

CHAPTER

1

Parts of Speech; Nouns: Number, Gender, Case (Nominative and Accusative);
First Declension Nouns



Oil painting of Romulus and Remus with the wolf. By Peter Paul Rubens (1577–1640).

MEMORĀBILE DICTŪ

SPQR: Senātus Populusque Rōmānus.

“The Senate and the People of Rome.”

These four letters form what is known as an acronym, one that symbolized supreme power in ancient Rome.

READING

This story describes how Rome was said to have been founded in 753 BCE. King Numitor of Alba Longa was overthrown by his cruel and ambitious brother Amulius, who not only seized the throne, but so feared that one of Numitor's male descendants might have a legitimate claim on it that he made Amulius' daughter Rhea Silvia a priestess of the goddess Vesta. These priestesses were not allowed to marry during their childbearing years.

RŌMULUS ET REMUS

- 1 Mārs est deus. Mārs Rhēam Silviam amat. Itaque Rhēa Silvia duōs
filiōs habet: Rōmulum et Remum. Amūlius Rhēam Silviam vinculīs
claudit. Amūlius Rōmulum et Remum in aquam pōnit. Lupa ad aquam
ambulat. Lupa Rōmulum et Remum bene cūrat et amat. Rōmulus et
5 Remus crēscunt. Postea Rōmulus et Remus Rōmam aedificant.



Famous bronze statue of the she-wolf and the twins.



READING VOCABULARY

ad aquam – to the water

aedificant – build

*amat – loves

*ambulat – walks

Amūlius – Amulius

*aquam – water

*bene – well

claudit – locks up

crēscunt – grow up

*cūrat – takes care of, cares for

deus – god

duōs – two

*est – is

*et – and

filiōs – sons

habet – has

in aquam – into the water

*itaque – and so

*lupa – she-wolf

Mārs – Mars, the god of war

pōnit – puts

*postea – afterwards, later

Remum – Remus

Remus – Remus

Rhēa Silvia – Rhea Silvia

Rhēam Silviam – Rhea Silvia

*Rōmam – Rome

Rōmulum – Romulus

Rōmulus – Romulus

vinculīs – with chains

*Words marked with an asterisk will need to be memorized later in the chapter.

COMPREHENSION QUESTIONS

1. Whose sons are Romulus and Remus?
2. What did Amulius do?
3. Who saved the life of Romulus and Remus?
4. What did Romulus and Remus do?

LANGUAGE FACT I

PARTS OF SPEECH

The *parts of speech* used in a Latin sentence determine its meaning, just as in English. While the noun and the verb are the two most important, other common parts of speech are listed below.

Noun: a person, place, thing, idea, action, or quality. Examples: “Romulus,” “river,” “courage.”

Pronoun: a word that stands in place of a noun that has been previously mentioned or is clear from context. Examples: “I,” “she,” “him,” “it.”

Adjective: a word that limits or defines a noun or a pronoun. Examples: “little,” “strong.”

Adverb: a word that limits or defines verbs, adjectives, or (other) adverbs. Examples: “very,” “quietly.”

Verb: a word that describes an action or state of being. Examples: “go,” “stay,” “was.”

Preposition: a word that begins a prepositional phrase, such as “in,” “to,” “on,” “for,” “by,” “with.” A prepositional phrase is a preposition joined to a noun. Examples: “in the morning,” “with a sharp pencil.”

Conjunction: a word that connects words, phrases, clauses, and sentences. Examples: “and,” “but,” “although.”

Interjection: a word that expresses emotion. Examples: “wow!”

► EXERCISE 1

Review the meanings and identify the parts of speech of the following words. The Reading Vocabulary may be consulted.

- | | |
|---------------|------------|
| 1. filiōs | 6. et |
| 2. bene | 7. lupa |
| 3. aedificant | 8. claudit |
| 4. ad | 9. Rōmam |
| 5. ambulat | 10. amat |



VOCABULARY TO LEARN

NOUNS

agricola, agricolae, m. – farmer
aqua, aquae, f. – water
āthlēta, āthlētae, m. – athlete
fīlia, fīliae, f. – daughter
lupa, lupae, f. – she-wolf
nauta, nautae, m. – sailor
poēta, poētae, m. – poet
puella, puellae, f. – girl
Rōma, Rōmae, f. – Rome
terra, terrae, f. – land

VERBS

amat – he/she/it loves
ambulat – he/she/it walks
cūrat – he/she/it takes care of, cares for
est – he/she/it is

ADVERBS

bene – well
postea – afterwards

CONJUNCTIONS

et – and
itaque – and so

Aqueducts carried water (*aqua*) to the cities in the Roman world. This aqueduct built in 19 BCE, which stretched across the Gard River, was named the Pont du Gard and brought water to the city of Nîmes in France in ancient times.





BY THE WAY

Each *noun* given in the vocabulary has two forms. The second form is the genitive singular.

A *derivative* is an English word rooted in a Latin word. The English derivative is similar in meaning and form to its Latin source.



STUDY TIP

An English derivative often can help you remember what a Latin word means.

► EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word.

1. She shows a considerable filial respect toward her father.
2. Agriculture is a science of cultivating the land.
3. The ship is equipped with all the necessary nautical instruments.
4. We saw all kinds of fish in the aquarium.
5. This is an all-terrain vehicle.
6. When will the athletic competition start?
7. She has a truly poetic nature.

LANGUAGE FACT II

NOUNS: NUMBER, GENDER, CASE (NOMINATIVE AND ACCUSATIVE)

Nouns in Latin show number, gender, and case.

