first. You can always recognize the first conjugation by the second principal part which ends in *-āre*. It is from this form that a verb forms its stem:

2nd principal part – re = verb stem
amā/re = amā
cantā/re = cantā

Exercise 2. Following the examples of *amāre* and *cantāre* identify the stem for each of the verbs in the vocabulary list of this section.

SECTION 8. **Present Tense and Personal Endings**

Now that you know how to identify a verb's stem, it is time to learn how to apply a set of endings in order to create a sentence. To **conjugate** a verb is to list a verb with its endings. The verb *amāre* is conjugated below with its personal endings. The personal endings of a verb demonstrate two important characteristics: number and person.

PERSON	SINGULAR	PLURAL
1	*am*-**ō** I love	*amā*-**mus** we love
2	*amā*-**s** you love	*amā*-**tis** you (pl.) love
3	*ama*-**t** he/she/it loves	*ama*-**nt** they love

Number reveals *how many* are doing the action. There are two options for number: singular and plural.

Singular: I love.   Plural: We love.

Person reveals *who* is doing the action. There are three options for person.
   1st person, the speaker is doing the action:
         I love.   We love.
   2nd person, the person spoken to is doing the action:
         You love.   You (pl.) love.
   3rd person, another person is being spoken about:
         He/She/It loves.   They love.

Exercise 3. Following the example of *amāre*, conjugate the verbs *cantāre*, and *nāvigāre*. Take care to notice where the macra (long marks) appear.

A third characteristic of all verbs is tense. **Tense** tells the time of the action taking place.   The present tense describes action that is happening right now. In English there are three different ways to indicate action in the present tense.

         simple present: ....I love
         present progressive: ....I am loving
         present emphatic: ....I do love

Fortunately for us, Latin has only one present tense form—that shown in the chart you have just seen. As a result, one present tense Latin verb can be translated in three different ways.

amō =............. I love. .... I am loving.................. I do love.
cantat =.......... She sings. .... He is singing.............. It does sing.

Nota Bene (Note Well): To change a Latin verb from declarative (making a statement) to interrogative (asking a question) simply add the suffix *–ne*.

cantat**ne** =...... Does she sing?.... Is he singing?............. Does it sing?

Exercise 4. Identify the person and number of the following Latin sentences. Then, where possible, translate them into English in three different ways.

Example: amās **2nd person, singular: you love, you are loving, you do love**

   1. Cantāmus.
   2. Oppugnāsne?
   3. Nāvigant.
   4. Labōrātis.

5. Nōn nāvigatne?
6. Nōn oppugnō.

Exercise 5. Identify the person and number of these English sentences, then translate them into Latin.

Example: I am singing.   **1ˢᵗ person, singular: cantō**

1. I sail.
2. You (s.) do not work.
3. Are they attacking?
4. She loves.
5. We do sing.
6. You (pl.) are not sailing.

"Eye" Latin
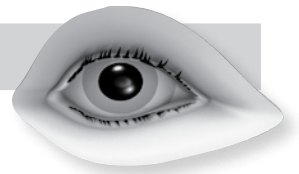
Some words look the same in Latin and in English. When you can tell the meaning of a Latin word because it looks just like or nearly like an English word, you are using "eye" Latin. What is an example of "eye" Latin in the vocabulary below?

Using "eye" Latin, tell the meanings of *Trōia*, *circus*, *Rōma*, *maximum*, *māior,* and *plūs*.

Colloquāmur (Let's talk)

Use the following questions and responses to review the characteristics of some Latin verbs. Use some "eye" Latin to figure out what the responses mean.

interrogātiō:	**Cuius est numerī?**	**What number is it?**
respōnsum:	**Singulāriter est.**	
	Plūrāliter est.	

interrogātiō:	**Cuius est persōnae?**	**What person is it?**
respōnsum:	**Est prīmae persōnae.**	
	Est secundae persōnae.	
	Est tertiae persōnae.	

