

TEACHER'S EDITION

Classical Subjects Creatively Taught™

LATIN

Alive!
BOOK 1

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UNU



Karen Moore
Gaylan DuBose

Latin Alive! Book 1 Teacher's Edition

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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.
 - Colloquāmur – 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.
 - Derivative Detective – Build your English vocabulary through these activities that demonstrate how we can trace modern words back to an ancient vocabulary.
 - Culture Corner – Learn more about the Romans, their lives, their history, and their traditions using these windows into the past.
 - Latin Americana? – 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 edition for this text in order to aid you in the classroom. This edition includes not only answers and translations, but also teacher tips, tests, and additional classroom projects accumulated from our combined experience of more than fifty years of teaching.

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

Introduction for Teachers

ATTENTION TEACHERS:

This manual is intended to provide you with as much support as possible in order to assist you during the course of this text. For that reason this manual supplies you with much more than an answer key. Inside you will find:

- Descriptions of the history and symbolism of the U.S. national and state seals that are featured at the beginning of each chapter.
- Further explanations on some of the more complex grammar lessons
- Teacher tips for conveying ideas or to warn of common student pitfalls
- Additional exercises for further practice
- Supplemental worksheets for declining nouns and adjectives, conjugating verbs, and parsing verbs
- Suggested projects in each unit review chapter based on the history and culture lessons presented
- Unit tests

Should you have any questions for which this manual does not supply an answer, please submit them via Ask the Magister on the Classical Academic Press website at www.classicalacademicpress.com/ask-the-magister. There we will provide you with the answers you need. It is our desire to support you in your endeavor to introduce students to the fascinating world of Latin.

Before You Begin: Please do read through the teacher guide before creating your lesson plans. For those students who have studied Latin via *Latin for Children* or another Latin primer, some chapters may contain review material that need not be reviewed. Others may contain material that may appear to be review, but does contain new concepts and important information the students have not yet learned. The scope and sequence of this text is designed to serve students new to Latin, while at the same time to provide further insight and challenges for “veterans” of any grammar school series. The text also contains a great wealth of supplemental material. Not everyone will have time to fit it all in, so pick and choose what you feel will serve your classroom the best. The following are a few teacher tips that will be useful throughout the text:

Great Seals: Each chapter begins with a chapter maxim taken from one of the U.S. national and state mottoes. This guide provides additional insight into the great seals which often display these mottoes. Many seals not only display a Latin motto but also use images that harken back to the ancient civilizations of Greece and Rome. Understanding the influence behind these mottoes and seals demonstrates how relevant Latin still remains to our modern culture. Teachers may want to consider using the “Latin Across America” geography project in the appendix to help integrate a little geography and American history into their Latin classrooms. These mottoes also make great bonus questions on chapter quizzes or unit tests.

Oral Practice: Although Latin is no longer spoken in most settings, a student has much to gain from oral practice. First and foremost, countless studies have proven that the more senses used to learn something, the better one will retain it. Oral practice provides another creative (and often diverting) means to reinforce the lessons in this text. Second, by training students how to communicate Latin orally (i.e. speak), bypassing the pen and paper, we are training their minds to process other foreign languages in the same manner—by speaking.

This text provides a number of helps and exercises to make this an obtainable goal for any classroom. First, chapter one begins with an in-depth lesson on the pronunciation of the Latin language. Each chapter reinforces this first series of lessons by asking students to mark the appropriate pronunciation for each one of their

vocabulary words. This exercise will also prepare students for the Latin poetry that they will read in later texts. It is highly beneficial for the students and/or teacher to read the Latin in this text aloud at every opportunity.

It is important to not only include scripted Latin for oral practice, but some more natural conversation as well. Get students to think (or speak) on their feet. Many chapters provide a bonus segment called **Colloquāmur** (Let's Talk). These segments provide a wide variety of ways to practice Latin aloud in a conversational manner. These exercises can include social Latin (polite Roman conversation), grammar practice (how to have a classroom discussion on grammar in Latin), and even a few topics for nature studies. On a more academic note, each chapter reading also concludes with a set of reading comprehension questions in Latin. While the students may complete these in writing, the questions provide another opportunity for great Latin conversation. Such exercises greatly affirm the student's confidence in Latin.

Practice, Practice, Practice: The teacher will notice that each time the text introduces a new noun declension, verb conjugation, or verb tense the following exercise immediately asks students to decline/conjugate a new set of words. Students cannot practice these forms enough – orally or in writing. This text provides a set of reproducible declension, conjugation, and verb parsing worksheets to provide a uniform structure for these exercises. Often the authors of this text have suggested additions to these practices that may help students better imbed new grammar concepts.

Parsing & Labeling Sentences: Most of the sentence translation exercises ask students to “parse and label” sentences. A math teacher would never accept final answers to mathematical problems when the students had failed to show their work. Likewise, Latin students ought to regularly practice analyzing the grammatical structure of a sentence. In the beginning with simple sentences this direction is pretty straight forward. Students can use the same abbreviations and symbols as in their English classes. (If the English teacher is different from the Latin teacher, be sure that the two find common ground on how to label sentences. This will prevent confusion for the students.) As syntax becomes more complex the labeling will begin to differ from what students might use in their English classes. For example, English uses prepositional phrases much more than Latin. So teachers may want to identify a particular ablative word by its construction instead (such as “manner”). Teachers and students can use the labels demonstrated in this text, or come up with another method that better suits their own classroom. Just be consistent.

The text does not ask students to parse the Latin readings featured at the conclusion to each chapter and in the unit reviews. Here students must begin learning to leave the analytical behind, trust in the skills they have learned, and read the Latin.

Latin Passages: Beginning with the fourth chapter, each chapter contains a Latin reading. In chapters 4 through 6 the readings consist of individual numbered sentences that as a group tell a bit about the Trojan War. The text presents these first readings in this manner as a means to prepare students gradually for translating longer passages in paragraph form. Beginning with the first unit review chapter students will begin translating paragraphs about the Romans. Most of these readings are inspired by *Ab Urbe Condita* (*From the Founding of the City*) by Titus Livius, usually known in English as Livy. By allowing students the opportunity to read about the great exploits and heroes of the Roman Republic, we believe students should gain a great understanding of the people who spoke this ancient language. The best way to learn any language is in the context of the culture and history of those who spoke it. By studying the Roman Republic in this text, students will also gain a deeper understanding of and appreciation for the American Republic.

It is the goal of this text series to begin training students to read original Latin texts, unadapted from the author's pen. There is, however, a great bridge to cross from modern English to ancient Latin texts. So it is worth emphasizing that the majority of the passages in this text are “inspired by” Livy's writings. The authors have studied Livy's records of the events and people mentioned in his text, and based these passages upon those records. Whenever possible, Livy's vocabulary and phrasing have been retained. Often, however, it is necessary to adapt and re-write portions to bring them within the student's capability. As the text progresses the passages will gradually grow closer to what might be considered “real Latin.”

In *Latin Alive! Book 2* the passages will no longer be inspired by Latin authors, but adapted straight from the author's text. The authors will tinker with the original Latin only as much as is necessary to bring the text

within the student's reach. By that time, however, the students will have mastered a great deal more of the language, and will require less adaptation. In *Latin Alive! Book 3* students will reach the goal of reading original Latin texts, just as the original author wrote them.

