Classical Subjects Creatively Taught™

LATIN Alive!

BOOK 2

PRO MUNDI BENEFICIO

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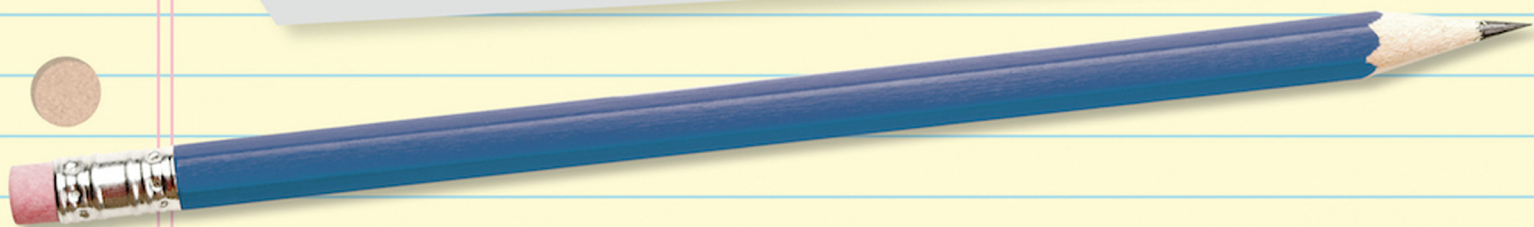
Latin Alive! Book 2: Teacher's Edition

Table of Contents

Unit 3

Unit 4

Appendices

Preface

Teachers,

This teacher's edition is intended to provide you with as much support as possible during the course of this text. For that reason, this edition supplies you with much more than an answer key. In addition to the exact text of the student edition, you will find:

- further explanations on some of the more complex grammar lessons;

- teacher's tips for conveying ideas or warning of common student pitfalls;

- additional exercises for further practice;

- supplemental worksheets for practice in declining nouns and adjectives, conjugating verbs, and parsing words;

- suggested projects in each unit review chapter based on the history and culture lessons presented;

- unit reviews with suggestions on how to prepare students for the unit tests; and

- unit tests to aid in assessing student comprehension of the material covered in each unit.

BEFORE YOU BEGIN

The scope and sequence of this text is designed to serve two sets of Latin students. First, for those who have completed *Latin Alive! Book 1*, this text will build upon the foundation already established. In *Latin Alive! Book 2* you will find that some chapters contain review material that may take little time to cover. Other chapters may contain some review material, but will also introduce new concepts and important information the students have not yet learned. Review lessons are arranged in such a way as to provide a logical springboard from the familiar to the unknown via related material.

Second, for those who have completed a grammar school series such as *Latin for Children*, this text provides an entry point to advanced grammatical studies. *Latin Alive! Book 2* reviews all the major lessons introduced in *Book 1* that are not commonly found in the grammar school texts. Thus, there is no need to fear "missing" anything from the first text. These review lessons are woven into new material so as to provide an increasing challenge for those who have studied with *Latin Alive! Book 1*.

In addition to the review and new material, the text also contains a great wealth of supplemental material. Therefore, it is our suggestion that you read through the entire teacher's edition before creating your lesson plans. You may not have time to fit it all in, so it would be best to pick and choose what you feel will serve your class the best.

The following are a few teacher tips that will be useful throughout the text:

Latin Around the World: Each chapter begins with a maxim that will take students around the world as we present the national mottoes for twenty-seven nations along with their coats of arms. Many of these Latin-rendered mottoes are inspired by ancient texts. Teachers will find many of these mottoes strategically placed in order to assist with introducing new grammar as well as reviewing previous lessons.

Oral Practice: Although Latin is no longer spoken in most cultures, a student has much to gain from oral practice of the language. 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 to communicate Latin orally, 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 speaking Latin an obtainable goal for any classroom. First, chapter 1 begins with an in-depth lesson on the pronunciation of the Latin language. Each chapter reinforces this first lesson 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 *Latin Alive! Book 3*. 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 include not only scripted Latin for oral practice in your lesson plans, but some more natural conversation as well. Get students to think (or speak) on their feet. Many chapters provide a bonus segment called *Colloquāmur*, which means "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 a few other topics, such as games or 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 increase the students' confidence in Latin.

Practice, Practice, Practice: You will notice that each time the text introduces a noun, pronoun, adjective, or verb type, the following exercise immediately asks students to decline or conjugate the words to which they were just introduced. Students cannot practice these forms enough—orally or in writing. Often the authors of this text have suggested additions to these practices that may help students better imbed new grammar concepts.

Parsing and Labeling Sentences: Many of the sentence-translation exercises ask students to parse and label sentences. A math teacher would never accept final answers to mathematical problems in which the students had failed to show their work. Likewise, Latin students ought to regularly practice analyzing the grammatical structure of sentences and show their work as they do so, just as they are asked to do in a math class. With simple sentences, this direction is straightforward. Students can use the same abbreviations and symbols as they use in their English classes. (If English and Latin are taught by two different teachers, be sure that the two teachers 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 does. Teachers may therefore 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. In instances such as these, students must begin learning to leave the analytical behind, trust in the skills they have learned, and read the Latin.

Latin Passages: Beginning in chapter 2, each chapter contains a Latin reading featuring a person or event from the period of the Roman Empire. Virtually every reading has been adapted from a piece of original Latin literature. A few readings or portions of them are unadapted, meaning they are as the author originally wrote them. We made adaptations solely for the purpose of simplifying grammar where necessary to bring the reading within the students' grasp. By allowing students the opportunity to read about the great events and characters of the Roman Empire, we believe they will gain a great understanding of the people who spoke this ancient language. In many cases, this means students have the opportunity to read firsthand

accounts of major historical events, such as Pliny's letter describing the eruption of Mount Vesuvius and the destruction of Pompeii. 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 Empire in this text, students will also gain a deeper understanding of and appreciation for the origins of Western civilization.

Reading Aides: In order to assist the students as they learn to read Latin, the text provides several reading aides or tips with each passage. Most chapter readings begin with a list of characters. This will help students distinguish whom or what the proper nouns represent. While each reading will review much of the vocabulary the students have learned, it is necessary to provide additional vocabulary for these stories. Any new words or grammatical structures not introduced in preceding chapters will appear in a 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 in the succeeding section. Often we provide students with more than one possible translation for these words in order to help them see that a word (or phrase) can have a range of meaning. We also want them to learn that there can be more than one way to properly translate a text.

Some Latin words in later passages are underlined rather than italicized. An example might be the Latin word <u>honor</u>, which means "honor." These underlined "eye" Latin words are not included in the glossary. Since these words resemble their English counterparts so closely, we ask students to use their "eye" Latin to discern the meanings. Other phrases in the passage may appear in **bold type**. These are usually phrases that contain grammar too difficult for most students to grasp. The full translation for such phrases is provided immediately following the passage. These more difficult phrases 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 to read original Latin literature, we feel it best to acquaint them with such constructions as they progress 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. We 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 follows each chapter reading. While these can serve as written assignments, they also provide a tremendous opportunity for class conversation about each 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 for the Advanced Placement Latin Exam.