The sentences above use the interrogative pronoun *cuius* to signify a question the same way English uses interrogative pronouns such as *who, whose, what,* etc. Another way to ask questions in Latin is to add the suffix *–ne* to the end of a verb just as we did in exercises 4 and 5. These types of questions expect the answer **yes (*sīc est*)** or **no (*minimē*).** Try testing your knowledge of Latin verbs with some yes/no questions.

interrogātiō:	**Estne singulāriter?**	**Estne plūrāliter?**
respōnsum:	**Sīc est!**	**Minimē!**

interrogātiō:	**Estne prīmae persōnae?**
	Estne secundae persōnae?
	Estne tertiae persōnae?

respōnsum:	**Sīc est!**	**Minimē!**

Novus Ordō Seclōrum
A New Order of the Ages
-Reverse of the seal of the United States

Chapter 3

- present system
  - present
  - future
  - imperfect

VOCABULARY

VERBS		
LATIN	ENGLISH	DERIVATIVES
ambulō, ambulāre, ambulāvī, ambulātum	to walk	(perambulator, ambulance)
arō, arāre, arāvī, arātum	to plow	(arable)
habitō, habitāre, habitāvī, habitātum	to live, dwell	(habitat)
portō, portāre, portāvī, portātum	to carry	(portable)
rogō, rogāre, rogāvī, rogātum	to ask	(interrogation)
regnō, regnāre, regnāvī, regnātum	to rule	(reign, regnant)
vocō, vocāre, vocāvī, vocātum	to call	(vocal, vocation)
CONJUNCTIONS		
et	and	
aut	or	

Exercise 1. Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

SECTION 9. **Tense**

Another important characteristic that every verb has is tense. The verb's tense indicates at what time the action takes place. Latin has six verb tenses. This chapter will focus on the present, imperfect, and future tenses. These three tenses make up what we call the present system.

First, let us quickly review the present tense. The present tense describes action that is happening right now. In English there are three different ways to indicate action in the present tense.

simple present: She sings.
present progressive: She is singing.
present emphatic: She does sing.

The present tense is formed by simply finding the stem of a verb (2ⁿᵈ principal part minus *re*) and adding the personal endings.

PERSON	SINGULAR	PLURAL
1	-m/ō*	-mus
2	-s	-tis
3	-t	-nt

Nota Bene (*Note Well*):
The first person singular ending is most often **-ō**, however in some cases (such as the imperfect tense) an **-m** appears instead.

Exercise 2. Translate the following present tense verbs into Latin or English.

1. Vocat.
2. Habitās.
3. Ambulat aut nāvigat.
4. Arātisne?
5. He does work.
6. We ask.
7. Are they calling?
8. I rule and they work.

In English we often indicate tense by the addition of a helping verb.

present: She *is* singing.
imperfect: She *was* singing.
future: She *will* sing.

Instead of adding a separate word as in English, Latin adds a tense marker between the stem and the personal endings, which you have already learned. A tense marker is a letter or letters that signal a change in tense. The formula for forming any verb tense is quite simple:

stem (2ⁿᵈ pp – *re*) + tense marker + personal endings

Sᴇᴄᴛɪᴏɴ 10. **Future Tense**

The future tense uses the tense marker **-bi-**. The '*i*' drops out before the vowel ending **-ō,** and changes to a **-u-** before the consonant ending **-nt.** Notice that the stem vowel **-ā-** remains long throughout.

stem: **amā/re +** future tense marker: **bi +** personal endings

PERSON	SINGULAR	PLURAL
1	amā-**b**-ō I will love	amā-**bi**-mus we will love
2	amā-**bi**-s you will love	amā-**bi**-tis you (pl.) will love
3	amā-**bi**-t he/she/it will love	amā-**bu**-nt they will love

In Latin there is only one way to express future action. However, English has a couple of options. Either of these are acceptable when translating:

simple future: I will love
progressive future: I will be loving

Exercise 3. Identify the person and number of the following future tense verbs. Then translate in two different ways.