Number: Latin nouns are either singular or plural in number. Number is shown in different ways by different types of nouns, but some ending-patterns are for singular forms, and other ending-patterns are for plural forms.

Gender: Every noun, likewise, is either masculine, feminine, or neuter in gender. You must learn the gender of each noun. In the Vocabulary to Learn lists, the gender is indicated by the common abbreviations *m.* (masculine), *f.* (feminine), or *n.* (neuter).

Case: Latin nouns must have an ending-pattern that displays case. This is quite different from English, in which case is indicated by word position, and not by endings (although case markers are preserved in certain pronouns, such as “he” and “him”). A noun’s case reveals what function the noun has in the sentence. There are five common cases: nominative, genitive, dative, accusative, and ablative. Two less frequently used cases are called the vocative and the locative.



STUDY TIP

An easy way to remember the names of the five common cases is to use this mnemonic device:

N ever	N ominative
G ive	G enitive
D ogs	D ative
A ny	A ccusative
A buse	A blative

Nominative: The nominative case identifies the subject. The subject is a noun or a pronoun that performs the action or exists in a state of being. In the sentence “William is reading,” the word “William” is the subject.

Example: *Mārs . . . amat.* Mars loves . . .

The noun subject of the verb “love” is the god Mars.

Find more examples of nominatives and their verbs from the reading passage at the beginning of the chapter.

The nominative case *also* identifies the predicate nominative. In the sentence “William is a student,” the predicate nominative is “a student.” A predicate nominative completes the meaning of the verb “to be.” Look at this example from the reading:

Example: *Mārs est deus.* Mars is a god.

Mārs is the subject and *deus* is a predicate nominative.

Accusative: The fourth case listed is called the accusative; the genitive, dative, and ablative cases will be discussed in later chapters. The accusative case points out the noun (or pronoun) that is the direct object. Remember: direct objects receive the action of the verb. In the sentence “I am writing a letter,” the direct object is “a letter.”

Example: *Mārs Rhēam Silviam amat.* Mars loves Rhea Silvia.

The direct object of “love” is the noun *Rhēam Silviam*.

Find more examples of accusatives and their verbs from the reading passage at the beginning of the chapter.

► EXERCISE 3

- a. Identify whether the nouns in bold in these sentences are subjects, direct objects, or predicate nominatives. The Reading Vocabulary may be consulted.
- b. Label each sentence as *vĕrum* (true) if it agrees or *falsum* (false) if it disagrees with the Latin reading passage at the beginning of the chapter.

Example: Amūlius est **deus**.

Predicate nominative falsum

1. **Rhĕa Silvia** Rōmulum et Remum cūrat.
2. Amūlius **Rōmulum** et **Remum** bene cūrat.
3. Amūlius **lupam** vinculis claudit.
4. **Mārs** Rōmulum et Remum in aquam pōnit.
5. Lupa **Rhĕam Silviam** cūrat.
6. **Amūlius** ad aquam ambulat.



The power of the city of Rome, founded according to legend by Romulus, is symbolized by these four letters that are prominently displayed in various places within the city.

LANGUAGE FACT III

FIRST DECLENSION NOUNS

A *declension* is a group of nouns that show a certain pattern of word endings. There are five different declensions in Latin. In the reading about Romulus and Remus, these are the forms belonging to the first declension:

Rhēam Silviam Rhēa Silvia aquam lupa Rōmam

Notice that the text says *Rhēa Silvia* when she is the subject, and *Rhēam Silviam* when she is the direct object.

The first declension is composed of words that characteristically have the vowel **a** at or near the end of the word: *lupa*.

Below is the pattern that first declension nouns follow to show case and number. Memorize the Latin words in order from the nominative singular down to the ablative singular, and then from the nominative plural down to the ablative plural.

Remember that the endings for a whole group of nouns follow this pattern. Once you learn this pattern, you can recognize the case and number of all the words belonging to this declension.

In this chapter, you have begun to learn about the nominative and accusative cases. The other cases will be explained in later chapters.

First Declension						
	Singular			Plural		
Nominative	lupa	the she-wolf		Nominative	lupae	the she-wolves
Genitive	lupae	of the she-wolf		Genitive	lupārum	of the she-wolves
Dative	lupae	to/for the she-wolf		Dative	lupīs	to/for the she-wolves
Accusative	lupam	the she-wolf		Accusative	lupās	the she-wolves
Ablative	lupā	by/with the she-wolf		Ablative	lupīs	by/with the she-wolves

Dative and ablative plural of the words *filia*, “daughter,” and *dea*, “goddess” is **filiābus** and **deābus**. This is to distinguish these forms from the corresponding forms of *filius*, “son,” and *deus*, “god.”



STUDY TIP

Notice that the ablative singular ending **-ā** has a long mark (macron) above it: this is the only difference between the nominative and ablative singular endings.



STUDY TIP

Notice that the dative and ablative plural endings are identical.

Here are more words belonging to the first declension:

puella – girl *filia* – daughter *terra* – land

Most first declension words are feminine in gender, but a few (usually ones that indicate masculine occupations in ancient times) are masculine. Examples are *poēta*, “poet”; *agricola*, “farmer”; *nauta*, “sailor”; *āthlēta*, “athlete.”

► EXERCISE 4

Identify the case of each singular noun. Then change each form into plural. For some, more than one answer is possible.