Reading Aids: In order to assist the students as they begin learning to read Latin, the text provides several reading aides or tips for each passage. Most readings begin with a list of characters. This will help students distinguish whom or what the proper nouns represent. When students encounter in the Latin readings words they have not yet learned, those words can be found in one of three places: in the reading glossary, in the alphabetical glossary at the back of the book (see p. 255), or in a good Latin dictionary. While each reading will review much of the vocabulary the students have learned, additional vocabulary for the stories has been provided. Many of the new words or grammatical structures not introduced in preceding chapters will appear in the reading glossary that follows the passage. Such words appear in *italics* within the passage itself in order to alert students to the fact that the word is glossed. New words that do not appear in the reading glossary may be found in the alphabetical glossary or in a Latin dictionary. Some words in later passages are underlined. An example might be the Latin word *honor*, which means "honor." The underlined "eye" Latin words are not included in the glossary. These words resemble their English counterparts so closely that we ask students to use their "eye" Latin to discern the meaning. Other phrases in the passage may appear in **bold type**. These are usually phrases that contain grammar too difficult for most students to grasp, and the full translation is provided immediately following the passage. They are included for a couple of reasons. First, many are constructions or actual phrases that appear in Latin Literature. Since it is our goal to train students for reading original Latin Literature we feel it best to begin acquainting them with such constructions early in their studies. In some cases, the text will also provide explanations for the grammar exemplified in bold type. Second, these phrases are included in this format because the meaning and translation add a great deal to the story. The authors could simply find no better way to express those thoughts or ideas while remaining true to Latin.

Reading Comprehension: As students increase their translating skills they need to learn to read for comprehension. A series of reading comprehension questions follow each chapter reading. While these can serve as a written assignment, they also provide a tremendous opportunity for class conversation about the passage. Several chapters also provide an additional group discussion question in English. Often this question will prompt a discussion comparing or contrasting the history and culture of America with that of Rome. Encourage students whenever possible to cite a portion of the Latin passage as they make their observations. This skill will serve them well as they prepare for writing assignments in other classes, making speeches, participating in debates, or even preparing for the Latin Advanced Placement Exam.

Unit Reviews: The text includes seven unit review chapters. The focus of each chapter is to build the student's reading skills. Each unit review features a story (also based on the history or culture of Rome) that reviews the vocabulary and grammar concepts learned in the preceding chapters. The story is followed by a series of multiple choice questions. The format of the story and the questions that follow is similar to that one might see on the National Latin Exam or the Advanced Placement Exam. For students who desire to take one of these exams this will prove excellent practice.

Generally, the students should follow these steps to success for reading comprehension exercises.

- Read the English title. (It is often a clue to the theme or content of the reading.)
- Read the Latin text all the way through without any attempt at translation.
- Read the questions in order to know what to look for in the reading.
- Read the selection again, translating carefully. In order to get as close to the original as possible, it is good for students to read each text in Latin word order, understanding the possible functions of each word before moving on to the next. This will help students avoid thinking about Latin as English and will enable them to begin to see the purpose for an author's choice of word order.
- Go back and begin answering the questions.

Assessments: The teacher's guide includes seven unit tests. These tests should be taken upon completion of the corresponding unit review chapters. The unit tests not only assess the grammar the student has learned, but also the student's ability to apply that grammar to a reading passage.

This guide does not include chapter quizzes, but a separate *Latin Alive! Book 1 Test Packet* is available for purchase at ClassicalAcademicPress.com. The test packet includes a set of comprehensive, standardized tests designed to supplement *Latin Alive! Book 1*. It is an excellent and helpful resource for teachers and parents. The downloadable packet includes a weekly test for each chapter, a complete answer key, and suggested scoring based on a 100-point system. Choose between three licenses (1–3, 4–9, or 10+ students).

Oral quizzes (much like an English spelling quiz) are a good way to continue to develop auditory proficiency. Teachers should give the first form from the vocabulary list (e.g. nominative singular for nouns and adjectives or first principal part for verbs). The student should then write that word and the necessary forms and meanings that follow. Teachers may want to add a bonus question taken from the chapter maxims or perhaps from the Culture Corner segments. Such bonus questions are a great way to encourage students to read and learn these items.

Supplemental Lessons: In an appendix at the back of this text the authors have included several projects that have been favorites in their classes. They include the following:

- Latin Across America – incorporate American geography with the state mottoes
- Tempus Fugit – build a timeline for the Roman Republic incorporating the people and events students will read about in this text
- Roman Calendar – learn about the history of the Roman Calendar and how little it differs from the one we use today, then create your own
- Archaeology – create your own archeological dig

Thank you for choosing *Latin Alive!* for your classroom. It is our hope that this series will lead you and your students on a wonderful voyage of discovery into the world of Latin.

Blessings,
Karen Moore and Gaylan DuBose

Here is a handy chart of all the abbreviations used in the parsing and labeling exercises throughout the book.

Abbreviation	Meaning
Sing.	Singular
Pl.	Plural
Pf.	Perfect
Imp.	Imperfect
Fut.	Future
FP	Future Perfect
Pres.	Present
Pluperf.	Pluperfect



Ē plūribus ūnum

One from many

—Motto on the United States of America Great Seal^A

This phrase is adapted from Pseudo-Vergil's *Morētum*, 1.104.
“color est ē plūribus ūnus”

^ACharles Tomson was the principal designer for the Great Seal, adopted by Congress on June 20, 1782. He gave the following explanations for the symbolism of the design:

- The shield is composed of 13 stripes representing the 13 colonies joined into one single body, the Congress of the U.S.
- The shield is borne on the breast of the American Eagle alone representing that the U.S. ought to rely on her own virtue.
- The olive branch and arrows represent the power of peace and war which is vested in Congress alone.
- The constellation of 13 stars above the eagle represents the new country (13 states) taking its place in the universe among other sovereign powers.

Chapter 1

- Latin alphabet
- pronunciation
 - syllabication
 - 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's 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 sixth century BC. 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.

The final form of the alphabet in Latin was:

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

SECTION 2. Pronunciation

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!

Let's start with vowels. Surely you have noticed in the English language how challenging it can be to know how to pronounce a vowel or group of vowels. We sometimes even have homophones (words with identical spellings) that are pronounced two different ways (e.g., **present** and **present**) and others that are spelled differently but pronounced identically (e.g., **to**, **too**, and **two**)!

Latin vowels are much more consistent. For the time being, assume that the consonants are pronounced just as they are in English. Your teacher will help you if there are any unusual ones.

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 in Latin are often clearly marked by a macron (from the Greek word *makros*, meaning "long").

SHORT	LATIN EXAMPLE	LONG	LATIN EXAMPLE
a as in alike [uh]	<i>casa</i>	ā as in father [ah]	<i>stāre</i>
e as in pet [eh]	<i>memoria</i>	ē as in they [ey]	<i>cēna</i> [key-nuh]
i as in pit [ih]	<i>inter</i>	ī as in machine [ee]	<i>īre</i>
o as in bought [aw]	<i>bonus</i>	o as in hose [oh]	<i>errō</i>
u as in put [ŭ]	<i>Marcus</i>	ū as in rude [oo]	<i>lūdus</i>
y as in pit [ih] ^B	<i>thymum</i>	ȳ as in machīne [ee]	<i>Lȳdia</i>

^BThe letter y was only used to represent Greek words (along with the letters k and z).

Exercise 1. Pronounce the following words aloud.^C

- | | | | |
|-----------|--------------------|----------------|-------------------------|
| 1. pater | puh-tehr | 7. est | ehst |
| 2. māter | mah-tehr | 8. ēst | eyst |
| 3. sinō | sih-noh | 9. uxor | ŭk-sawr |
| 4. sīvī | see-wee | 10. ūsus | oo-sūs |
| 5. ōrdō | ohr-doh | 11. syllaba | sihl-luh-buh |
| 6. potior | paw-tee-awr | 12. sȳcophanta | see-caw-puhn-tuh |

^CYou may want to demonstrate some of these for students. For others, you may want to see how they do and give gentle correction as needed. It is highly advisable that you practice these well before presenting them to your students so that you are able to guide them.