1. rogābis
2. habitābimus
3. regnābit
4. vocābunt
5. arābitis
6. ambulābō

SECTION 11. Imperfect Tense

The imperfect tense uses the marker **-ba-.** Notice that the first person singular uses the ending **-m** instead of the more common vowel **-ō.** This is because the **-a-** from the tense marker and the **-ō** in the ending blend together and become indistinguishable. This linguistic change is the same reason that the **-ā-** drops out before the **-ō** in the first person singular of the present tense. Notice that just as with the future tense the stem vowel **-ā-** remains long throughout. The **-ba-** is long in the first person plural and in the second person, the same pattern seen in the present tense in the previous chapter.

stem: **amā/re +** imperfect tense marker: **ba +** personal endings

PERSON	SINGULAR	PLURAL
1	amā-**ba**-m I was loving	amā-**bā**-mus we were loving
2	amā-**bā**-s you were loving	amā-**bā**-tis you (pl.) were loving
3	amā-**ba**-t he/she/it was loving	amā-**ba**-nt they were loving

Nota Bene (Note Well):
Notice that the macra (long marks) on the endings are on the same positions as they were in the present tense: 1st person plural, 2nd person singular and plural.

Long ago the word perfect (derived from the Latin *perfectus,* finished) meant "complete, finished." If an object or a task has been truly completed well, then you cannot improve upon it; it is perfect. If the same task is *im*perfect, then it is *not* completed. The imperfect tense, therefore, is used to describe past actions that are not known to be complete or were ongoing for a long period of time. The true English equivalent for the Latin imperfect tense is the past progressive. However, the simple past tense can also be used on some occasions.

past progressive: I was loving, I used to love, I kept on loving
simple past: I loved

Exercise 4. Identify the person and number of the following imperfect tense verbs. Then translate in two different ways.

1. rogābās
2. habitābāmus
3. regnābat
4. vocābant
5. arābātis
6. ambulābam

Exercise 5. To parse (from the Latin *pars,* part) a verb is to identify all of its parts. Parse each of the following verbs identifying their tense, person, and number. Then translate them into English.

LATIN	TENSE	PERSON	NUMBER	TRANSLATION
habitābam	Imp.	1	Sing.	I was living
rogābis				
ambulant				
regnābāmus				
vocābō				
labōrātis				
portābat				

Exercise 6. Identify the person, number, and tense of the following English sentences. Then, translate into Latin.

1. We were singing.
2. I will walk and sing.
3. You (pl.) were not plowing.
4. It sails.
5. Will she rule?

Derivative Detective

Nōn came directly into English in such words as *nonsense*. Seeing that *sequence* comes from a Latin word meaning "follow," what do you think a *non sequitur* is?

Nauta gives us such words as *astronaut* and *nautical*. Nautical miles are measured in knots, though *knot* does not come from *nauta*.

Use your language detective skills and your dictionaries to find some more English words that use *nōn* and *nauta*.

Colloquāmur (Let's talk)

Use the following questions and responses to review the parsing exercise above. Use some "eye" Latin to figure out what the responses mean.

interrogātiō:	**Cuius est numerī?**	What number is it?
respōnsum:	**Singulāriter est.**	
	Plūrāliter est.	
interrogātiō:	**Cuius est persōnae?**	What person is it?
respōnsum:	**Est prīmae persōnae.**	
	Est secundae persōnae.	
	Est tertiae persōnae.	
interrogātiō:	**Cuius est tempus?**	What tense (time) is it?
respōnsum:	**Est praesēns.**	
	Est imperfectum.	
	Est futūrum.	

Regnat populus.
The people rule.
-Arkansas state motto

Chapter 7

- adjectives of first and second declension
  - agreement
- irregular verb *esse*
  - present system

VOCABULARY

NOUNS		
deus, deī, m.	god	(deity)
flamma, flammae, f.	flame	(flammable, inflammatory)
scūtum, scūtī, n.	shield	
signum, signī, n.	sign	(signal)
templum, templī, n.	temple	(temple, Knights Templar)

VERBS		
creō, creāre, creāvī, creātum	to create, make	(creation, creator)
iuvō, iuvāre, iūvī, iūtum	to help	(aid, adjutant)
optō, optāre, optāvī, optātum	to wish for, desire	(option, opt)
saltō, saltāre, saltāvī, saltātum	to dance. leap	
sum, esse, fuī, futūrum	to be	(essence, future)