Example: *filia*

nominative *filiae*

1. *puellae*
2. *nautam*
3. *terram*
4. *agricola*
5. *aquae*
6. *puellā*
7. *āthlētā*



Like the Greek wrestlers portrayed on this ancient bas-relief, Roman athletes were also fond of the sport of wrestling.

► EXERCISE 5

Identify the case of each plural noun. Then change each form into the singular. For some, more than one answer is possible.

Example: puellās
accusative puellam

1. filiae
2. terrīs
3. nautārum
4. lupae
5. aquīs
6. poētārum
7. agricolae



BY THE WAY

In all declensions, endings are added to the base of a noun. It is important to know that the base of a noun is found by removing the ending from its genitive singular form. For example, the genitive singular of *puella* is *puellae*. If you remove the *-ae* from *puellae*, what remains is the base of the word, namely *puell-*. For this reason, learning the genitive singular is as important as knowing the nominative singular of the noun.



STUDY TIP

Always learn the genitive together with the nominative, because from the genitive you will know to which declension a word belongs!



A wall painting depicting a Roman farmer (*agricola*) with his sheep.

► EXERCISE 6

Translate from Latin into English, and from English into Latin. The most common Latin word order is :

subject – direct object – verb.

1. Agricola terram amat.
2. The athlete loves water.
3. Nauta filiam amat.
4. The poet loves Rome.
5. Agricola terram cūrat.
6. The she-wolf cares for (is taking care of) the girl.



BY THE WAY

Even though the most common word order is subject – direct object – verb, remember that endings—not word order!—determine which word is the subject and which is the direct object.

TALKING

When we meet one person, we greet her/him with *salvē!* When we meet two or more people, we greet them with *salvēte!* When we bid goodbye to one person, we say *valē!* When we bid goodbye to two or more people, we say *valēte!*

Here are various ways to ask “how are you?” or “how are you doing?”:

Quōmodo valēs? or *Quōmodo tē habēs?* or *Quid agis?*
“How are you?”

Here is a range of possible answers:

bene “well”
pessimē “very bad”
optimē “great”
melius “better”
mediocriter “so-so” or “not too bad”
meliusculē “a little better”
male “bad”



SAYING HELLO

Marīa, Helena et Christīna sunt (*are*) discipulae (*students*).

Marīa: Salvēte, Helena et Christīna!

Christīna: Salvē, Marīa!

Helena: Salvē, Marīa!

Marīa: Quōmodo valēs, Helena? Quōmodo valēs, Christīna?

Helena et Christīna: Bene. Quōmodo tū (*you*) valēs, Marīa?

Marīa: Pessimē.

Helena et Christīna: Cūr? (*Why?*)

Marīa: Timeō linguam Latīnam (*I fear the Latin language*).

Helena: Ego (*I*) linguam Latīnam amō.

Christīna: Et ego linguam Latīnam amō!

First and Second Conjugation Verbs; Principal Parts; Properties of Verbs:
Number, Person, Tense, Stem; The Infinitive; Subject and Verb Agreement



This wall painting from Pompeii shows three actors on a stage. At the left is an actor wearing a slave's mask. At the right are two actors, usually men, portraying females.

MEMORĀBILE DICTŪ

Inter sacrum saxumque.

“Between a rock and a hard place,” literally “between the sacrificial animal and the rock.” (Plautus, *Captives*, 617)

This expression was used by the Roman comic playwright Plautus in his comedies *The Captives* and *Casina* to indicate a difficult situation for which there seems to be no solution. Characters in many of Plautus' comedies find themselves in such difficult circumstances.

READING

The major Latin literary works from prior to 100 BCE are comedies by two Roman dramatists, Titus Maccius Plautus (ca. 254–184 BCE) and Publius Terentius Afer (called Terence in English), who died in 159 BCE. Plautus is said to have written approximately 130 plays. Only twenty-one, however, still survive. He modeled these plays on Greek comedies written in the fourth and third centuries BCE by various Athenian writers.

Still, Plautus writes for a contemporary Roman audience of all social backgrounds, ranging from slaves to the political elite. His comedies allude to current Roman events, and are noteworthy for their inventive and playful use of the Latin language. Here is an excerpt from his *Menaechmī*.

A merchant from Syracuse (a city on the island of Sicily) has two identical twin sons. When they reach the age of seven, he takes one of them, named Menaechmus, on a business trip. The boy gets lost in a crowd and is adopted by local residents. The remaining twin, Sosicles, is renamed Menaechmus in memory of his lost brother. After this Menaechmus-Sosicles grows up, he travels without knowing it to the town where his twin brother resides. A long series of misunderstandings occur. Menaechmus' friends and family think Menaechmus-Sosicles is Menaechmus, while Messenio, the slave of Menaechmus-Sosicles assumes that Menaechmus is his master. Because the two men are identical twins, the misunderstandings are not surprising, but because neither twin knows of the other's existence they involve numerous complications. Confusion comes to a head when the two Menaechmi finally meet, each still unaware that the other exists. The slave Messenio is present at this meeting, realizes that the two young men are identical in appearance, and gives voice to his surprise.

DĒ MENAECMĪS

- 1 Messeniō: Prō Iuppiter! Quid videō?
Menaechmus Sosiclēs: Quid vidēs?
Messenīō: (*pointing at Menaechmus*) Hic fōrmam tuam habet.
Menaechmus Sosiclēs: Quam fābulam mihi nārrās?
5 Messeniō: Fābulās nōn nārrō. Tū vidēre dēbēs.
Menaechmus Sosiclēs: Papae! (*addressing Menaechmus*) Quōmodo
tē vocant?
Menaechmus: Menaechmum mē vocant.
Menaechmus Sosiclēs: Fābulās nārrās! Mē quoque Menaechmum
vocant.
Messenīō: Sunt sicut duae guttae aquae!
10 Menaechmus Sosiclēs: Quam patriam habēs?