Now let's look at consonants. Look at the following list of English 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.

Students do not need to know the definitions of the Latin examples, but we are including them here for you in anticipation of curious minds.

CONSONANT	PHONETIC RULE	LATIN EXAMPLE
c	always hard as in <i>cat</i> , never soft as in <i>cent</i> .	<i>cantō</i> I sing <i>cēna</i> dinner
g	always hard as in <i>goat</i> , never soft as in <i>gentle</i> .	<i>glōria</i> glory <i>genus</i> birth
i (j)	as a consonant appearing before a vowel, pronounced as the <i>y</i> in <i>yellow</i> .	<i>iam</i> now <i>Iūppiter</i> Jupiter
r	often rolled as in Spanish or Italian.	<i>rēctus</i> straight
s	always like the <i>s</i> in <i>sit</i> , never like the <i>z</i> sound in <i>please</i> .	<i>semper</i> always <i>senātus</i> senate
t	always like the <i>t</i> in <i>table</i> , never like the <i>sb</i> sound in <i>nation</i> .	<i>tencō</i> I hold <i>ratio</i> reason
v	sounds like the <i>w</i> in <i>wine</i> .	<i>vīnum</i> wine <i>victōria</i> victory
x	sounds like the <i>x</i> in <i>ox</i> , not the <i>gz</i> in <i>exert</i> .	<i>nox</i> night <i>rēx</i> king

^pYou may want to demonstrate for students the pronunciation of some of these words. For other words, you may want to see how students do on their own and give gentle correction as needed.

Exercise 2. Pronounce these words aloud.^D

- | | | | |
|------------------------|--------------------------------|--------------------|----------------------|
| 1. <i>cīvitās</i> | kee-wih-tahs | 7. <i>uxor</i> | uhk-sohr |
| 2. <i>interrogātiō</i> | ihn-tehr-roh-gah-tee-oh | 8. <i>gravitās</i> | grah-wee-tahs |
| 3. <i>casa</i> | kuh-suh | 9. <i>genus</i> | geh-nūs |
| 4. <i>vēritās</i> | wey-ree-tahs | 10. <i>ēsurgō</i> | ey-sūr-goh |
| 5. <i>vinculum</i> | wihn-kū-lūm | 11. <i>iungō</i> | yūng-goh |
| 6. <i>exercitās</i> | ek-sehr-kee-tahs | | |

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 theatre goatherd

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) ob tinēō (<i>op-TIN-e-ob</i>) city I hold
gu, qu	sounds like gw , qw as in penguin and quart (The u is considered a consonant here, not a vowel.)	lingua tongue, language quod because
gn	sounds like ng as in angle (You hear an ng sound followed by a g sound) not like angel or sing .	lingua tongue, language
ch	each sound pronounced individually like chorus , not like bachelor	charta paper, document Chaos Chaos
th	each sound pronounced individually like goatherd , not like then or theatre	thymum thyme theātrum theatre
ph	pronounced like f as in philosophy	philosophia philosophy Orpheus Orpheus
double consonants ^E	pronounced as two individually distinct sounds with a slight pause between them	ecce (<i>EC-ce</i>) look puella (<i>pu-EL-la</i>) girl

^EThe double-consonants *ch*, *th*, and *ph* are used almost solely to represent Greek words. A common exception would seem to be *pulcher* which is Latin in origin.


Exercise 3. Pronounce the following words aloud.^F

- | | | | |
|----------------|---------------------------|-------------|--------------------|
| 1. obstat | awp-stuht | 8. theātrum | teh-ah-trūm |
| 2. obtulī | awp-tū-lee | 9. quisque | kwihs-kweh |
| 3. anguis | uhng-gwihs | 10. cūrō | koo-roh |
| 4. sanguen | suhng-gwehn | 11. currō | cūr-roh |
| 5. pulcher | pu'l-kehr | 12. sumus | sū-mūs |
| 6. architectus | uhrkh-ih-tehk-tūs | 13. summus | sūm-mūs |
| 7. philosophia | pih-law-saw-pee-uh | | |

Finally, there are a few combinations of vowels that are pronounced together. These diphthongs are two vowels blended together to create one sound. Latin has only six diphthongs.

^FYou may want to demonstrate for students the pronunciation of some of these words. For other words, you may want to see how students do on their own and give gentle correction as needed.

This symbol indicates that there is more information in the Teacher's Pages at the end of the chapter. In this instance it indicates that note G is located there.

DIPHTHONG	PRONUNCIATION	LATIN EXAMPLE	
ae	sounds like the ai in aisle	fēminae, aequus	women, equal
au	sounds like the ou in out	laudō, auctor	I praise, author
ei	sounds like the eigh in weigh	deinde	then
eu	pronounced ch-oo	heu	alas
oe	sounds like the oi in coil	proelium	battle
ui ^G 	pronounced oo-ee as in tweet	huic, cui	to this, to whom

Exercise 4. Pronounce the following words aloud.

- | | | | | |
|----------|----------------|----------|------------------|---|
| 1. caedō | kae-doh | 5. ei* | ei | *The diphthongs marked with an asterisk are very rare. The diphthongs not so marked are very common diphthongs. |
| 2. hui* | hui | 6. seu* | seu | |
| 3. poena | poe-nuh | 7. audiō | au-dee-oh | |
| 4. heu* | heu | | | |

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^H

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 into its individual syllables. With English this can be tricky because 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. There are four main rules of syllabication and a couple of more-complicated rules that occur in unusual circumstances. Our suggestion is that you memorize the first four rules, and then refer to the other rules when you need them, until they become second nature.

Main Rules: Divide

- Before the last of two or more consonants:
 pu-el-la ter-ra
 ar-ma temp-tō
 (but phi-lo-so-phi-a because, remember, *ph* is considered a single consonant)
- Between two vowels or a vowel and a diphthong (never divide a diphthong):
 Cha-os proe-li-um
- Before a single consonant:
 me-mo-ri-a fē-mi-nae

Special Rules:

- Before a stop + liquid combination, except if it is caused by the addition of a prefix to the word:
 pu-bli-ca (but ad-lā-tus according to the exception)
- After the letter *x*. Though it is technically two consonants, it is indivisible in writing, so we divide after it:
 ex-i-ti-um ex-e-ō
- Before *s* + a stop, if the *s* is preceded by a consonant:
 mōn-stro ad-scrip-tum

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.

TE **Exercise 5.** Practice dividing the following Latin words into syllables and mark the length of the syllables.¹

- | | | | |
|------------|--------------|------------|-------------|
| 1. dominus | 3. cōnsilium | 5. ager | 7. victōria |
| 2. annus | 4. theātrum | 6. oppidum | 8. audiō |

SECTION 4. Accent^d

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 present the present to the birthday girl.
They object to the object 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-tor**, **naú-ta**
2. In words of more than two syllables accent the next to last syllable when it is long: **for-tú-na**, **im-pe-rá-tor**
3. Otherwise, accent the third to last syllable: **fě-mi-na**, **aú-di-ō**

TE **Exercise 6.** Return to exercise 5 and practice accenting the words that you have already broken down into syllables.

SECTION 5. 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.

Troy attacks Greece.

^dNotā Bene: The last syllable is referred to as the *ultimā*, meaning “last” in Latin. The next to last syllable is called the penult (almost last). The syllable third from the end is known as the antepenult (before the almost last).