Unit Reviews: The text includes six unit review chapters. The focus of each chapter is to build the students' reading skills. Each unit review features a story (also based on the history or culture of Rome) that reviews some of the vocabulary and grammar concepts learned in previous chapters. The story is followed by a lesson on one or more rhetorical devices that appear in that passage. These passages, too, are adapted from ancient authors. In order to learn to truly appreciate Latin literature, students need to understand more than words and grammar. They need to learn about the style of writing. These mini lessons highlight some of the more common rhetorical devices used throughout Latin literature.

Each unit review concludes with a two-part reading comprehension segment. The first part consists of a series of multiple-choice questions. The format of the story and the questions that follow is similar to what one might see on the National Latin Exam or the Advanced Placement Exam. The second part consists of an essay question that asks students to interpret some aspect of the passage and provide support for their interpretations by citing the author. The purpose of these questions is to train students in literary analysis. These, too, were inspired by the free-response questions one would see on the Advanced Placement Exam.

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.

• Go back and begin answering the questions.

IX

Assessments: The teacher's edition includes six unit tests. Students should take these tests upon completion of the corresponding unit review chapters. The unit tests assess not only the grammar the students have learned, but also the students' abilities to apply that grammar to a reading passage. In the unit review chapters, this teacher's edition will also provide notes to assist you in guiding students through a period of grammar review via the unit reading. This will help students prepare for the unit tests found in this teacher's edition. Before you read through the unit reading with your students, take time to review the unit test yourself. Then, with this information in mind, discuss with your students the types of constructions in the passage that might appear on the test. The unit readings and unit tests will always seek to review first and foremost the grammar lessons of that unit. The tests will also often test students on items from previous units where appropriate. The readings in the unit tests are the same readings found in the unit reviews, so if you need to check on the translations for those readings, just take a peek at the translations provided in the back of the book for the unit review readings.

This teacher's edition does not include chapter quizzes. In some classes, however, a short chapter quiz may be appropriate. Such a quiz should focus on the vocabulary and grammar charts or definitions learned in that chapter. It is advisable to keep these quizzes fairly short and simple, the purpose being to ensure that the students are staying on top of the memory work (e.g., memorization of vocabulary, grammatical forms, and grammatical terms).

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 students should then write down 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.

Thank you for choosing *Latin Alive! Book 2* 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.

S.D.G.,
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Acknowledgments

Chapter 1

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

Latin has, for many years, carried with it a sense of foreboding. Many perceive it 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 and continue to do so today. 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 even in the small one-room schoolhouses of the backwoods. The truth is that English is actually much harder to learn than Latin. 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. He would be relieved to find great common ground, for the Latin and English 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 twenty letters:

<div align="center">A B C D E F G H I L M N O P Q R S T V X</div>

The letters *k*, *y*, and *z* were later added from the Greek alphabet when Romans wanted to adapt Greek words to the Latin language. The letters *j*, *u*, and *w* were added at much later stages for the purposes of adapting the Latin alphabet for use in other languages. The letter *j* became the consonant form of *i*; *u* became 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 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 new letters as you study Latin, but only learn to live without a few.

SECTION 2. Phonics

While the alphabet will pose little or no problem for Marcus, our Roman friend, English 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 English phonic rules he must learn. His native Latin is much simpler and very easy to understand. In Latin, 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. Take a look at the following table.

CONSONANT	PHONETIC RULE	LATIN EXAMPLE
c	always hard as in **c**at, never soft as in **c**ent.	cantō **I sing** [B] cēna **dinner**
g	always hard as in **g**oat, never soft as in **g**entle.	glōria **glory** genus **birth**
i (j)	as a consonant appearing before a vowel, pronounce as the *y* in **y**ellow.	iam **now** Iuppiter **Jupiter**
r	often rolled as in Spanish or Italian	rēctus **straight**
s	always like the *s* in **s**it, never like the *z* sound in plea**s**e.	semper **always** senātus **senate**
t	always like the *t* in **t**able, never like the *sh* sound in na**ti**on.	teneō **I hold** ratiō **reason**
v	sounds like the *w* in **w**ine	vīnum **wine** victōria **victory**

[B]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.

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

then   **th**eater   **th**yme

Once again, Marcus will be overwhelmed. He must learn another set of rules in order to know how to pronounce consonant blends, such as *th*, in varying settings. Latin, on the other hand, 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. (While *bs* and *bt* are treated as clusters of two separate consonants each, the remaining "blends" are treated as single consonants—the second letter of each blend being part of the first.) [C]

CONSONANT BLEND	PHONETIC RULE	LATIN EXAMPLE
bs, bt	*b* sounds like *p*	urbs (urps) **city** obtineō (op-tin-ey-oh) **I hold**
gu (after the letter *n*), qu	sounds like *gw*, *qw* as in pen**gu**in and **qu**art. (the combinations *gu* and *qu* are treated as a single consonant) [D]	lingua **tongue, language** quod **because** equus **horse** [E]
ch	each sound pronounced individually like **ch**orus, not like ba**ch**elor	charta **paper, document** Chaos **Chaos**

[C]Two letters written to represent one sound, like these, are called *digraphs*.

[D]If *gu* occurs after a letter other than *n*, the *u* acts like a vowel and creates a separate syllable, like the English word "contiguous."

[E]Contrast the Latin words *pinguis* and *contiguus* (see section on syllabication and accent).

th	each sound pronounced individually like goa**th**erd, not like **th**en or **th**eater.	thymum **thyme** theātrum **theatre**
ph	each sound pronounced individually like u**p h**ill, though most people pronounce it *f* as in **ph**iloso**ph**y	philosophia **philosophy** Orpheus **Orpheus**

Doubled consonants are letters that are written twice in a row. Each letter is treated as a separate consonant.

DOUBLED CONSONANTS	PHONETIC RULE	LATIN EXAMPLE
bb, cc, dd, etc.	pronounced by taking approximately twice as long to say as a single consonant	ecce (ec-ce) **look!** puella (puel-la) **girl**

Related to consonant blends and doubled consonants are double consonants, the letters *x* and *z*. These are sounds written with one letter but representing two.

DOUBLE CONSONANTS[F]	PHONETIC RULE	LATIN EXAMPLE
x	sounds like the *ks* in e**x**tract, not the *gz* in e**x**ert.	nox **night** rēx **king**
z	sounds like the *z* in **z**oo [G]	zeta **room, cabin**

Before moving on to vowels, it is important to get some technical terminology out the way. There are two groups of consonants that are convenient to lump together under separate labels.