Menaechmus: Sum Syrācūsānus.

Menaechmus Sosiclēs: Ego quoque ibi habitō. Itaque tū es frāter meus.

Salvē, mī frāter! Diū tē exspectō.

Menaechmus: Salvē, mī frāter! Dēbēmus nunc cum patre habitāre.

READING VOCABULARY

cum patre – with father

*dēbēmus – we ought, must

dēbēs – ought, must

dē Menaechmīs – about the Menaechmi <brothers>

*diū – for a long time

es – are

duae guttae aquae – two drops of water

*ego – I

*exspectō – I am waiting for

*fābula, fābulae, f. – story

*fōrma, fōrmae, f. – form, appearance

frāter meus – my brother

gutta, guttae, f. – drop

habēs – do you have

*habet – has

habitāre – to live

*habitō – live, dwell

hic – this (man)

ibi – there

mē – me

Menaechmī – plural of Menaechmus

Menaechmum – Menaechmus

mī frāter – my brother

mihi – to me

nārrās – are you telling, you are telling

*nārrō – I do tell

*nōn – not

*nunc – now

papae! – wow!

*patria, patriae, f. – fatherland

prō Iuppiter! – by Jove!

quam – what?

quid – what?

quōmodo – how?

quoque – also

salvē! – hello!

sicut – as

*sum – I am

sunt – they are

Syrācūsānus – from Syracuse

tē – you

*tū – you

tuam – your

*videō – do I see

vidēre – to see

vidēs – do you see

*vocant – do they call, they call

*Words marked with an asterisk will need to be memorized.

COMPREHENSION QUESTIONS

1. What happens between the two Menaechmi?
2. Who is the first to notice the similarity between the two Menaechmi?
3. What serves as a confirmation that the two Menaechmi are brothers?
4. What is the Menaechmi brothers' intention for the future?

LANGUAGE FACT I

FIRST AND SECOND CONJUGATION VERBS; PRINCIPAL PARTS

A *conjugation* is a class of verbs that all follow a certain pattern. There are four conjugations in Latin. In this chapter, you will learn only about the first and second conjugations.

You recognize a verb's conjugation from its *principal parts*, especially from the second principal part.

The principal parts of a verb provide stems for different verb forms. This chapter will concentrate on the first and second principal parts—most verbs have four. You will learn more about the third and fourth principal parts in later chapters.

The *first principal part* is the first person singular of the present active tense verb form. In the case of the English verb “do,” the first person singular of the present active tense would be “I do.”

The *second principal part* is the infinitive. In English, the infinitive is formed by adding the word “to” to the basic form of the verb: so for the verb “do” the infinitive is “to do.”

nārrō (“I tell”), **nārrāre** (“to tell”), nārrāvī, nārrātum

habēō (“I have”), **habēre** (“to have”), habuī, habitum

Look at the second principal part of the verbs listed above. Note that the second principal part ends in a vowel + **-re**. The vowel that precedes the **-re** reveals the conjugation to which the verb belongs. The long vowel **-ā-** shows that *nārrāre* is a first conjugation verb; the long vowel **-ē-** in *habēre* shows that it is a second conjugation verb.



STUDY TIP

You can easily remember that the vowel **a** is in the first conjugation and the vowel **e** is in the second conjugation, if you know this little rhyme:

A comes before **E**
Even Alphabetical-**ly**.

► EXERCISE 1

Determine the conjugation of each verb by looking at the vowel in the second principal part.

1. videō, vidēre, vīdī, vīsum
2. habitō, habitāre, habitāvī, habitātum
3. nārrō, nārrāre, nārrāvī, nārrātum
4. dēbeō, dēbēre, dēbuī, dēbitum
5. cūrō, cūrāre, cūrāvī, cūrātum
6. exspectō, exspectāre, exspectāvī, exspectātum



VOCABULARY TO LEARN

NOUNS

fābula, fābulae, f. – story

fōrma, fōrmae, f. – form, appearance

patria, patriae, f. – fatherland

VERBS

amō, amāre, amāvī, amātum – to love

ambulō, ambulāre, ambulāvī, ambulātum – to walk

cūrō, cūrāre, cūrāvī, cūrātum – to care for, to take care of

dēbeō, dēbere, dēbui, dēbitum – ought, must, should; to owe

expectō, expectāre, expectāvī, expectātum – to wait for, to await, to expect

habeō, habēre, habuī, habitum – to have

habitō, habitāre, habitāvī, habitātum – to live, to dwell

nārrō, nārrāre, nārrāvī, nārrātum – to tell

sum – I am

parō, parāre, parāvī, parātum – to prepare, to get ready

teneō, tenēre, tenuī, tentum – to hold

videō, vidēre, vīdī, vīsum – to see

vocō, vocāre, vocāvī, vocātum – to call

ADVERBS

diū – for a long time

nunc – now

nōn – not

► EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word.