Hint: Think in terms of the penult having a gravitational pull. If it is long the “gravity” pulls the accent close to it. If it is short, then there is a lack of gravity as on the moon, and the accent floats away to the third position. There is, however, an invisible force field on the other side of the antepenult, so the accent cannot float past that syllable.

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 *īnfectere*, 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:	sailor	sailors	lord	lords
LATIN:	nauta	nautae	dominus	dominī

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:

Troops sail from Greece, and will attack the town of Troy.
Cōpiae ā Graeciā nāvīgant, et oppidum Trōiae oppugnābunt.

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. In the sentence above, for example, the ending *-ae* on *Trōiae* is what is translated "of" in the English phrase "of Troy," while the ending *-bunt* on *oppugnābunt* is translated "will" in the English phrase "will attack."

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.

TE **Exercise 7.** Define the following terms using complete sentences.

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

Notā Bene (Note Well):

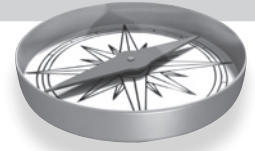
Although we have given you some helpful rules regarding pronunciation, syllabification and accent, there will occasionally be some exceptions to these rules (as with English rules). These exceptions will be rare, however, and there is no need to list all possible exceptions for you now.

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.

TE **Exercise 8.** 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 | 4. genus | 7. status | 10. neuter | 13. arēna |
| 2. clāmōr | 5. horror | 8. paenīnsula | 11. poēta | 14. herba |
| 3. honor | 6. toga | 9. interim | 12. ulterior | 15. firmus |
| 16. gladiātor | 17. atrium | 18. candidātus | 19. ergō | 20. forma |

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: praenōmen, nōmen, cognōmen.

e.g. Gāius Jūlius Caesar

The cognōmen (Caesar) was similar to our surname. It identified the family to which that person belongs. The nōmen (Jūlius) was usually inherited from the father. This was the case with both boys and girls. The son of Jūlius Caesar would also be called Jūlius, and his daughter would be called Jūlia. 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. Jūlius 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 Cornēlius Scīpiō won the Second Punic War against Carthage (a country in North Africa), and was rewarded with the agnōmen "Āfricānus." 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 Latin name for yourself.^K

^KA further note:

Students might also be interested to know that girls generally had only one name (nōmen), which was the feminine form of their father's name. So the daughter of Cornēlius would be Cornēlia. The daughter of Jūlius would be Jūlia. If a man had more than one daughter the following additions were made:

1st daughter – Cornēlia Māior (Older Cornelia)

2nd daughter – Cornēlia Minor (Younger Cornelia)

3rd daughter – Cornēlia Tertia (Third Cornelia)

It is often fun to ask the girls in your class what their Roman name might be according to this tradition.

Colloquāmur (Let's Talk)

Did you know that many of our modern names come from those used by the Romans or their Latin-speaking successors? 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:	
Albertus	Laurentius
Antōnius	Leō
Bernardus	Leonardus
Carolus	Ludovīcus
Christophorus	Mārcus
Cornēlius	Martīnus
Dominicus	Michael
Eduardus	Pātricius
Ferdinandus	Paulus
Franciscus	Petrus
Fredericus	Philippus
Gregorius	Raymundus
Gulielmus	Robertus
Henricus	Rūfus
Iacōbus	Silvester
Ioannes	Stephanus
Iōsēphus	Timotheus
Iūlius	Victor
Iūstīnus	

GIRLS:	
Aemilia	Margarīta
Agatha	Marīa
Alma	Monica
Anastasia	Pātricia
Angela	Paula
Anna	Paulīna
Barbara	Roberta
Caecilia	Rosa
Catharīna	Stella
Christīna	Terēsia
Clāra	Ursula
Deana	Vēra
Dorothea	Vēronica
Flōra	Victōria
Flōrentia	Viōla
Iūlia	Virginia
Iūliāna	Viviāna
Lūcia	

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



^aIn Latin, a combination of vowels is only considered a diphthong if the individual vowels have no macrons. Therefore, the letter combination *ui* is not a diphthong when the *u* is part of the combination *qu* (e.g., *quis*) nor if it precedes another vowel, in which case the *i* is acting as a consonant (e.g., *cūius* => *cūjus*). In cases in which the *i* is acting like a consonant and is preceded by a vowel, the vowel will be long (e.g., *māior*, *pēius*).

^H*Notā Bene* (Note Well), from p. 5: Please note that we are talking about syllable length and not vowel length. A long syllable can contain a short vowel, as in the case of the short vowel followed by two consonants. Just because a syllable is marked long does *not* mean that the vowel will become long. Such is the case with *oppidum* in exercise 1, #6. The *o* is short, but the syllable is long because of the double consonant that follows. The length of the syllable does not change how you pronounce vowels. It will instead affect how you accent the words, as you will see in Section 4.

Exercise 5

1. dominus	dō-mī-nūs	5. ager	ă-gĕr
2. annus	ān-nūs	6. oppidum	ōp-pī-dūm
3. cōnsilium	cōn-sī-lī-ūm	7. victōria	vīc-tō-rī-ă
4. theātrum	thĕ-āt-rūm*	8. audiō	au-dī-ō

**Notā Bene*: Since the *a* is followed by a mute (*t*) plus a liquid (*r*), the vowel may be either long or short depending upon what the writer has decided during the composition of the line. The same might be true, for example, for the *a* in *atrium* or *atrox*.

If your students need more practice with syllabication, have them syllabify words from the previous four exercises. The answers can be found below. Do not feel the need to have students be too meticulous when dealing with the difficult words.

Extra Syllabication Practice

Exercise 1.

1. pa-ter	7. est
2. mā-ter	8. ĕst
3. si-nō	9. u-xor
4. sī-vī	10. ū-sus
5. ōr-dō	11. syl-laba
6. po-ti-or	12. sŷ-co-phan-ta

Exercise 2.

1. cī-vi-tās	7. u-xor
2. in-ter-ro-gā-ti-ō	8. gra-vi-tās
3. ca-sa	9. ge-nus
4. vē-ri-tās	10. ĕ-sur-gō
5. vin-cu-lum	11. iun-gō
6. e-xer-ci-tās	

The combination *ng* is also tricky, but because it makes two distinct sounds, we will divide *n* from *g*.

Exercise 3.

1. ob-stat
2. ob-tu-lī
3. an-guis
4. san-guen
5. pul-cher
6. ar-chi-tec-tus
7. phi-lo-so-phi-a

When words are compounded, it is customary to divide between the compounds; in addition, *st* is often felt to constitute one unit in syllabication.

The letters *ch* are considered a single consonant for the purpose of syllabication.

The letters *ph* are considered a single consonant for the purpose of syllabication.

8. the-ā-trum
9. quis-que
10. cū-rō
11. cur-rō
12. su-mus
13. sum-mus

The letter combinations *th* and *tr* are considered a single consonant for the purpose of syllabication.

Exercise 4.

- | | |
|-----------|------------|
| 1. cac-dō | 5. ei |
| 2. hui | 6. seu |
| 3. poe-na | 7. au-di-ō |
| 4. heu | |

Exercise 6

- | | | | |
|--------------|--------------|-------------|-------------|
| 1. dominus | dŏ-mĭ-nŭs | 5. ager | ǎ-gĕr |
| 2. annus | ǎn-nŭs | 6. oppidum | ŏp-pĭ-dŭm |
| 3. cōnsilium | cŏn-sĭ-lĭ-ŭm | 7. victōria | vĭc-tŏ-rĭ-ǎ |
| 4. theātrum | thĕ-ǎt-rŭm | 8. audiō | áu-dĭ-ō |

Exercise 7

1. Diphthong Diphthongs are two vowels blended together to create one sound.
2. Syllabication Syllabication is the act of dividing a word in order to reveal its individual syllables.
3. Accent Accent is the vocal emphasis placed on a particular syllable of a word.
4. Function words Function words express the relationship between other words.
5. Inflection Inflection is the changing of a word's form by the addition of an affix.