The first is a *stop*, and the consonants that come under this label are ones that stop the flow of air when you pronounce them. Just try saying the letter *p* by closing your lips together but never opening them again. You can't. All the *stops* are like this. They stop the flow of air midway through pronunciation. They are *b, p, d, t, g,* and *c*.

The second label is *liquid*, which includes the two consonants *l* and *r*. Stops and liquids will be important for understanding **syllabication** and **accent** rules in sections 3 and 4.[H]

Vowels in Latin consist of the typical *a, e, i, o,* and *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 clearly marked by a macron (from the Greek word *makros* (μακρός), meaning "long").

SHORT	LATIN EXAMPLE	LONG	LATIN EXAMPLE
a as in **a**like	casa **hut**	*ā* as in f**a**ther	stāre **to stand**
e as in p**e**t	memoria **memory**	*ē* as in th**e**y	cēna **dinner**
i as in p**i**t	inter **between**	*ī* as in mach**i**ne	īre **to go**
o as in p**o**t	bonus **good**	*ō* as in h**o**se	errō **I wander**
u as in p**u**t	Marcus **Mark**	*ū* as in r**u**de	lūdus **school**

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

DIPHTHONG	PRONUNCIATION	LATIN EXAMPLE
ae	sounds like the *ai* in **ai**sle	fēminae, aequus[J] **women, equal**
au	sounds like the *ou* in **ou**t	laudō, auctor **I praise, author**
ei	sounds like the *eigh* in w**eigh**	deinde **then**

eu	pronounced *eh-oo*[K]	heu **alas!**
oe	sounds like the *oi* in c**oi**l	proelium **battle**
ui	pronounced *oo-ee* as in t**wee**t	huic, cui **to this, to whom**

The final version of the alphabet in Latin is as follows:
Capitals: A B C D E F G H I K L M N O P Q R S T U/V X Y Z
Small: a b c d e f g h i k l m n o p q r s t u/v x z

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 languages to learn. 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 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

1. 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)

2. Between two vowels or a vowel and a diphthong (never divide a diphthong):
   Cha-os   proe-li-um

3. Before a single consonant:
   me-mo-ri-a   fē-mi-nae

Special Rules:

4. 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)

5. After the letter *x*. Though it is technically two consonants, it is indivisible in writing, so we divide after it:[L]
   ex-i-ti-um   ex-e-ō

6. Before *s* + a stop, if the *s* is preceded by a consonant:
   mōn-stro   ad-scrip-tum

Each syllable has a characteristic called **quantity**. The quantity of a syllable is its length—how much time it takes to pronounce or say that syllable. A long syllable has twice the quantity or length of a short syllable. It is easy to tell the quantity of 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 have:

1. a long vowel (marked by a macron);

2. a diphthong; or

[J]The first *u* accompanies the *q*. Just as in English, a *q* is always followed by *u* and makes the sound *kw*. Only the second *u* in this and similar words is pronounced as a distinct vowel.

[K]There is no pause between the pronunciation of the two vowels.

[L]Though some grammars teach you to divide before it.

3. a short vowel followed by two consonants or a double consonant (*x* or *z*), except if there are two consonants that consist of a stop + a liquid (e.g., the second syllable of *a-la-cris* stays short before the *cr*).

Otherwise, syllables are short. The first two rules are said to make a syllable long by nature because the vowel sound is naturally long. The last rule is said to make a syllable long by position, because the length depends on the placement of the vowel within that word. Recognizing the length of a syllable will become particularly important when reading poetry later on in your learning.

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

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

TE **Exercise 1.** Practice dividing the following Latin words into syllables and underline the long syllables.

1. **dominus**	2. **annus**	3. **cōnsilium**	4. **theātrum**
5. **ager**	6. **oppidum**	7. **ferōx**	8. **audiō**
9. **sanctus**	10. **equitēs**	11. **cōnscrībō**	12. **extrā**
13. **exactus**	14. **philosophia**	15. **prōcreō**	16. **continuus**

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 present the present to the birthday girl.

They object to the object of the speech.

The underlined words, called heteronyms, are spelled the same, yet each one is pronounced differently and has a different meaning. 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 accent can only fall on one of the last three syllables of a word. Each one of these syllables has a name. The last syllable is referred to as the **ultima**, meaning "last" in Latin. The next-to-last syllable is called the **penult** (from *paene ultima*, meaning "almost last"). The syllable third from the end is known as the **antepenult** (from *ante paene ultima*, which means "before the almost last"). Which one of these syllables carries the accent depends on the length of the syllables.

The rules for accent are as follows:

1. In words of two syllables, always accent the penult or first syllable: **aúc-tōr**.

2. In words of more than two syllables, accent the penult (next-to-last syllable) when it is long: **for-tū́-na**.

3. Otherwise, accent the antepenult (third-to-last syllable): **fé-mi-na**.

4. The ultima will never carry the accent unless it is a one-syllable word: **nóx**.

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

TE **Exercise 2.** Return to the first exercise and practice accenting the words that you have already broken down into syllables. (Accents are indicated by a slanted mark above vowels like this: *aú*, *ó*, etc. and can be placed atop macrons like this: *ā́*, *ḗ*, *ī́*, *ṓ*, *ū́*.)

ᴹ *Nota Bene:* Please note that in this section we are talking about syllable length (or quantity) 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.

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.); and 3) inflection. English mostly relies 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, as in this example:

<div align="center">Rome attacks Egypt.</div>

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:

<div align="center">Egypt attacks Rome.</div>

Rome 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 Romans! Latin's word order is much looser than English, so it relies on the use of inflection to communicate meaning. **Inflection** (from the Latin *īnflectere*, meaning "to change, warp") is the changing of a word's form by the addition of an affix, such as a prefix or an ending. We often use inflection in English to indicate the difference between singular and plural, and Latin does the same:

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

However, Latin also uses inflection to express the relationship between words in the same sentence:

<div align="center">Aegypt**am** Rōm**a** oppugna**t**.   Rōm**a** Aegypt**am** oppugna**t**.   Rōm**a** oppugna**t** Aegypt**am**.</div>

Each of the above sentences means the same thing—"Rome attacks Egypt"—even though the word order is different. It is the ending on each word 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:

<div align="center">Ships sail from Rome and will attack Egypt.</div>

<div align="center">Nāv**ēs** Rōm**ā** nāviga**nt**, et Aegypt**am** oppugnā**bunt**.</div>

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

It would appear that because 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 3. Define the following terms using complete sentences.

1. Diphthong
2. Syllabication
3. Syllable quantity
4. Accent
5. Penult
6. Function words
7. Inflection

> **ᴺA 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 Cornelius would be Cornelia. The daughter of Julius would be Julia. If a man had more than one daughter, the following additions were made:
>
> First daughter: Cornelia Maior (Older Cornelia)
>
> Second daughter: Cornelia Minor (Younger Cornelia)
>
> Third daughter: Cornelia Tertia (Third Cornelia)
>
> It is often fun to ask the girls in your class what their Roman names might be according to this tradition.