1. I read a long narrative about the Second World War.
2. Have you worked with “Habitat for Humanity”?
3. The results exceeded our expectations.
4. This seems fabulous!
5. We are watching a video about the field trip.
6. This group is rather vocal about their rights.
7. Are you paying by credit or debit?
8. Everybody started singing a patriotic song.
9. The preparations for the festival were moving at full speed.
10. The octopus has long tentacles.
11. We heard the siren of an ambulance.

LANGUAGE FACT II

PROPERTIES OF VERBS: NUMBER, PERSON

Number: Latin verbs are either singular or plural in number (depending on the number of the subject noun).

Person: Latin verbs, like verbs in English, may be in the first, second, or third person. The person represents the identity of the subject. The first person is “I” or “we.” The second person is “you” (singular or plural). The third person is “s/he/it,” or “they.”

Six endings in Latin indicate what person is performing the action of the verb. They are in the chart below and must be learned along with the corresponding English pronoun.

	Verb Endings		
	Singular		Plural
First person	-ō or -m	I	-mus we
Second person	-s	you	-tis you
Third person	-t	s/he/it	-nt they



BY THE WAY

You have seen the first person singular ending *-m* in the word *sum* (“I am”). The first person singular ending *-ō* is seen more commonly on Latin verbs than the ending *-m*.

► EXERCISE 3

Identify the person and number of each verb.

Example: aedificat
third person plural

1. nārrās
2. vidēs
3. aedificat
4. habēs
5. dēbēs
6. dēbēmus
7. vocant
8. amat

LANGUAGE FACT III

PROPERTIES OF VERBS: TENSE, STEM

Tense: A verb indicates the time when the action occurs. There are six tenses in Latin, but in this chapter you will be focusing only on the present tense, which shows action happening now.

Stem: The present stem conveys the basic meaning of a word. Find the present stem by removing the *-re* from the second principal part.



To form the present tense of a Latin verb, the personal endings for this tense are added to the present stem of the verb. This is called conjugating the verb in the present tense. Remember: the predominant vowel in the first conjugation is an *-ā-* and in the second conjugation an *-ē-*.

First Conjugation: Present Active				
parō, parāre	Singular		Plural	
First person	parō	I prepare	parāmus	we prepare
Second person	parās	you prepare	parātis	you prepare
Third person	parat	s/he/it prepares	parant	they prepare

Second Conjugation: Present Active				
teneō, tenēre	Singular		Plural	
First person	teneō	I hold	tenēmus	we hold
Second person	tenēs	you hold	tenētis	you hold
Third person	tenet	s/he/it holds	tenent	they hold



BY THE WAY

Note that Latin pronouns such as *ego* (I) or *tū* (you) are optional, while the personal endings that indicate the pronoun subject are required. Verb forms in Latin are a “package deal” because in one word they include both the meaning of the verb and the subject pronoun.

Translating Latin verbs into English: There are three ways to translate a Latin present tense verb into English. Here are some examples from both first and second conjugation verbs.

parō: I prepare; I do prepare; I am preparing
 parās: you prepare; you do prepare; you are preparing
 parat: s/he/it prepares; s/he/it does prepare; s/he/it is preparing

tenēmus: we hold; we do hold; we are holding
 tenētis: you hold; you do hold; you are holding
 tenent: they hold; they do hold; they are holding

► EXERCISE 4

Give three English translations for each present tense verb.

Example: teneō

I hold/I do hold/I am holding

- | | |
|---------------|------------|
| 1. vocās | 4. cūrāmus |
| 2. videt | 5. dēbētis |
| 3. exspectant | 6. habeō |

► EXERCISE 5

Choose one of three ways to translate each singular Latin verb and write the plural Latin form of each.

Example: *exspectās*

you wait for *or* do wait for *or* are waiting for *exspectātis*

- | | |
|-------------------|-------------------|
| 1. <i>vidēs</i> | 5. <i>tenēs</i> |
| 2. <i>dēbet</i> | 6. <i>amō</i> |
| 3. <i>ambulat</i> | 7. <i>habitat</i> |
| 4. <i>habeō</i> | |

► EXERCISE 6

Choose one of three ways to translate each plural Latin verb and write the singular Latin form of each.

Example: *parant*

they prepare *or* do prepare *or* are preparing *parat*

- | | |
|---------------------|-----------------------|
| 1. <i>habitāmus</i> | 5. <i>habētis</i> |
| 2. <i>amāmus</i> | 6. <i>vidēmus</i> |
| 3. <i>tenent</i> | 7. <i>exspectātis</i> |
| 4. <i>nārrant</i> | |

LANGUAGE FACT IV

THE INFINITIVE

In the opening of the chapter reading, Messenio addresses his master: *Tū vidēre dēbēs*. “You ought to see.” At the end of the same passage Menaechmus tells his brother: *Dēbēmus nunc cum patre habitāre*. “We ought to live with (our) father now.”

In English, an infinitive is a verb form preceded by the word “to.” In Latin, an infinitive (second principal part) is the verb form that ends with the letters *-re*. The infinitive is unlimited by a specific person: when you say “to read,” you are not specifying any person doing the reading—you are just describing the action itself.



Greek mask of comedy.



First conjugation infinitives have the vowel *-ā-* before *-re*, while second conjugation verbs have the vowel *-ē-* before *-re*.

First conjugation infinitive: **parā-re**

Second conjugation infinitive: **tenē-re**

► EXERCISE 7

Translate the infinitive and indicate whether it belongs to the first or second conjugation.