ADJECTIVES		
aēneus, aēnea, aēneum	bronze	
bonus, bona, bonum	good	(bonus, bonafide)
magnus, magna, magnum	big, great	(magnify, magnitude)
multus, multa, multum	many	(multiply, multitude)

pius, pia, pium	pious, devout (god-fearing)	(pious, piety)
sacer, sacra, sacrum	sacred, holy	(sacred)
tūtus, tūta, tūtum	protected, safe	
ADVERBS		
dum	while	
tum	then	
CONJUNCTION		
quoque	also	

Exercise 1. Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

SECTION 21. Adjectives

You have now learned all the forms for nouns of the first and second declension. What's more, you have also learned the forms for adjectives of the first and second declension. The word *adjective* comes from the Latin *adiectus*, meaning "an adding to." Adjectives are words used to modify or describe nouns, adding information about the person, place, thing, or idea to which they refer. In general adjectives tell us what kind, which one, or how many something/someone might be.

In English an adjective generally appears immediately before the noun that it modifies.

The **good farmer** ploughs a *long ditch* around the **wide field.**

Agricola bonus *fossam* circa **agrum lātum** *longam* arat.

In English it is quite apparent to us that "good" is describing the farmer and not the ditch or the field because of its position in the sentence. In Latin adjectives generally follow the nouns they modify. However, because Latin holds word order loosely you cannot always depend on an adjective appearing immediately after its noun. In many cases an adjective may appear before the noun it modifies in order to create emphasis. On other occasions it may not appear next to its noun at all, but on the other side of the sentence. This arrangement can be a very effective syntactical tool as in the sentence above where the long ditch (*fossam longam*) actually does surround the wide field (*agrum lātum*) in the words of the sentence itself. It is therefore dependent upon the inflected endings of the adjectives to reveal which nouns they modify.

CASE	MASCULINE		FEMININE		NEUTER	
	Singular	Plural	Singular	Plural	Singular	Plural
Nom.	bon**us**	bon**ī**	bon**a**	bon**ae**	bon**um**	bon**a**
Gen.	bon**ī**	bon**ōrum**	bon**ae**	bon**ārum**	bon**ī**	bon**ōrum**
Dat.	bon**ō**	bon**īs**	bon**ae**	bon**īs**	bon**ō**	bon**īs**
Acc.	bon**um**	bon**ōs**	bon**am**	bon**ās**	bon**um**	bon**a**
Abl.	bon**ō**	bon**īs**	bon**ā**	bon**īs**	bon**ō**	bon**īs**

SECTION 22. Agreement

An adjective must agree with the noun it modifies in case, number, and gender. Adjectives are therefore quite like the chameleon. They are able to take on any ending of the first or second declension in order

to obtain the appropriate gender for their noun. This is why all three nominative forms are listed as the dictionary entry for an adjective. In order to find the stem of an adjective look to the feminine form that always appears as the second entry. The masculine nominative sometimes varies, but the feminine will always reveal the true stem.

bonus, bon/a, bonum   pulcher, pulchr/a, pulchrum

Exercise 2. Identify the stems of the adjectives *longus* and *miser.* Then, following the example of *bonus,* decline them in all three genders.

Caveat discipulus (Let the Student Beware): Although an adjective must agree with the noun it modifies in case, number, and gender, it may not always match that adjective in the appearance of its ending. This is particularly true of the PAIN nouns discussed in chapter four. Even though they have an ending that is typically feminine, they are masculine and only a masculine adjective can modify them as illustrated in the previous sentence with *agricola bonus*, the good farmer.

Exercise 3. Translate the adjectives and the nouns they modify into the designated case. Take care to make them agree in case, number, and gender.

Example: good farmer (nominative) = agricola bonus

1. good town (nominative)
2. pious boy (genitive)
3. bronze shields (dative)
4. big temple (ablative)
5. sacred flame (accusative)
6. safe signs (nominative)
7. many poets (accusative)

SECTION 23. Irregular verb: *esse*

English has quite a few verbs whose principal parts do not follow what is considered the usual format.