Derivative Detective

SIMILAR VOCABULARY, DIFFERENT PRONUNCIATION

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.

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

animal	clāmor	honor	genus	horror
toga	status	paenīnsula	interim	neuter
poēta	ulterior	arēna	herba	firmus

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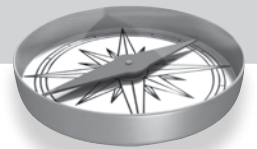
Most people today have three names: first, middle, and last (or surname):

Matthew James Moore

Have you ever thought about the purpose 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, James is a name inherited from this boy's ancestors. 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 (Matthew), unless you have a nickname or preference for your middle name. Your middle name is reduced to an initial on most documents (Matthew J. Moore). Rarely does anyone call you by both your first and middle name (Matthew James) 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: **praenomen**, **nomen**, and **cognomen**:

Gaius Julius Caesar

The cognomen (Caesar) was similar to our surname. It identified the family to which that person belonged. The nomen (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; his daughter would be called Julia. This was the name by which a person was most often addressed publicly. (Girls, would you like to inherit your father's name?) The praenomen was the person's own unique name. Only the person's family and closest friends would address the person with this name. The praenomen was the name often reduced to an abbreviation: G. Julius Caesar.

Our names usually do not change, except in the instance of marriage. The Romans, however, sometimes changed or added an **agnomen** (an additional name) 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 agnomen "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*. Matthew James Moore, for example, would be *Matthaeus Iacobus Morus*. You can also read the **Colloquāmur** section to choose an authentic Roman name for yourself.[N]

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. If you can't find a match, choose another Roman name for yourself. Then, use the conversation guide to introduce yourself to your classmates. Don't forget to pronounce the names correctly!

BOYS	
Albertus	Laurentius
Antōnius	Leō
Bernardus	Leonardus
Carolus	Ludovīcus
Chrīstophorus	Mārcus
Cornēlius	Martīnus
Dominicus	Matthaeus
Eduardus	Michael
Ferdinandus	Patricius
Francīscus	Paulus
Frederīcus	Petrus
Gregōrius	Philippus
Gulielmus	Raymundus
Henrīcus	Robertus
Iacōbus	Rūfus
Ioannes	Silvester
Iōsēphus	Stephanus
Iūlius	Timotheus
Iūstīnus	Victor

GIRLS	
Aemilia	Marīa
Agatha	Monica
Alma	Patricia
Anastasia	Paula
Angela	Paulīna
Anna	Roberta
Barbara	Rosa
Caecilia	Stella
Catharīna	Teresia
Chrīstīna	Ursula
Clāra	Vēra
Deana	Vēronica
Dorothēa	Victōria
Flōra	Viŏla
Flōrentia	Virginia
Iūlia	Vīviāna
Iūliāna	
Lūcia	
Margarīta	

CONVERSATION GUIDE

Salvē, nōmen mihi est _____.   Hello, my name is _____.

Quid nōmen tibi est?   What is your name?

Exercise 1

1. do-mi-nus
2. <u>an</u>-nus
3. <u>cōn</u>-si-li-um
4. the-<u>āt</u>-rum
5. a-ger
6. <u>op</u>-pi-dum
7. fe-<u>rōx</u>
8. <u>au</u>-di-ō (au is a diphthong)
9. <u>san</u>-ctus
10. e-qui-<u>tēs</u>
11. <u>cōn</u>-<u>scrī</u>-<u>bō</u>
12. <u>ex</u>-<u>trā</u>
13. <u>ex</u>- <u>actus</u>
14. phi-lo-so-phi-a (ph is a single consonant sound)
15. <u>prō</u>-cre-<u>ō</u>
16. <u>con</u>-ti-nu-us

Exercise 2

1. dó-mi-nus
2. án-nus
3. cōn-sí-li-um
4. the-ât-rum
5. á-ger
6. óp-pi-dum
7. fé-rōx
8. aú-di-ō
9. sán-ctus
10. é-qui-tēs
11. cōn-scrî-bō
12. éx-trā
12. ex-ác-tus
14. phi-lo-só-phi-a
15. prô-cre-ō
16. con-tí-nu-us

Exercise 3

1. **Diphthong:** A diphthong is two vowels blended together to create one sound and one syllable.
2. **Syllabication:** Syllabication is the act of dividing a word into its individual syllables.
3. **Syllable quantity:** Syllable quantity is the length of time it takes to pronounce a syllable. Quantities may be long or short.
4. **Accent:** Accent is the vocal emphasis placed on a particular syllable of a word.
5. **Penult:** The penult is the next-to-last syllable of a word.
6. **Function words:** Function words express the relationship between other words.
7. **Inflection:** Inflection is the changing of a word's form by the addition of an affix.

Derivative Detective

á-ni-mal
clá-mor
hó-nor
gé-nus
hór-ror
tó-ga
stá-tus
pae-nín-su-la
ín-te-rim
neú-ter
po-é-ta
ul-té-ri-or
a-ré-na
hér-ba
fír-mus

Notes
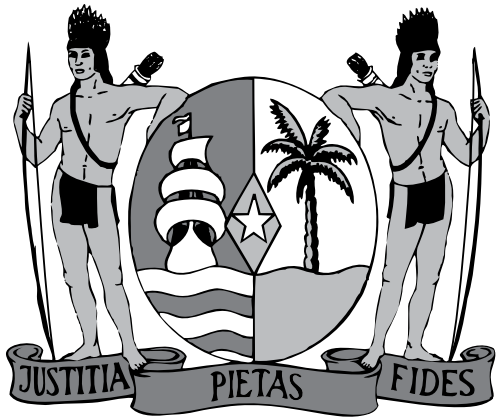
Justitia, pietas, fides
Justice, piety, loyalty
    —The Republic of Suriname**ᴬ**

ᴬEach of these words is nominative singular—a great reminder for students on the various forms the nominative singular can take from declension to declension.

Suriname is a nation located in South America. In the past, the nation has also been known as Netherlands Guiana and Dutch Guiana.