Exercise 8

- | | | | |
|---------------|---------------|----------------|---------------|
| 1. animal | á-ni-mal | 13. arēna | a-rĕ-na |
| 2. clāmor | clǎ-mor | 14. herba | hĕr-ba |
| 3. honor | hó-nor | 15. firmus | fĭr-mus |
| 4. genus | gé-nus | 16. gladiātor | gla-di-ǎ-tor |
| 5. horror | hór-ror | 17. atrium | á-tri-um |
| 6. toga | tó-ga | 18. candidātus | can-di-dǎ-tus |
| 7. status | stá-tus | 19. ergō | er-gŏ |
| 8. paenīnsula | pae-nĭn-su-la | 20. forma | fór-ma |
| 9. interim | ín-te-rim | | |
| 10. neuter | néu-ter | | |
| 11. poēta | po-ĕ-ta | | |
| 12. ulterior | ul-té-ri-or | | |



Annuit coeptis.

He has favored our undertakings.^A

—Reverse side of the seal of the United States

^ACharles Tomson was the principal designer for the Great Seal, adopted by Congress on June 20, 1782. He gave the following explanations for the symbolism of the design.

- The pyramid is a symbol of strength.
- The eye over the pyramid and the motto *annuit coeptis* refer to the interposition of God on behalf of the American Cause.
- The date in Roman numerals is 1776, a reference to the signing of the Declaration of Independence.
- The words *novus ordo seclorum* (a new order of the ages) refer to the beginning of a new American Era.

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	

TE 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.^B

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.

^BThis exercise is repeated for each chapter vocabulary list. The purpose is to prepare students for oratory and the reading of poetry in later texts. You may not wish to repeat this exercise for every single chapter.

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 infinitiveto *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.

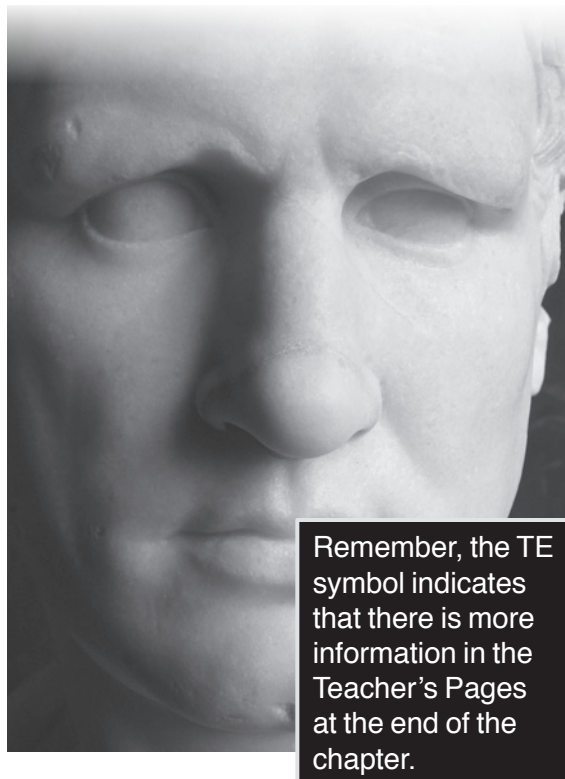
The first principal part is used to list and locate words in a Latin dictionary. The remaining three principal parts form various verb tenses. For now we will only use the first two principal parts. You should take care, however, to memorize all of them now as a complete verb set. Latin has its share 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*

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



Remember, the TE symbol indicates that there is more information in the Teacher's Pages at the end of the chapter.

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	<i>am-ō</i> I love	<i>amā-mus</i> we love
2	<i>amā-s</i> you love	<i>amā-tis</i> you (pl.) love
3	<i>ama-t</i> he/she/it loves	<i>ama-nt</i> 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.^c

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.

^cFun Chant:
I'm Number 1,
2 is You,
He is 3.

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

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

^dIf you wish, there is a reproducible conjugation worksheet included with this guide. You may use it for this exercise and even add other verbs to the assignment. The more students practice this routine orally and in writing the better they will imbed the pattern.

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.

Notā Bene: To change a Latin verb from declarative (making a statement) to interrogative (asking a question) simply add the suffix *-ne*.^e

cantatne = Does she sing?... Is he singing? Does it sing?

^eYou may want to add more oral examples to practice the concept. Students will apply this concept in the following exercise.

TE **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. Non nāvigant.
4. Labōrātis.

5. Nāvīgatne?
6. Nōn oppugnō.

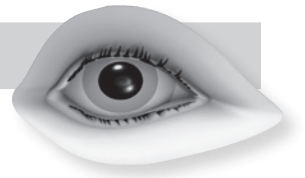
TE **Exercise 5.** Identify the person and number of these English sentences, then translate them into Latin.

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

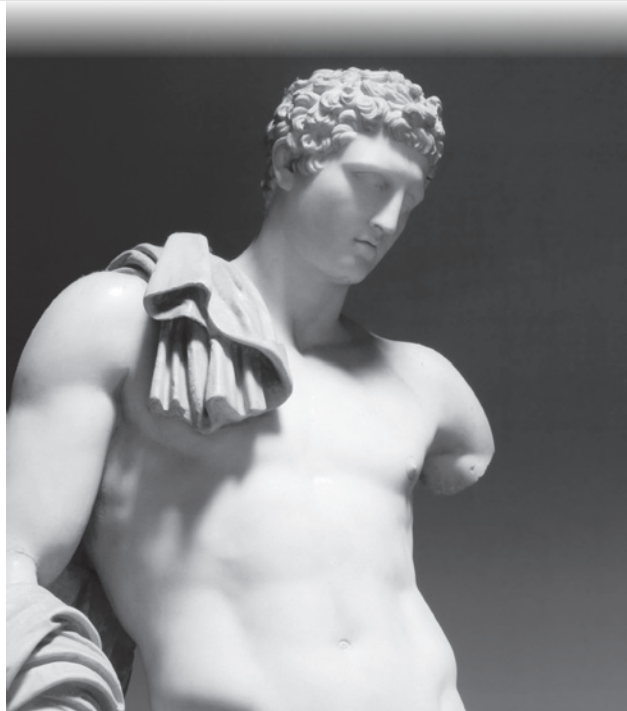


Some words look the same in Latin and in English. When you can tell the meaning of a Latin word because it looks just like or nearly like an English word, you are using “eye” Latin.

Using “eye” Latin, tell the meanings of *Trōia*, *circus*, *Rōma*, *maximum*, *māior*, and *plūs*.^F

Troy, circus, Rome, maximum, major, plus

^FThese Latin words look nearly like the English words: Troy, circus, Rome, maximum, major, and plus. The Latin words actually mean: Troy, circus (race course), Rome, greatest, greater/bigger, and more. Discuss with your students how the English derivatives can help us arrive at the meaning of these words.





TE 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: Cūius est numerī? What number is it?

respōnsum: Singulāriter est.

Plūrāliter est.

interrogātiō: Cūius est persōnae? What person is it?

respōnsum: Est prīmae persōnae.

Est secunda persōnae.

Est tertia persōnae.

The sentences above use the interrogative pronoun *cūius* 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 secunda persōnae?

Estne tertia persōnae?

respōnsum: Sīc est!

Minimē!