Regular:	Love	(he) loves	loved	loved
Irregular:	Sing	(he) sings	sang	sung
	Do	(he) does	did	done
	Be	(he) is	was	been

The list of irregular English verbs could go on ad infinitum, but the most notorious of these irregularities is the linking verb "to be." It is also the most common verb used. It should therefore be no surprise that the most common irregular verb in Latin is this same linking verb, *esse* (to be). The principal parts for this verb are indeed irregular:

sum, esse, fuī, futūrum

You can form the stem for this verb in a similar manner to other verbs. Simply remove the ending *-se* from the infinitive (second principal part). The result is the irregular stem *es.* Add to this stem the familiar personal endings you have already learned and you will conjugate most of the present tense of *esse*—there are a few places where the stem changes. Can you come up with a rule for these irregularities?

PERSON	SINGULAR	PLURAL
1	**su-m** I am	**su-mus** we are
2	**e-s** you are	**es-tis** you (pl.) are
3	**es-t** he/she/it is	**su-nt** they are

Nota Bene:
- Notice that the personal endings in this chart are the same as those taught in section 2.

The stem of *esse* is a bit irregular. In the third person singular and the forms of the second person the stem is what you might expect: *es* (the first *s* in the second person singular is simply absorbed into the ending). In the third person plural and the forms of the first person, however, the stem changes to *su-.* At first this may seem quite strange. This linguistic change, however, is due to the sounds produced by the joining of the stem and the ending. The sounds produced by the letters *m* and *n* are called nasals because the sound is produced largely through the nasal passage. The sound produced by the stem *es-* followed by a nasal was not clearly distinguishable or pleasing to the Roman ear. Therefore, the *es-* changed to a *su-* when placed in front of a nasal.

Try pronouncing these forms aloud: **esm, sum**   **esmus, sumus**   **esnt, sunt**
Which are easier to understand?

SECTION 24. Present system of *esse*

The imperfect and future tenses of *esse* are also irregular. Once again the endings are the same regular familiar endings. Even the vowel pattern of the tense markers is the same as the regular verbs. However, we now see **-ra-** instead of **-ba-** in the imperfect tense and **-r-** instead of **-b-** in the future tense.

PERSON	IMPERFECT		FUTURE	
	Singular	Plural	Singular	Plural
1	**eram** I was	**erāmus** we were	**erō** I will be	**erimus** we will be
2	**erās** you were	**erātis** you (pl.) were	**eris** you will be	**eritis** you (pl.) will be
3	**erat** he/she/it was	**erant** they were	**erit** he/she/it will be	**erunt** they will be

Exercise 4. Parse each of the following verbs identifying their tense, person, and number. Then translate them into English.

LATIN	TENSE	PERSON	NUMBER	TRANSLATION
eram	Imp.	1	Sing.	I was
eris				
sunt				
erāmus				
erō				
est				
erātis				
sum				
eritis				

SECTION 25. Translating *esse*: predicate review

Linking verbs such as *esse* in Latin or "to be" in English generally link a subject with a predicate. A predicate nominative (from Latin *praedicāre*, to declare) is a noun or an adjective that renames or refers to the subject. The predicate nominative in Latin must always be in the nominative case. If the predicate nominative is an adjective, it must agree with the subject in case, number, and gender.

Predicate nominative:	Vir est **agricola.**	The man is a **farmer.**
	Puella erit **rēgīna.**	The girl will be a **queen.**
Predicate adjective:	Agricola est **bonus.**	The farmer is **good.**
	Germānus erat **īrātus.**	The brother was **angry.**

Exercise 5. Underline the predicate nominative for each sentence, then translate the complete predicate.

1. Agricola est bonus vir.
2. Eram pius puer.
3. Templum est sacrum quoque magnum.
4. Dum flamma ardet, oppidum erit tūtum.
5. We will be good friends.
6. The sailors are not many.
7. They were good men and also god-fearing.

Chapter Reading

NUMA POMPILIUS

Rōmulus ruled Rome for thirty-seven years. One day he disappeared in a thundercloud. The Romans believed that the gods took him to the heavens. At this time the Sabines and Romans had been living together under his rule. The Romans and Sabines could agree on only one man to take the kingship – Numa Pompilius, a Sabine. Numa was a deeply pious man. He had a great respect for the gods and nature. Legend says that he married a nymph named Egeria, who imparted to him great wisdom. During the forty-three-year reign of Numa Pompilius Rome knew great peace and prosperity.