Chapter 2

- case review
  - first and second declension
- nominative case
  - subject
  - predicate nominative
- accusative case
  - direct object
  - predicate accusative
  - place to which
- appositives and apposition

VOCABULARY

Nouns		
LATIN	**ENGLISH**	**DERIVATIVES**
bēstia, -ae, f.	beast, wild animal	(bestial)
capulus, -ī, m.	coffin	
cista, -ae, f.	box; money-box	(cyst)
cupiditās, cupiditātis, f.	desire	(cupidity)
os, ossis, n.	bone	(ossuary)
quercus, -ūs, f.	oak tree	(quercetin, quercitron)
stūdium, -ī, n.	enthusiasm, zeal	(studious)

Verbs		
fugiō, fugere, fūgī, fugitum	to flee, run away	(fugitive)
intermittō, intermittere, intermīsī, intermissum (inter + mittere)	to leave off, interrupt	(intermission)
perferō, perferre, pertulī, perlātum (per + ferre)	to bear through, carry on	(perforate)
recūsō, -āre, -āvī, -ātum	to refuse	(recuse)

9

ADJECTIVES, ADVERBS, CONJUNCTIONS, etc.		
cupidus, -a, -um, adj.	desirous	(cupid)
honestus, -a, -um, adj.	honorable, honest	(honest)
hīc, adv.	here	
quoque, conj.	also	
tamen, adv.	nevertheless	
ubi, rel. adv./conj.	when; interrog. adv. where	

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

SECTION 6. Case Review: First and Second Declension

Case is the form of a noun, pronoun, or a modifier that reveals its job, or how it functions, in a sentence. In Latin, there are seven cases. The first five you ought to know very well by now. Nonetheless, we will spend the next few chapters reviewing the jobs or functions for each of the five main cases and introducing a few new uses as well. In addition, we will look at two less-familiar cases: vocative and locative. We will begin with a look at the seven cases for the first two noun declensions. Even though you have not yet learned the locative, we will include it here so that you can begin memorizing the forms for this case.

SINGULAR

CASE	1st DECL. FEMININE	2nd DECL. MASCULINE	2nd DECL. NEUTER
NOMINATIVE	-a	-us/-r	-um
GENITIVE	-ae	-ī	-ī
DATIVE	-ae	-ō	-ō
ACCUSATIVE	-am	-um	-um
ABLATIVE	-ā	-ō	-ō
VOCATIVE	-a	-e/-i/-r	-um
LOCATIVE	-ae	-ī	-ī

PLURAL

CASE	1st DECL. FEMININE	2nd DECL.[B] MASCULINE	2nd DECL. NEUTER
NOMINATIVE	-ae	-ī	-a
GENITIVE	-ārum	-ōrum	-ōrum
DATIVE	-īs	-īs	-īs
ACCUSATIVE	-ās	-ōs	-a
ABLATIVE	-īs	-īs	-īs
VOCATIVE	-ae	-ī	-a
LOCATIVE	-īs	-īs	-īs

[B]***Nota Bene:*** Notice that the second declension masculine has two options for the nominative singular. The ending *-us* is by far the most common. There is, however, a sizeable group of nouns that end in *-r* instead.

exemplī gratiā: *magister, vir, puer, et cetera*

Remember that although the first declension is predominantly feminine in gender, there are a few masculine exceptions. Each one of these exceptions is easy to recognize, however, because it describes what would have been a man's occupation in antiquity. You can use the acronym PAINS to help you remember the most common of these exceptions:

Poēta (**Pī**rāta)   **A**gricola   **I**ncola   **N**auta   **S**crība[c]

There are also some feminine exceptions in the second declension.[D] Do you remember what these exceptions refer to? The most common feminine exceptions are the noun *humus* (ground) and the names of trees (see the Latin in Science segment at the end of this chapter for examples). This is because the Romans believed that dryads, goddesses of nature, inhabited trees.

Exercise 2. Decline the nouns *bēstia*, *vir*, and *stūdium*. Do not include the locative case.[E]

Exercise 3. Identify the case, number, and gender of the following nouns. Include all possibilities. Do not include the locative case.

1. bēstiam
2. capulō
3. cistae
4. amīce
5. virōrum
6. scrībās
7. culpā
8. verbum
9. puerī
10. causīs
11. arma
12. annōs
13. quercum
14. glōriae
15. stūdia

[c]**Nota Bene:** Students familiar with the *Latin for Children series* (*LFC*) and *Latin Alive! Book 1* (*LA1*) will not have seen *scrība*.

[D]A beautiful example of dryads borrowed into modern literature may be seen in *The Chronicles of Narnia* series by C.S. Lewis.

[E]**Nota Bene:** The locative case is used for a select group of nouns: *humus*, *rūs, domus*, and the names of towns and small islands in the Mediterranean Sea. While we want students to begin memorizing the locative case endings as a part of a whole declension, students should not practice declining or identifying nouns as locative that cannot appear in that case.

Section 7. Nominative Case

We often refer to the nominative case (from the Latin *nōmen*, meaning "name") as the naming case. For those of us learning Latin, the nominative case is a point of reference or identification for every Latin noun because it is the standard form used to list Latin words in the dictionary. This case has two important functions that you have already learned.

A. SUBJECT

The subject tells who or what is doing the action.

Brūtus Caesarem oppugnat.   **Brutus** attacks Caesar.

Quis Caesarem oppugnat? **Brūtus**.   Who attacks Caesar? **Brutus**.

It is evident by the nominative ending *-us* that Brutus is the subject, the one attacking Caesar.[F]

[F]It may seem weird to us as English speakers, but in Latin a person is a noun and, like all other nouns, a name (and the name's spelling) is affected by case.

B. PREDICATE NOMINATIVE

The predicate nominative (from Latin *praedicāre*, meaning "to declare") is a noun or adjective that renames the subject. Generally, predicate nominatives will following linking verbs such as *est* (is) and *sunt* (are).

Brūtus est **vir honestus**.   Brutus is an **honorable man**.

Quis est Brūtus? Est **vir honestus**.   Who is Brutus? He is an **honorable man**.

Exercise 4. In each of the following sentences, underline the subject and circle the predicate nominative. Then translate the sentences into English.

1. Marcus erat amīcus.

2. Illud erat magna culpa.

3. Amīcus meus est fidēlis et iūstus.

4. Haec sunt ossa in capulō.

5. Beātī sunt pauperēs.

SECTION 8. Accusative Case

The accusative case gets its name from the Latin verb *accūsāre* (to accuse). This case shows who or what is receiving the action of the subject, much in the same way that the "accused" is receiving the charge or blame of the prosecution in a trial.

A. DIRECT OBJECT

The primary function for the accusative case is the direct object.

<div align="center">Caesarī corōnam offert.   He offers the crown to Caesar.</div>

B. PREDICATE ACCUSATIVE

A predicate is simply a construction that tells more about a person or object appearing in a sentence. You have already learned that the predicate nominative is a noun or adjective that follows a linking verb and renames the subject (which is also in the nominative case). A predicate accusative renames or refers to the direct object (which is also in the accusative case). Often verbs of *naming*, *choosing*, *appointing*, *making*, and *showing* take a predicate accusative in addition to a direct object. The predicate accusative, like the predicate nominative, may be either a noun or an adjective.

<div align="center">Senātōrēs creāre Caesarem rēgem nōluērunt.
The Senators did not want to create/elect/make Caesar king.</div>

<div align="center">Antōnius Brūtum honestum appellat.
Antony calls Brutus honest.</div>

C. PLACE TO WHICH

Shows motion *toward* an object.

<div align="center">Captīvōs ad urbem tulit.   He brought captives to the city.</div>

Exercise 5. Identify the accusative nouns and how they are functioning within each sentence. Do *not* translate the sentences into English.