Example: *amāre*

to love first conjugation

- | | |
|--------------------|----------------------|
| 1. <i>ambulāre</i> | 4. <i>exspectāre</i> |
| 2. <i>habēre</i> | 5. <i>dēbēre</i> |
| 3. <i>nārrāre</i> | 6. <i>vidēre</i> |

LANGUAGE FACT V

SUBJECT AND VERB AGREEMENT

The verb *agrees* in number with the subject. This means that if the noun subject is singular, the verb is singular. Likewise, if the noun subject is plural, the verb must be plural.

Examples:

Puella fābulam nārrat.

The girl tells a story.

The verb *nārrat* has the third person singular ending *-t*, since the noun subject *puella* is singular (as the nominative singular ending *-a* shows).

Puellae fābulās nārrant.

The girls tell stories.

The verb *nārrant* has the third person plural ending *-nt*, since the noun subject *puellae* is plural (as the nominative plural ending *-ae* shows).

► EXERCISE 8

Make the verbs agree with the subjects in the following sentences. The Reading Vocabulary may be consulted.

Example: Messeniō Menaechmum _____ (vidēre).
Messeniō Menaechmum videt.

1. Menaechmus Sosiclēs et Messeniō Menaechmum _____ (vidēre).
2. Menaechmus Sosicles tells Messenio: “Tū fābulās _____ (nārrāre).”
3. Messenio asks Menaechmus: “Quōmodo ego et Menaechmus Sosiclēs tē vocāre _____ (dēbēre)?”
4. Menaechmus answers: “Tū et Menaechmus Sosiclēs mē Menaechmum vocāre _____ (dēbeō).”
5. After Menaechmus Sosicles asks: “Quam patriam habēs?” Menaechmus exclaims: “Quam patriam ego _____ (habēre)? Sum Syracūsānus.”

The Hellenistic era Theatre of Ephesus, which today is in Turkey, was built in the third century BCE into a hillside in the Greek manner. It was enlarged during Roman times in the first and second centuries CE and is said to have accommodated 25,000 spectators.



► EXERCISE 9

Translate into Latin.

1. We ought to wait.
2. You all ought to tell a story.
3. Now they see the fatherland.
4. I take care of the daughter.

► EXERCISE 10

Label each sentence as *vĕrum* (true) if it agrees or *falsum* (false) if it disagrees with the Latin reading passage at the beginning of the chapter.

1. Menaechmus et Menaechmus Sosiclēs sunt sicut duae guttae aquae.
2. Menaechmus Sosiclēs nōn est Syrācūsānus.
3. Menaechmus est Syrācūsānus.
4. Messeniō et Menaechmus sunt sicut duae guttae aquae.

This carving of divinities is on a panel below the stage in the theatre located near the Mediterranean Sea in Sabratha, Libya.



TALKING

In the chapter reading, you encountered the expression:

Quōmodo tē vocant? “How do they call you?”

Mē vocant Menaechmum. “They call me Menaechmus.”

There are various ways of asking someone’s name in Latin:

Quod nōmen est tibi? “What is your name?”

Mihi nōmen est Mariā. “My name is Mary.”

Quod vērō nōmen tibi est? “And what is your name?”

Mihi nōmen est Mārcus. “My name is Mark.”

Quō nōmine appellāris? “By what name are you called?”

Laura appello. “I am called Laura.”

This is a list of some common Roman first names and their abbreviations:

A. = Aulus

C. = Gāius

L. = Lūcius

M. = Mārcus

P. = Pūblius

Q. = Quīntus

Ser. = Servius

Sex. = Sextus

T. = Titus

The Roman naming system consisted of *praenōmen* (first name), *nōmen* (family name), and *cōgnōmen* (surname/nickname).

In the name *Titus Maccius Plautus*: *Titus* is the first name, *Maccius* is the family name, and *Plautus* is a surname (it literally means “flat-footed”).

In the chapter reading, Menaechmus was asked *Quam patriam habēs?* “What fatherland do you have?” and he answered *Syrācūsānus sum*, “I am from Syracuse.”

There are several ways of asking where someone is from in Latin:

Cūiās es? “Where are you from?”

Cūiātēs estis? “Where are you all from?”

Unde es ortus/orta? “Where do you come from (male/female)?”

Unde estis orti/ortae? “Where do you all come from (male/female)?”

Here are some possible answers:

Ortus/orta sum ex Cīvitātibus Foederātis Americae Septentrionālis. Americānus/Americāna sum. “I come from the USA. I am an American (male/female).”

Ortus/orta sum ex Californiā, ex Texiā, ex Ohiō, ex Kentukiā, ex Massacusētā, ex Flōridā, ex Novā Caesarēā, ex Carolinā Septentrionālī, ex Virginiā, ex Indiānā. “I come from California, Texas, Ohio, Kentucky, Massachusetts, Florida, New Jersey, North Carolina, Virginia, Indiana.”

Ortus/orta sum urbe (from the city of) *Novō Eborācō, Bostōniā, Chicāgiā, Angelopolī, Detroitō, Novā Aurēliā, Atlantā, Philadelphīā, Vasintōniā.* “I come from New York, Boston, Chicago, Los Angeles, Detroit, New Orleans, Atlanta, Philadelphia, Washington D.C.”



GETTING ACQUAINTED

Mārcus est discipulus novus. (*Mark is a new student.*)

Marīa: Salvēte! Quōmodo valētis?

Helena et Christīna: Bene valēmus.

Mārcus: Salvēte!

Marīa: Salvē! Quod nōmen est tibi?

Mārcus: Mihi nōmen est Mārcus. Quōmodo tē vocant?