Numa Pompilius, Sabīnus, secundus rēx Rōmae est. Numa est vir bonus et pius. In oppidō *Curēs* habitat. Rōmānī *post mortem Rōmulī* Numam rēgem creāre optant quod est vir optimus. Numa *sīcut* Rōmulus deīs *parēre* optat. **Sedēns in saxō,** *ad* deōs orat *ūnā cum augure. Iuppiter* signa dat; *itaque* Rōmānī Numam Pompilium *rēgem* dēclārant. Tum Numa sacrificat.

Numa templum *Ianī* aedificat. Templum *fieret* signum *bellī. Ianuīs apertīs,* Rōmānī bellum gerēbant; *ianuīs clausīs,* Rōmānī bellum nōn gerēbant et *pāx* erat. Numa quoque annum in *duodecim mēnsēs* dīvidit. *Diēs fāstī* et *nefāstī constituit. Sacerdōtēs* creat. **Numa quoque multa sīcut sacerdōs agit.** *Rēx* Numa Pompilius quoque *virginēs Vestālēs* creat. Virginēs flammam sacram cūrat. Dum flamma sacra ardet, Rōma tūta erit. *Nōminat duodecim* virōs *Martī* sacrōs, et virī togam pictam gerunt et scūtum aēneum. Virī in viīs *canābant* et saltābant. *Uxor Numae* erat *Egeria, nympha.* Numam iuvat esse *rēx* bonus Rōmae. Numa *trēs et quadrāgintā annōs* regnat.

Nota Bene:
Sedēns in saxō = Sitting on a rock, he prays to the gods along with the augur.
Numa quoque multa sīcut sacerdōs agit = Numa also does many things in the manner of a priest.

GLOSSARY

Numa Pompilius...................................	the second king of Rome
Sabīnus, -ī, m.	Sabine
secundus, a, um, adj.............................	second
rēx Rōmae	king of Rome
Curēs	Cures [the name of a town]
post mortem Romulī.............................	after the death of Rōmulus
rēgem, accusative, sing........................	king
optimus, a, um, adj.	best
sīcut..	just as, like, in the manner of
pareō, parēre, + dative object	to obey
ūnā cum augure	along with the augur (priest)
ad, preposition + acc............................	to
Iuppiter...	Jupiter, the king of the Roman gods; the counterpart to the Greek Zeus
*itaqu*e, conj.	and so
Ianī	of Janus [Janus was the two-faced Roman god of doorways and beginnings. Our month of January is named for him.]
fieret...	would become
bellī, genitive, sing., n..........................	of war
ianuīs apertīs	the doors having been opened; *i. e.,* when the doors were open
ianuīs clausīs.......................................	the doors having been closed; *i. e.,* when the doors were closed
pāx, nominative, sing., f.	peace

duodecim mēnsēs	twelve months
diēs fāstī et nefāstī	"good" and "bad" days [The word *fās* is difficult to translate. It most nearly means something according to the gods' will. *Nefās* would be, then, something against the gods' will.]
constituō, constituere	to establish, set up
sacerdōtēs, accusative plural................	priests
virginēs Vestālēs, accusative plural.....	Vestal virgins
nōminō, nōmināre	to appoint
Martī, dative of reference	for Mars
toga picta	*see Culture Corner*
uxor Numae	the wife of Numa
Egeria, ae, f.	Egeria
nympha, ae, f...	nymph (water deity)
trēs et quadrāgintā annōs....................	for forty-three years

Culture Corner: The Toga Picta and the Shield

The *toga picta* was a brightly colored toga. Some sources translate *picta* as "painted" while others state that the toga was embroidered with brightly colored thread. Later in Roman times, a triumphant general wore the *toga picta* during his triumphal procession.

The Romans believed that the original shield fell from Heaven. They made eleven exact copies of it to lessen the chance of it being stolen. It was shaped "rather like a violin."