1. Multōs captīvōs ad urbem tulit.

2. Pater fīliam "Iuliam" nominat.

3. Malum virī faciunt.

4. Vōs vīdistis mē.

5. Brūtus Caesarem cupidum glōriae appellat.

6. Ad īnfīnītum et ultrā!

7. Bēstiae in silvam fugiunt.

8. Caesar exercitum in urbem mittit.

9. Senātōrēs duōs virōs consulēs Rōmae legent.

10. Dīscipulōs amāre Latīnum volō.

<div style="border:1px solid black; padding:8px;">

ᴳAdditional Practice: Ask students to create five sentences that each contain an appositive, with each sentence representing one of the five cases. Then, review the examples together as a class.

Example Sentences:

Nominative: Marcus, discipulus, est puer bonus. Marcus, the student, is a good boy.

Genitive: Hic est liber Marcī, discipulī. This is the book of Marcus, a student.

Dative: Dīcēbam Marcō, discipulō. I was speaking to Marcus, a student.

Accusative: Vīdistine Marcum, discipulum? Have you seen Marcus, a student?

Ablative: Ambulābit cum Marcō, discipulō. He will walk with Marcus, a student.

</div>

The **appositive** is another way to further describe a person or object that appears in a sentence. An appositive is a word or phrase that modifies a noun. The appositive appears in the same case as the noun it modifies and generally appears in **apposition** to (directly following) the noun it modifies. Thus, appositives can appear in any case. (Unlike Latin appositives, English appositives are often set apart with commas.)

Marcus Antōnius, **amīcus Caesaris**, in forō stat.
Marc Antony, **friend of Caesar**, stands in the Forum.

Marcum Antōnium, **amīcum Caesaris**, videō.
I see Marc Antony, **friend of Caesar**.^G

[TE] **Exercise 6.** Parse, label (each part of speech), and translate the following sentences. Mark apposition using the letters "App."

1. Multī eum amāvērunt, multī tamen necāre Caesarem cupīvērunt.

2. Fugite cupiditātem glōriae!

3. Uxor Caesaris, Calpurnia, eum ad senātum īre nōn cupit.

4. Caesar in senātum intrāverat, quoque Antonius.

5. Nōn creāvērunt Caesarem rēgem.

6. Ossa ducis magnī in capulō sunt.

7. Hominēs ratiōnem āmīsērunt.

8. Senātōrēs Caesarem rēgem recūsāvērunt.

Chapter Reading

[TE] For the translation, see the Teacher's Pages at the end of this chapter.

CAESAR'S EULOGY

On March 15, 44 BC, a group of senators conspired to assassinate Julius Caesar. They feared he was growing too powerful and would soon become king. After Caesar's assassination, the conspirators, led by Brutus, faced the people of Rome to offer a defense of their actions. Brutus explained to the people that they had acted to prevent the ambitious Caesar from becoming king, a thing that every Roman had feared since the expulsion of King Tarquinius Superbus. Brutus then permitted Marc Antony, Caesar's close friend, to address the crowd.

This reading is a translation of Marc Antony's speech as it appears in William Shakespeare's *Julius Caesar*, act III, scene ii.

CHARACTERS

Julius Caesar: Roman dictator assassinated by a group of conspirators in the Senate.

Marc Antony: Julius Caesar's close friend and right-hand man.

Brutus: Senator and conspirator in Caesar's assassination; he is a descendant of Lucius Brutus, who expelled the last king from Rome centuries before.

Amīcī, Rōmānī, cīvēs! *Aurēs vestrōs* mihi date! **Vēnī ut Caesarem sepelīrem, nōn ut eum laudārem.** *Malum quod* virī faciunt post eōs vīvit; *bonum saepe est humātum* cum ossibus eōrum. Dēbet esse quoque cum Caesare. Nōbilis Brūtus vōbīs dīxit, "Caesar erat *cupidus glōriae*." Sī hoc vērum est, erat magna culpa. Et Caesar *graviter* illī culpae **poenam dedit.** Hīc per *permissiōnem* Brūtī et *aliōrum*—nam Brūtus est vir honestus; omnēs *alterī* sunt virī honestī—vēnī **ut dīcerem** in *fūnere* Caesaris. Erat amīcus meus, mihi fidēlis <u>iūstusque</u>, sed Brūtus dīxit, "Erat *cupidus glōriae*;" et Brūtus est honestus. Multōs captīvōs ad urbem Rōmam *tulit, quōrum pecūnia redemptiōnis* cistās urbis *complēvit. Vīsumne est hoc* in Caesare cupiditās glōriae? Ubi pauperēs *lacrimāvērunt*, Caesar *flēvit*. Cupiditās glōriae *sevērior* esse dēbet: sed Brūtus dīxit "Caesar erat

studiōsus glōriae," et Brūtus est vir honestus. Vōs omnēs vīdistis mē in diē *Lupercāliōrum* **eī ter offerentem corōnam rēgālem**, *quam* is recūsāvit ter. Eratne haec rēs *studium glōriae*? Brūtus, tamen, dīxit, "Erat *cupidus glōriae*;" et *certē* Brūtus est vir honestus. Ego nōn dīcō contrā *opīniōnem* Brūtī, sed dīcō hīc **rēs quās** sciō. Vōs omnēs *ōlim* eum amāvistis, nōn *sine* causā: *quae* causa *lūctum vestrum* prōhibet? Ō ratiō! Fūgistī ad bēstiās, et hominēs ratiōnem āmīsērunt. *Mēcum* perferte! *Cor* meum est in capulō ibi cum Caesare, et **necesse est** mihi intermittere **dōnec ad mē id reveniat**.

PHRASES

Vēnī ut Caesarem sepelīrem, nōn ut eum laudārem = I came to bury Caesar, not to praise him. (This sentence uses the subjunctive mood, which you will learn in *Latin Alive! Book 3.**)

poenam dedit = he paid a penalty

ut dīcerem = so that I might speak, to speak (*Note the similarities between this phrase and the earlier one.)

eī ter offerentem corōnam rēgālem = thrice offering him the crown of a king

rēs quās = things which

necesse est = it is necessary

dōnec ad mē id reveniat = until it returns to me

GLOSSARY

aurēs	ears
vestrōs	your
malum	the evil
quod (relative pronoun)	that, which
bonum	the good
saepe (adv.)	often
est humātum	is buried
cupidus glōriae	ambitious (literally, "desirous of glory")
graviter (adv.)	gravely
permissiō, permissiōnis, f.	leave, permission
aliōrum (genitive)	others
nam (adv.)	for
alterī (nominative)	the others
fūnus, fūneris, n.	funeral
tulit	(third-person singular, perfect tense of *ferre*)
quōrum	whose
pecūnia redemptiōnis	ransom (literally, "money of redemption")
compleō, complēre, complēvī, complētum	to fill
vīsumne est hoc	did this seem . . . ?
lacrimō, āre	to cry
fleō, flēre, flēvī	to weep
sevērior (comparative of sevērus)	sterner
studiōsus, a, um (adj.)	zealous, eager
Lupercāliōrum (gen. pl. of the Lupercal)	The Lupercal was an ancient celebration that was held each February.
quam (relative pronoun, acc., sing. f.)	which
studium glōriae	ambition (litreally "desire of glory")
certē (adv.)	certainly, surely
opīniō, opīniōnis, f.	opinion

ōlim (adv.).. once
sine (prep. + abl.) .... without
quae (interrogative adj., nom, sing, f.).................................... what (modifying causa)
lūctus, lūctūs, m... grief, mourning
mēcum .... cum mē
cor, cordis, n.. heart

Respondē Latīnē! (Respond in Latin!)ᴴ

[TE] 1. Quis est amīcus Caesaris?