Marīa: Mē vocant Marīam. Cūiās es?

Mārcus: Ortus sum ex Californiā! Cūiās tū es?

Marīa: Ego sum Americāna.

Mārcus: Ego quoque (*also*) sum Americānus. At unde es orta? (*But where do you come from?*)

Marīa: Orta sum urbe Vasintōniā.

Helena: Et ego sum orta urbe Vasintōniā.

Christīna: Et ego sum orta urbe Vasintōniā.

Mārcus: Certē (*certainly*). Schola nostra est Vasintōniae. (*Our school is in Washington, D.C.*)

CHAPTER

3

Second Declension Masculine *-us, -er, -ir* Nouns; Genitive Case; Vocative Case; Prepositional Phrases



The choreographer and actors are detailed in this mosaic from the House of the Tragic Poet in Pompeii.

MEMORĀBILE DICTŪ

Homō sum: hūmānī nihil ā mē aliēnum putō.

“I am a human being: I think that nothing human is foreign to me.” (Terence, *The Self-Tormentor*, 77)

This saying became proverbial, furnishing evidence for Terence’s intense interest in human character.

READING

Terence, or Publius Terentius Afer, was born in North Africa between 195 BCE and 185 BCE. He came to Rome as a slave, received a good education, and was freed. He and Plautus are among the most ancient Roman writers whose works have come to us in non-fragmentary form, and their works are the earliest complete examples of Latin comedy. Six of Terence's comedies have been preserved. Terence died in Greece probably in 159 BCE, where he had traveled because of his studies.

Like Plautus, Terence based his comedies on earlier Greek models, but made many changes to these "originals": stating his own views about comedy-writing in the prologues of his plays, emphasizing the humanity of his individual characters, and using refined, elegant language that contrasts with Plautus' distinctive, colloquial, and often bawdy Latin.

Terence loves moral problems that are universal, common to all cultures and ages. That is why his comedies have continuously remained popular until the present day.

The central conflicts between characters in Terence's *Adelphoi*, a comedy whose Greek title means "The Brothers," remain relevant today. The brothers referred to in the title are Demea, a conservative farmer, who believes in imposing rigid limits and tight controls on his children, and Micio, a liberal city-dweller with a more permissive approach to child-rearing. Demea has two sons: Ctesipho, who lives with his father, and Aeschinus, who has been adopted by his uncle Micio. Demea, however, has begun to regret his decision, because he suspects that Micio has allowed Aeschinus to adopt an undisciplined and wild lifestyle. When he pays an unexpected visit to Micio's household, however, Demea runs into Ctesipho, who is spending time with his brother there. Demea insists on exercising his fatherly authority and tries to take Ctesipho away with him. But he has not anticipated being greeted at the door by the trusted slave Syrus.

DĒ DUŌBUS FRĀTRIBUS

- 1 Dēmea: (*knocking at the door*) Heus, mī fili!!!
Syrus and Ctesipho are inside the house.
Syrus: Quis vocat? Quis est hic vir?
Ctēsiphō: Pater mē vocat. Valdē timeō.
- 5 Syrus: Nōn dēbēs timēre. Dēbēs habēre bonum animum.
Syrus answers the door.
Syrus: Quis es tū?
Dēmea: Salvē, mī bone vir! Ego sum Dēmea, pater Aeschinī et
Ctēsiphontis. Habitō in agrīs. Fīlium meum nunc vidēre dēbeō.
- 10 Syrus: Num ego fīlium tuum habeō? Aeschinus nōn est domī.
Dēmea: Estne domī Ctēsiphō?



Syrus: Nōn est. Fīliōs tuōs ego nōn habeō.

Dēmea: Estne frāter meus domī?

Syrus: Nōn est.

15 Dēmea: Ubi est Ctēsiphō?

Syrus: Ctēsiphō est cum amīcō.

Dēmea: Ubi habitat amīcus?

Syrus: Prīmum ambulās in viā, deinde in clīvō, deinde vidēs rīvum. Ibi est porta et casa. Ctēsiphō est in casā cum amīcō.

Having sent Demea away on a "wild goose chase," Syrus returns inside to report his success to Ctesipho.

READING VOCABULARY

Aeschinī et Ctēsiphontis – of Aeschinus and Ctesipho

*amīcus – friend

*animum – spirit, soul, mind

bonum – good

*casa, casae, f. – little house, cottage

Ctēsiphō, m. – Ctesipho

*cum amīcō – with a friend

dē duōbus frātribus – about two brothers

*deinde – then

Dēmea, m. – Demea

*domī – at home

*ego – I

es – are

estne? – is?

*fīliōs tuōs – your sons

fīlium meum – my son

fīlium tuum – your son

frāter meus – my brother

heus! – hey!

hic – this

ibi – there

*in agrīs – in the fields, in the countryside

in casā – in the cottage

in clīvō – on the hill

in viā – on the road

mē – me

mī bone vir! – my good fellow!

mī fili! – my son!

nōn est – he is not

num? – do I? (negative answer implied)

pater – father

porta, portae, f. – gate

prīmum – first

quis? – who?

*rīvum – brook, stream

salvē! – hello!

sum – am

*timeō – to fear, to be afraid

*tū – you

ubi – where

*valdē – very, exceedingly

*via, viae, f. – road

*vir – man

*Words marked with an asterisk will need to be memorized.

COMPREHENSION QUESTIONS

1. What is the main purpose of Demea's visit?
2. Is Ctesipho happy about his father's visit?
3. What is Syrus' attitude toward Demea?
4. What is the reason for Syrus' behavior toward Demea?
5. What makes Demea go away?