Chapter 2 Teacher's Pages



Exercise 1

a-mō, a-mā-re, a-mā-vī, a-mā-tum
can-tō, can-tā-re, can-tā-vī, can-tā-tum
la-bō-rō, la-bō-rā-re, la-bō-rā-vī, la-bō-rā-tum
nā-vi-gō, nā-vi-gā-re, nā-vi-gā-vī, nā-vi-gā-tum
op-pug-nō, op-pug-nā-re, op-pug-nā-vī, op-pug-nā-tum
nōn

Exercise 2

amā cantā labōrā nāvigā oppugnā

Exercise 3

CANTĀRE

cantō (I sing, I am singing, I do sing)*	cantāmus (we sing, we are singing, we do sing)
cantās (you sing, you are singing, you do sing)	cantātis (you all sing, you all are singing, you all do sing)
cantat (he/she/it sings, he/she/it is singing, he/she/it does sing)	cantant (they sing, they are singing, they do sing)

NĀVIGĀRE

nāvigo (I sail, I am sailing, I do sail)	nāvigāmus (we sail, we am sailing, we do sail)
nāvigās (you sail, you are sailing, you do sail)	nāvigātis (you all sail, you all are sailing, you all do sail)
nāvigat (he/she/it sails, he/she/it is sailing, he/she/it does sail)	nāvigant (they sail, they are sailing, they do sail)

*Depending on their own preference, teachers may want to require for conjugation exercises that students supply only one English translation rather than all three.

You may want to point out to students the macron over the *ō* in the ending of the first-person singular, as well as the *ā* of the ending for the second-person singular, first-person plural, and second-person plural. For now, students should just memorize this. Later, when they are comfortable with conjugating verbs, you may want to explain that the vowel in an ending is long except before a final *-m*, *-r*, or *-t*, and before any *-nt-*. For example, consider the following forms: *amem*, *amēs*, *amet*, *amētur*, *ament*, *amentur*, *amor*. (Students have not yet learned the preceding forms, but those forms illustrate well the lengths of the vowels before the endings.)

Exercise 4

1. Cantāmus. 1st person, plural: We sing. We are singing. We do sing.
2. Oppugnāsne? 2nd person, sing.: Do you attack? Are you attacking?
3. Non nāvigant. 3rd person, pl.: They are not sailing. They do not sail.
4. Labōrātis. 2nd person, pl.: You work. You are working. You do work.

5. Nāvigatne? 3rd person, sing.: Is he sailing? Does he sail?

6. Nōn oppugnō. 1st person, sing.: I do not attack. I am not attacking.

Numbers 5 and 6 use the negative *nōn*, and will not translate well in the simple present. Two answers are acceptable for these exercises.

For exercise 4, #2, notice that there are only two translations. In English, when a statement is turned into a question, the word "do" is added automatically, so there is no special distinction between simple and emphatic.

Exercise 5

- | | |
|-------------------------------|---------------------------------|
| 1. I sail. | 1st person, sing.: Nāvigō. |
| 2. You (s.) do not work. | 2nd person, sing.: Nōn labōrās. |
| 3. Are they attacking? | 3rd person, pl.: Oppugnantne? |
| 4. She loves. | 3rd person, sing.: Amat. |
| 5. We do sing. | 1st person, pl.: Cantāmus. |
| 6. You (pl.) are not sailing. | 2nd person, pl.: Nōn nāvigātis. |

These are complete sentences so it would be advisable to require punctuation and capitalization if you wish to reinforce English grammar skills.

Colloquāmur!

Interrogātiō:	Cūius est numerī?	What number is it?
Respōnsum:	Singulārīter est.	It is singular.
	Plūrālīter est.	It is plural.
Interrogātiō:	Cūius est persōnae?	What person is it?
Respōnsum:	Est prīmae persōnae.	It is first person.
	Est secūdae persōnae.	It is second person.
	Est tertiāe persōnae.	It is third person.

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



^ASuggestion: Have students take out a dollar bill and look for the two images of The Great Seal. Discuss why these mottoes are appropriate to represent the United States of America.

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)
	rēgnō, rēgnāre, rēgnāvī, rēgnātum	to rule	(reign, regnant)
	vocō, vocāre, vocāvī, vocātum	to call	(vocal, vocation)
CONJUNCTIONS			
	et	and	
	aut	or	

TE **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.

This is because they all use the present stem!

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/ \bar{o} *	-mus
2	-s	-tis
3	-t	-nt

Notā Bene (Note Well):

The first person singular ending is most often \bar{o} , 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 nāvīgat.
4. Arātīsne?
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

SECTION 10. Future Tense

The future tense uses the tense marker -bi-. The 'i' drops out before the vowel ending \bar{o} , and changes to a -u- before the consonant ending -nt. Notice that the stem vowel \bar{a} - 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. rēgnābit
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

Notā 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 *imperfect*, 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.^B

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

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

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

TE **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				
rēgnābāmus				
vocābō				
labōrātis				
portābat				

TE **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?

^BEncourage students to stick with the past progressive translation as much as possible. This will help them distinguish this tense from the perfect tense that they will learn later on. (Almost always, if not always, there will be an imperfect tense verb on the National Latin Exam, and the answer for that item usually if not always includes “was” or “used to.”)

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 *nōn 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)

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



- | | |
|---|--------------------------|
| interrogātiō: Cūius est numerī? | What number is it? |
| respōnsum: Singulārīter est.
Plūrālīter est. | |
| interrogātiō: Cūius est persōnae? | What person is it? |
| respōnsum: Est prīmae persōnae.
Est secūndae persōnae.
Est tertīae persōnae. | |
| interrogātiō: Cūius est temporis? | What tense (time) is it? |
| respōnsum: Est praesentis.
Est imperfectī.
Est futūrī. | |

Exercise 1

am-bu-lō, am-bu-lā-re, am-bu-lā-vī, am-bu-lā-tum
 a-rō, a-rā-re, a-rā-vī, a-rā-tum
 ha-bi-tō, ha-bi-tā-re, ha-bi-tā-vī, ha-bi-tā-tum
 por-tō, por-tā-re, por-tā-vī, por-tā-tum
 ro-gō, ro-gā-re, ro-gā-vī, ro-gā-tum
 reg-nō, reg-nā-re, reg-nā-vī, reg-nā-tum
 vo-cō, vo-cā-re, vo-cā-vī, vo-cā-tum
 et
 aut

Exercise 2

1. Vocat. He calls. He is calling. He does call.
2. Habitās. You are living. You do live. You live.
3. Ambulat aut nāvigat. He walks or sails. He is walking or sailing. He does . . .
4. Arātisne? Are you (pl.) plowing? Do you plow?
5. He does work. Labōrat.
6. We ask. Rogāmus.
7. Are they calling? Vocantne?
8. I rule and they work. Regnō et labōrant.

Remember that there are three options for translating the present tense into English. Encourage students to use a variety of translations.

Exercise 3

- | | | | |
|----------------|------|----------------------|-----------------------|
| 1. rogābis | 2, S | You (s.) will ask. | You will be asking. |
| 2. habitābimus | 1, P | We will live. | We will be living. |
| 3. rēgnābit | 3, S | He will rule. | He will be ruling. |
| 4. vocābunt | 3, P | They will call. | They will be calling. |
| 5. arābitis | 2, P | You (pl.) will plow. | You will be plowing. |
| 6. ambulābō | 1, S | I will walk. | I will be walking. |

Exercise 4

- | | | | |
|----------------|------|-------------------------|---------------------|
| 1. rogābās | 2, S | You (s.) were asking. | You used to ask. |
| 2. habitābāmus | 1, P | We were living. | We began to live. |
| 3. rēgnābat | 3, S | He was ruling. | He kept on ruling. |
| 4. vocābant | 3, P | They were calling. | They began to call. |
| 5. arābātis | 2, P | You (pl.) were plowing. | You used to plow. |
| 6. ambulābam | 1, S | I was walking. | I kept on walking. |

Remember there is a variety of ways to translate this tense. Encourage students to use more than two in these exercises.