2. Quālis amīcus erat Caesar?

3. Quis est inimīcus Caesaris?

4. Quid erat culpa Caesaris?

5. Ubi est Caesar nunc?

Quis = who

Quālis = what kind of

Quid = what

ᴴThis oral exercise will follow each chapter reading. Ask your students to listen while you read the question out loud. The students should then respond out loud in Latin based on the reading. To assist the students in answering the question, you may want to suggest that they repeat the question as a statement and then fill in the requested information. All answers can be found within the passage. These oral exercises are a great tool to begin building oral proficiency and greater confidence in language skills. These practices may be slow and awkward at first, but with practice the oral skills of your students will grow.

ᴵSome examples of these patterns include:

1. Transitive: Multōs captivōs ad urbem Rōmam tulit, quōrum pecūnia redemptiōnis cistās urbis complēvit.

2. Intransitive: Sī hoc vērum est, erat magna culpa.

Time-Out!

You may have noticed that Latin word order is different from what you are accustomed to in English. So let's take a brief "time-out" to look at some basic sentence patterns in Latin.

1. INTRANSITIVE SENTENCE

An **intransitive** sentence does not require a direct object. The word "in-trans-itive" comes from the Latin words *trāns* (across) and *īre* (to go) along with the prefix *in* (not). The action of an intransitive verb does *not go across* to an object.

Typical intransitive sentence word-order patterns:

S – V (subject – verb)

S – LV – PrN (subject – linking verb – predicate nominative)

2. TRANSITIVE SENTENCE

A **transitive** sentence does contain an accusative direct object. Note that the name for this sentence pattern does not include the negative prefix "in." It therefore describes an action that must *go across* to a direct object that can receive the verb's action.

Typical transitive sentence word-order patterns:

S – O – V (subject – object – verb)

Reading Challenge: Can you identify some examples of these patterns in the chapter reading?ᴵ

Caveat Discipulus: Latin is a fluid language and does not have to consistently hold to these patterns, but they can provide a good frame of reference for most Latin prose.

ABOUT THE AUTHOR: WILLIAM SHAKESPEARE

The reading in this story is unique. It is a Latin translation of a very famous speech in *Julius Caesar*, a play written by William Shakespeare. The influence of Rome on Shakespeare is evident in this play. It is not,

15

however, the only one of Shakespeare's plays to be inspired by ancient history and literature. Shakespeare drew from the writings of Plutarch in creating the play *Antony and Cleopatra*. The plays of Seneca influenced his writing of *Macbeth*. Plautus's comedy *The Menaechmi* inspired Shakespeare's *The Comedy of Errors*. From Ovid's *Metamorphoses*, Shakespeare drew the tales of *Titus Andronicus* and, perhaps his most famous work, *Romeo and Juliet*. Indeed, Shakespeare owes much to ancient literature. Many of the authors who inspired him will make appearances in this text. Watch for these About the Author segments to learn more about the ancient muses who have inspired authors throughout the ages.

"Eye" Latin

Some words look the same in Latin as they do 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.[J]

What are some examples of "eye" Latin in the chapter reading?

[J]Some examples of the "eye" Latin that students will find in the chapter reading include: *Rōmānī*, *honestus*, *glōriae*, *rēgālem*, and *causa*.
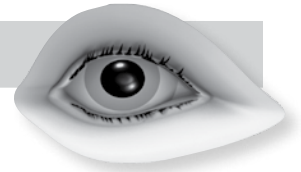
Colloquāmur!

Here are a few more phrases that can be used in your Latin class and beyond.

Sī placet.	Please.
Grātiās tibi agō.	Thank you (sing.).
Grātiās vōbīs agō.	Thank you (pl.).
Mea culpa.	My bad.
Omnēs sūrgite.	Everyone rise.
Omnēs sedēte.	Everyone sit down.
Aperīte librōs.	Open the books.
Claudite librōs.	Close the books.
Distribuite chartās.	Pass the papers.
Intellegisne hoc?	Do you understand this?
sīc est	yes
minimē	no

Latin in Science

Most nouns in the second declension are either masculine or neuter. However, there are a few gender exceptions, just as there are in the first declension. Interestingly, many feminine nouns of the second declension name trees. Trees are feminine because the Romans believed that female spirits called dryads inhabited trees.

These Latin words have survived through the ages as the scientific classification for trees. Landscape architects and gardeners still use these words every day. Use a Latin dictionary to discover which trees these words represent. You will find that a few of the common names for trees also derive from some of these words.

Quercus	Iuniperus
Ulmus	Fīcus
Cyparissus	Prūnus
Laurus	Mālus
Fraxinus	Alnus

Exercise 1

BĒS-ti-a, BĒS-ti-ae
CA-pu-lus, CA-pu-lī
CIS-ta, CIS-tae
cu-PI-di-tās, cu-pi-di-TĀ-tis
OS, OS-sis
QUER-cus, QUER-cūs
STU-di-um, STU-di-ī
FU-gi-ō, FU-ge-re, FŪ-gī, FU-gi-tum
in-ter-MIT-tō, in-ter-MIT-te-re,
 in-ter-MĪ-sī, in-ter-MIS-sum

PER-fer-ō, per-FER-re, PER-tul-ī, per-LĀ-tum
re-CŪ-sō, re-cū-SĀ-re, re-cū-SĀ-vī, re-cū-SĀ-tum
CU-pi-dus, CU-pi-da, CU-pi-dum
ho-NES-tus, ho-NES-ta, ho-NES-tum
HĪC
QUO-que
TA-men
U-bi

Exercise 2

Singular			
Nominative	bēstia	vir	stūdium
Genitive	bēstiae	virī	stūdiī
Dative	bēstiae	virō	stūdiō
Accusative	bēstiam	virum	stūdium
Ablative	bēstiā	virō	stūdiō
Vocative	bēstia	vir	stūdium

Plural			
Nominative	bēstiae	virī	stūdia
Genitive	bēstiārum	virōrum	stūdiōrum
Dative	bēstiīs	virīs	stūdiīs
Accusative	bēstiās	virōs	stūdia
Ablative	bēstiīs	virīs	stūdiīs
Vocative	bēstiae	virī	stūdia

Exercise 3

1. *bēstiam* — acc., sing., f.
2. *capulō* — dat./abl., sing., m.
3. *cistae* — gen./dat., sing., f.; nom./voc., pl., f.
4. *amīce* — voc., sing., m.
5. *virōrum* — gen., pl., m.
6. *scrībās* — acc., pl., m.
7. *culpā* — abl., sing., f.
8. *verbum* — nom./acc./voc., sing., n.
9. *puerī* — gen., sing., m.; nom./voc., pl., m.
10. *causīs* — dat./abl., pl., f.
11. *arma* — nom./acc./voc., pl., n.
12. *annōs* — acc., pl., m.
13. *quercum* — acc., sing., f.
14. *glōriae* — gen./dat., sing., f.; nom./voc., pl., f.
15. *stūdia* — dat./abl., pl., n.