Respondē Latīnē:

1. Quis est Numa?
2. Quālis vir est Numa?
3. Quandō optant Numam rēgem creāre?
4. Cūr optant Numam rēgem creāre?
5. Quis signa dat?
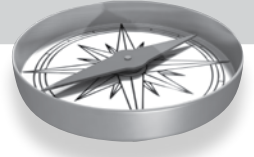6. Quid Numa aedificat?
7. Quī flammam sacram cūrant?

quis, quī = who?, *quālis* = what kind of?, *quandō* = when?, *cūr* = why?

ANSWER IN ENGLISH!
1. What conditions did the doors of the temple of Janus signify?
2. How did Numa Pompilius affect the Roman calendar?
3. What was unique about the wife of Numa Pompilius?

Culture Corner: The Olympians

The Romans were polytheistic, meaning that they believed in many gods. There were many minor deities such as nymphs (water spirits) and dryads (tree spirits). The Romans referred to the major gods as the Olympians because they dwelt on top of Mt. Olympus in Greece. There were, at various times, seventeen different deities considered Olympians; however, there were never more than twelve at a time. The Greeks and Romans named the planets after some of the Olympians, and we still call them by those names today.

The following deities were always considered Olympians. (Their Roman counterparts are in parentheses.)

Zeus (Jupiter) .... ruler of Mt. Olympus, sky god
Hera (Juno) .... wife of Zeus, queen of heaven and stars, goddess of marriage and fidelity
Poseidon (Neptune) .... god of the sea, rivers, springs, floods, and earthquakes
Ares (Mars) .... god of war
Hermes (Mercury) .... messenger of Zeus (Jupiter); god of thieves, travelers, and commerce
Hephaestus (Vulcan) .... blacksmith of the gods
Aphrodite (Venus) .... goddess of love and beauty
Athena (Minerva) .... goddess of wisdom, just warfare, arts and crafts
Apollo (Apollo) .... god of prophecy, healing, disease, music
Artemis (Diana) .... goddess of the hunt

THE VARIABLE DEITIES

Heracles (Hercules) .... son of Zeus and strongest man ever to have lived on earth
Hebe (Hebe) .... daughter of Zeus and Hera who waited upon the gods at Mt. Olympus
Helios (Sol) .... sun god
Hestia (Vesta) .... goddess of hearth and home
Demeter (Ceres) .... goddess of grain and agriculture
Dionysus (Bacchus) .... god of agriculture and wine
Hades (Pluto) .... god of the underworld
Persephone (Proserpina) .... daughter of Demeter, wife of Hades, queen of the underworld

- Hestia gave up her throne to Dionysus (god of agriculture) so that she could live upon earth with mankind.
- Persephone spends three months of each year in the Underworld. (Others say six months.)
- Demeter stayed away from Mt. Olympus when Persephone was in the Underworld.
- Hades, though he was one of the principal Greek gods, had his home in the Underworld.
- Helios gave up his throne to Apollo.
- Hebe was either replaced by Ganymede or gave up her throne to marry Heracles, q. v.
- Heracles became an Olympian upon his death.

Colloquāmur (Let's talk)

The earliest Romans did not have the concept of a week; however, every ninth day was a market day. Later the Romans called the days of the week after the planets, which were named for their gods. These names influenced the days of the week as we know them today. Some are still called after the Roman names, others after the Norse equivalent.

Diēs Sōlis	= Sun's Day	
Diēs Lūnae	= Moon's Day	
Diēs Martis	= Mars' Day	Norse Mythology: Tyr, god of war.
Diēs Mercuriī	= Mercury's Day	Norse Mythology: Woden, cunning god
Diēs Iovis	= Iove's Day (Jupiter)	Norse Mythology: Thor, god of thunder
Diēs Veneris	= Venus' Day	Norse Mythology: Freya, goddess of love
Diēs Saturnī	= Saturn's Day	

Use your knowledge about Roman weekdays and the tenses of *esse* to discuss the days of the week.

Quid est hodiē?	What is today?
Quid erat heri?	What was yesterday?
Quid erit crās?	What will be tomorrow?