Exercise 5

LATIN	TENSE	PERSON	NUMBER	TRANSLATION
habitābam	Imp.	1	Sing.	I was living
rogābis	Fut.	2	Sing.	You will ask
ambulant	Pres.	3	Pl.	They walk
rēgnābāmus	Imp.	1	Pl.	We were ruling
vocābō	Fut.	1	Sing.	I will call
labōrātis	Pres.	2	Pl.	You (pl.) are working
portābat	Imp.	3	Sing.	He was carrying

There is a reproducible parsing worksheet included in this guide. You may wish to have students copy their work onto that sheet. You can also use it to add some more parsing practice if you wish.

Exercise 6

- | | | |
|--------------------------------|-------------------|----------------------|
| 1. We were singing. | 1, Pl., Imperfect | Cantābāmus. |
| 2. I will walk and sing. | 1, Sing., Future | Ambulābō et cantābō. |
| 3. You (pl.) were not plowing. | 2, Pl., Imperfect | Nōn arābātis. |
| 4. It sails. | 3, Sing., Present | Nāvigat. |
| 5. Will she rule? | 3, Sing., Future | Regnābitne? |

Colloquāmur!

Interrogātiō:	Cūius est numerī?	What number is it?
Respōnsum:	Singulāriter est.	It is singular.
	Plūrāliter est.	It is plural.
Interrogātiō:	Cūius est persōnae?	What person is it?
Respōnsum:	Est prīmae persōnae.	It is first person.
	Est secundae persōnae.	It is second person.
	Est tertiae persōnae.	It is third person.
Interrogātiō:	Cūius est temporis?	What tense (time) is it?
Respōnsum:	Est praesentis.	It is present.
	Est imperfectī.	It is imperfect.
	Est futūrī.	It is future.

You can also use the yes/no questions with *-ne* that we introduced in the last chapter!

Unit 1 Reading

Reading and Review for Chapters 1–6



ABOUT THE READINGS FOR THIS TEXTBOOK

So far, you have been reading sentences designed to reinforce vocabulary and grammatical structures and to serve as an introduction to the skill of reading Latin and as a preparation for reading stories in Latin. The purpose has not been to tell a story or illustrate any theme but rather to give you an easy start in reading in a language other than your own.

From this point on, though, you will be reading stories about early Roman history. These stories are fascinating! We have adapted the stories you will read from the early chapters of a book called *Ab Urbe Condita* (*From the Founding of the City*) by Titus Līvius, usually known in English as Livy. Some scholars believe that Livy had no fixed goal in mind foār his history but rather that he “toiled on till his strength failed him . . . giving his history to the public in parts as [he completed them].” (B. O. Foster. *Livy: History of Rome, Books 1–2*. Cambridge, Massachusetts. Harvard University Press. 2002. xv.)

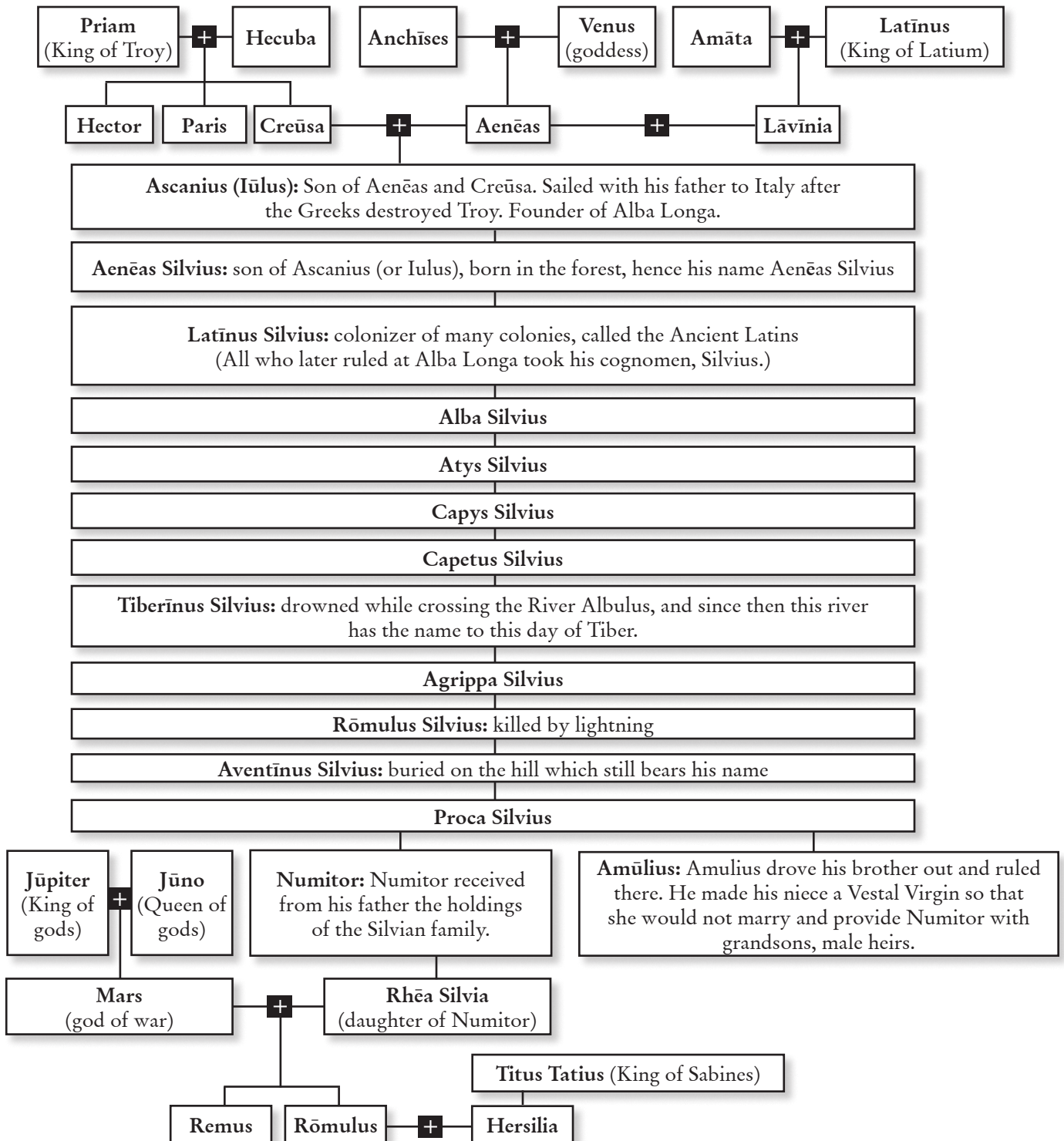
Livy’s work is complicated Latin reading, containing many different tenses and many examples of complex sentences and indirect discourse. We have simplified this work for you and have primarily used the historical present tense. The historical present tense makes historical writing vivid by writing about the past using the present tense. For example, we can write “Achilles raises his mighty sword” instead of “Achilles raised his mighty sword” even though we are describing a past action.