Exercise 4

1. <u>Marcus</u> erat ⟨amīcus⟩   Marcus was a friend.
2. <u>Illud</u> erat magna ⟨culpa⟩   That was a great fault.
3. <u>Amīcus</u> meus est ⟨fidēlis et iūstus⟩   My friend is faithful and just.
4. <u>Haec</u> sunt ⟨ossa⟩ in capulō.   These are bones in the coffin.
5. ⟨Beātī⟩ sunt <u>pauperēs</u>.   Blessed are the poor.

Exercise 5

        DO   PtW
1. Multōs captīvōs (ad urbem) tulit.

        DO   PrAc
2. Pater fīliam "Iuliam" nominat.

   (SbAdj)DO
3. Malum virī faciunt.

            DO
4. Vōs vīdistis mē.

        DO   PrAc
5. Brūtus Caesarem cupidum glōriae appellat.

             PtW
6. (Ad īnfīnītum) et ultrā!

           PtW
7. Bēstiae (in silvam) fugiunt.

        DO   PtW
8. Caesar exercitum (in urbem) mittit.

              DO   PrAc
9. Senātōrēs duōs virōs consulēs Rōmae legent.

        AcSI   DO
10. Dīscipulōs amāre Latīnum volō.

Exercise 6

  S(SbAdj)   DO   V   S(SbAdj) adv. CInf   DO   V
1. Multī   eum   amāvērunt, multī   tamen necāre Caesarem cupīvērunt.
  n/p/m   ac/s/m 3/p/pf   n/p/m   ac/s/m   3/p/pf
  Many loved him; many, however, desired to kill Caesar.

     SV   DO   PNA
2. Fugite cupiditātem glōriae!
  imp/pl   ac/s/f   g/s/f
  Flee the desire of glory!

      S   PNA   App.   DO   P   OP   CInf adv   V
3. Uxor Caesaris, Calpurnia,   eum ad senātum   īre   nōn cupit.
  n/s/f g/s/m   n/s/f   ac/s/m   ac/s/m   3/s/pr
  The wife of Caesar, Calpurnia, does not desire him to go to the senate.

        S   P OP (PtW)   V   conj   SN
4. Caesar (in senātum)   intrāverat, quoque Antonius.
  n/s/m   ac/s/m   3/s/ppf   n/s/m
  Caesar had entered into the senate, also Antony.

    adv.   SV   DO   PrAc
5. Nōn creāvērunt Caesarem rēgem.
          3/p/pf   ac/s/m ac/s/m
  They did not create/elect/make Caesar king.

      S   PNA   adj.   P OP (PW)   LV
6. Ossa   ducis magnī (in   capulō)   sunt.
  n/p/n g/s/m g/s/m   ab/s/m   3/p/pr
  The bones of the great leader are in the coffin.

       S   DO   V
7. Hominēs ratiōnem āmīsērunt.
  n/p/m   ac/s/f   3/p/pf
  The men lost (their) reason.

	S	DO	PrAc	V
8.	Senātōrēs	Caesarem	rēgem	recūsāvērunt.
	n/p/m	ac/s/m	ac/s/m	3/p/pf

The senators rejected Caesar as king.

Translation

Friends, Romans, Countrymen! Give me your ears! I came to bury Caesar, not to praise him. The evil that men do lives after them; the good is often buried with their bones. Also it should be thus with Caesar. The noble Brutus has said to you, "Caesar was desirous of glory." If this is true, it was a great fault. And Caesar has gravely paid the penalty for that fault. Here through permission of Brutus and the others—for Brutus is an honorable man; all the others are honorable men—I have come to speak in Caesar's funeral. He was my friend, faithful and just to me, but Brutus has said, "He was desirous of glory"; and Brutus is an honorable man. He brought many captives to the city of Rome, whose ransoms filled the coffers of the city. Did this seem in Caesar desire for glory? When the poor have cried, Caesar has wept. Ambition ought to be more severe: but Brutus has said "Caesar was eager for glory," and Brutus is an honorable man. You all saw me on the Lupercal three times offering him the crown, which he three times refused. Was this matter a desire for glory? Brutus, however, has said, "He was ambitious"; and surely Brutus is an honorable man. I do not speak against the opinion of Brutus, but I say here things that I know. You all loved him once, not without cause: what cause prohibits your grief? O reason! You have fled to beasts, and men have lost their reason. Bear with me! My heart is in the coffin with Caesar, and it is necessary for me to pause until it returns to me.

Respondē Latīnē!

1. Quis est amīcus Caesaris? — Who is the friend of Caesar?
   Marcus Antōnius est amīcus Caesaris. — Marcus Antonius is a friend of Caesar.

2. Quālis amīcus erat Caesar? — What kind of friend was Caesar?
   Erat fidēlis iūstusque. — He was faithful and just.

3. Quis est inimīcus Caesaris? — Who is the enemy of Caesar?
   Brutus est inimīcus Caesaris. — Brutus is an enemy of Caesar.
   Senātōrēs sunt inimīcī Caesaris. — The Senators are enemies of Caesar.

4. Quid erat culpa Caesaris? — What was the fault of Caesar?
   Cupiditās/studium glōriae erat culpa Caesaris. — The desire of glory was the fault of Caesar.

5. Ubi est Caesar nunc? — Where is Caesar now?
   Caesar est in capulō. — Caesar is in the coffin.

Latin in Science

Quercus	Oak
Ulmus	Elm
Cyparissus	Cypress
Laurus	Laurel
Fraxinus	Ash Tree
Iuniperus	Juniper
Fīcus	Ficus (Fig Tree)
Prūnus	Plum Tree
Mālus	Apple Tree
Alnus	Alder

Suggested Activity: Nature Walk

Look up the names of a few more trees indigenous to your area. Then take a nature walk and practice identifying the trees by their Latin names.

Quālis arbor est? What kind of tree is it?

Est _____. It is a _____.

Notes