THE DESCENDANTS OF AENEAS

Gaylan DuBose

When Troy fell to the Greeks after ten years of fighting, Aenēas, along with his father and son, was among the very few Trojan leaders who escaped the burning city. He traveled over land and sea for years before finally arriving in Italy, the land of his destiny. Another Trojan, Antēnor, had also settled in Italy. Aeneas eventually arrived in Latium, the area of Italy where Rome was later to stand. The area was Latium, the language was Latīna, and the king was Latīnus. This king had a daughter named Lāvīnia, who was to marry a prince of a neighboring tribe, a man called Turnus; however, Aenēas married Lāvīnia; and this marriage led to war. The son of Aenēas, Ascanius (also known as Iūlus), settled at what we call Alba Longa. Rōmulus and Remus, along with the Julian clan, whose most famous member was Gāius Jūlius Caesar, were descendants of this man. Our stories begin with Rōmulus and Remus.

FAMILY TREE OF RŌMULUS



(Tatius became a joint ruler with Rōmulus when the Sabine and Roman tribes intermarried. Upon the death of Titus Tatius, Rōmulus became sole king. Rōmulus, according to legend, was taken up in a chariot by his father, the god Mars. He was then deified as Rōmulus-Quīrinus. Hersilia grieved for her missing husband so greatly that Jūno deified her as well. The “mother” of the Romans was then worshipped as Hōra.)

THE BIRTH AND EARLY LIFE OF RŌMULUS AND REMUS ^A

CHARACTERS:

- Rhēa Silvia*– daughter of King Numitor and mother of Rōmulus and Remus
Vesta– goddess of the hearth
Mars– god of war
Rōmulus– legendary founder and first king of Rome
Remus– Rōmulus' twin brother

1. Rhēa Silvia est filia rēgis. Quoque ancilla deae Vestae est. Mars Rhēam Silviam
2. vīsitat, et mox fēmina puerōs geminōs parit. Pātriuus Rhēae Silviae iubet servum
3. puerōs in rīvum pōnere. Rīvus altus est, et puerī in terram nāvigant. Lupa liberōs
4. servat. Tum servus puerōs spectat et ad casam puerōs portat. Servus et
5. marīta puerōs in casā cūrānt.
6. Ubī puerī sunt virī, oppidum aedificāre volunt. Rōmulus mūrūm aedificat.
7. Rōmulus Remō mūrūm mōnstrat. Remus rīdet. Rōmulus est irātus. Rōmulus
8. Remum necat. Rōmulus oppidum aedificat. Rōmulus oppidum Rōmam appellat.
9. Nunc Rōmulus est rēx.

Notā Bene:

aedificāre volunt = they wish to build

GLOSSARY

<i>rēgis</i>	of a king
<i>quoque</i> , adv.	also
<i>vīsītō</i> , <i>vīsītāre</i>	to visit
<i>mox</i> , adv.	soon
<i>geminus</i> , <i>ī</i> , m.	twin
<i>pareō</i> , <i>parere</i>	to give birth to
<i>pātriuus</i> , <i>pātrui</i> , m.	paternal uncle (father's brother)
<i>Rhēae Silviae</i>	of Rhea Silvia
<i>iubeō</i> , <i>iubere</i>	to order
<i>in</i>	into
<i>rīvus</i> , <i>ī</i> , m.	river, stream
<i>pōnere</i>	to put, to place
<i>altus</i> , <i>a</i> , <i>um</i> , adj.	deep
<i>lupa</i> , <i>ae</i> , f.	a female wolf
<i>ad</i> , preposition + accusative	to
<i>casa</i> , <i>ae</i> , f.	house
<i>marīta</i> , <i>marītae</i> , f.	wife
<i>cūrō</i> , <i>cūrāre</i>	to care for
<i>ubi</i> , adv.	when
<i>mūrū</i> , <i>mūrī</i> , m.	wall
<i>rīdeō</i> , <i>rīdere</i>	to laugh
<i>irātus</i>	angry
<i>necō</i> , <i>necāre</i>	to kill
<i>nunc</i> , adv.	now
<i>appellō</i> , <i>appellāre</i>	to call, name
<i>rēx</i> , nominative, sing., m.	king

^AThe students should follow these steps to success for this reading comprehension exercise.

- Read the English title. (It is often a clue to the theme or content of the reading.)
- Read the Latin text all the way through without any attempt at translation.
- Read the questions in order to know what to look for in the reading.
- Read the selection again.
- Go back and begin answering the questions.

Translation:

Rhea Silvia is the daughter of the king. She is also a maidservant for the goddess Vesta. Mars visits Rhea Silvia, and soon the woman gives birth to boys, twins. The uncle of Rhea Silvia orders a servant to put the boys into the river. The river is deep, and the boys sail onto the land. A wolf guards the children. Then a servant sees the boys and carries them to his own house. The servant and his wife care for the boys in the house. When the boys are men, they want to build a town. Romulus builds a wall. Romulus shows the wall to Remus. Remus laughs. Romulus is angry. Romulus kills Remus. Romulus builds a town. Romulus calls the town Rome. Now Romulus is king.

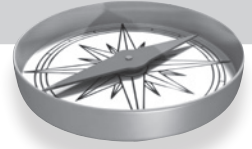
Question & Answer



1. According to this reading, besides being the daughter of a king, Rhēa Silvia was _____.
 - a. the cousin of Aenēas
 - b. the mother of twin boys
 - c. a servant of Mars
 - d. a goddess of a river
2. *Geminōs* in line 2 _____.
 - a. means “twins”
 - b. is an appositive
 - c. is accusative
 - d. all of the above
3. The verb *nāvigant* in line 3 implies that _____.
 - a. there was a flood
 - b. the babies were in something like a boat
 - c. the river was nearly dry
 - d. the babies had been thrown into the sea
4. Which family member below is not mentioned in the reading?
 - a. uncle on the father’s side
 - b. husband
 - c. wife
 - d. grandfather
5. Which word or phrase below best characterizes the prevailing emotion between Rōmulus and Remus?
 - a. brotherly love
 - b. jealousy and anger
 - c. anger followed by total remorse and loss
 - d. sadness followed by joy
6. What is the case of *Vestae* in line 1?
 - a. nominative
 - b. dative
 - c. accusative
 - d. none of the above
7. Which of the following words serves as a direct object in line 6?
 - a. *casā*
 - b. *puerī*
 - c. *oppidum*
 - d. *Rōmulus*
8. What is the function of *Remō* in line 7?
 - a. subject
 - b. direct object
 - c. predicate nominative
 - d. indirect object

It is a great hope that someday you will take an Advanced Placement test in Latin. Preparation for AP tests must begin in the earliest stages of Latin and continue throughout your study of the language. These questions are of the type that you are likely to encounter on an AP test or the National Latin Exam at a higher level.

Culture Corner: Relatives



The Romans had more words for relatives than we do and also more exact words. This fact probably indicates that the Romans placed more value on the extended family than we do in America today. Remember that *familia* meant **everyone** who lived in the household, even slaves. ^B

pater – father

māter – mother

avus – grandfather

avia – grandmother

nepōs – grandson

neptis – granddaughter

pātriuus – a father’s brother, a paternal uncle

amita – a father’s sister (Oddly, the Romans did not seem to use this term in the same way that we would use *aunt*, but consider the use of *pātriuus* above. What may this tell you about Roman society?)

avunculus – a mother’s brother, a maternal uncle (This word means literally “little grandfather.” How does this term signal a different relationship between a maternal and a paternal uncle?)

mātertera – a mother’s sister, a maternal aunt (This word literally means “ma-relative-relative; *māter* means just “ma-relative.” What might a Roman child, like one of us today, first call his mother?)

patruēlis – a cousin on the father’s side (a male or a female cousin)

cōnsōbrīnus and *consōbrīna* – a male and female cousin, respectively, on the mother’s side

^BSuggested Project:

Create your own Latin family tree using the Latin words provided above. You can include photographs of your family members, or draw pictures of them dressed as Romans!