The town of Bosra in Syria was conquered by Trajan's armies in 106 CE. Built in the freestanding Roman style rather than built into a hillside in the Greek manner, the stage and part of the seating area are shown.

LANGUAGE FACT I

SECOND DECLENSION MASCULINE *-US* NOUNS

In Chapter 1 you learned the first declension, with its characteristic vowel *ā*. In the chapter reading passage above, there are several forms with the characteristic vowel *ō* or *u*: *animum*, *filium*, *filīōs*, *amīcō*, *amīcus*, *clīvō*, *rīvum*.

Nouns that end *-us* in the nominative singular and *-ī* in the genitive singular belong to the second declension. Most of the second declension nouns are masculine with a few feminine and neuter exceptions.



Second Declension Masculine *-us* Nouns

		Singular		Plural
Nominative	amicus	the friend	amicī	the friends
Genitive	amicī	of the friend, friend's	amicōrum	of the friends, friends'
Dative	amicō	to/for the friend	amicīs	to/for the friends
Accusative	amicum	the friend	amicōs	the friends
Ablative	amicō	by/with the friend	amicīs	by/with the friends



STUDY TIP

Notice that the second declension forms look identical in the genitive singular and nominative plural, in the dative and ablative singular, and in the dative and ablative plural. Even though these forms are spelled the same, you can tell the cases apart in context based on their very different functions in the sentence.

► EXERCISE 1

Identify the case and number of each noun. For some, more than one answer is possible.

Example: *animum*
accusative singular

- | | |
|------------------|-------------------|
| 1. <i>filium</i> | 5. <i>animō</i> |
| 2. <i>filiōs</i> | 6. <i>rīvōrum</i> |
| 3. <i>amicō</i> | 7. <i>filiī</i> |
| 4. <i>amicōs</i> | 8. <i>animīs</i> |

VOCABULARY TO LEARN

NOUNS

ager, agrī, m. – field
amicus, amicī, m. – friend
animus, animī, m. – spirit, soul, mind
casa, casae, f. – little house, cottage
domī – at home
filius, filii, m. – son
puer, puerī, m. – boy
rīvus, rīvī, m. – brook, stream
via, viae, f. – road
vir, virī, m. – man

PRONOUNS

ego – I
tū – you

VERB

timeō, timēre, timuī, — – to fear, to be afraid

ADVERBS

deinde – then
valdē – very, exceedingly

PREPOSITIONS

cum + ablative – with
in + ablative – in, on

The sign “—” indicates that the verb has no fourth principal part.

► EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word.

1. Better selflessness than egotism.
2. Many small farmers are interested in the new agrarian laws.
3. Being violent is not a sign of virility.
4. You should be more amicable with your colleagues!
5. Let us not be timid, but act with bravery!
6. I flew to Europe via Chicago.
7. Joy and hope animated his face.
8. Do not meddle in the domestic affairs of the others!
9. This is a puerile, not an adult behavior.

► EXERCISE 3

Give the forms indicated in parentheses and an English translation that shows the case, number, and meaning of each noun.

Example: filia (genitive singular)
filiae of the daughter *or* daughter's

1. rīvus (dative singular)
2. puella (genitive singular)
3. filius (nominative plural)
4. animus (ablative singular)
5. aqua (accusative singular)
6. amīcus (ablative plural)

LANGUAGE FACT II

SECOND DECLENSION MASCULINE **-ER, -IR** NOUNS

In the chapter reading, you can see the word *ager* in the phrase *in agrīs* “in the fields, in the countryside.” Some second declension nouns end **-er** in the nominative singular, instead of **-us**. These nouns decline like *amīcus* in all cases except the nominative singular.

Second Declension Masculine <i>-er</i> Nouns				
	Singular		Plural	
Nominative	ager	the field	agrī	the fields
Genitive	agrī	of the field, field's	agrōrum	of the fields, fields'
Dative	agrō	to/for the field	agrīs	to/for the fields
Accusative	agrū	the field	agrōs	the fields
Ablative	agrō	by/with the field	agrīs	by/with fields



Notice that *ager* loses its *-e-* in all cases but the nominative singular. Nouns like *ager* should be distinguished from a closely related type of second declension *-er* noun that keeps the *-e-* in all cases, such as *puer*.

Second Declension Masculine <i>-er</i> Nouns				
	Singular		Plural	
Nominative	puer	the boy	puerī	the boys
Genitive	puerī	of the boy, boy's	puerōrum	of the boys, boys'
Dative	puerō	to/for the boy	puerīs	to/for the boys
Accusative	puerum	the boy	puerōs	the boys
Ablative	puerō	by/with the boy	puerīs	by/with the boys



STUDY TIP

In order to know what pattern a word ending in *-er* should follow, look closely at the genitive singular. If the *-e-* from the nominative **is not** present in the genitive (as in *ager, agrī*), it will not be present in any of the other cases. If, however, the *-e-* from the nominative **is** present in the genitive (as in *puer, puerī*), it will be present in all the other cases as well.

A distinct second declension noun is *vir* (man), which you encountered in the reading. This noun has the unique nominative singular ending *-ir*.



BY THE WAY

All words in *-er* and *-ir* of the second declension are masculine without exception.

Second Declension Masculine <i>-ir</i> Nouns				
	Singular		Plural	
Nominative	vir	the man	virī	the men
Genitive	virī	of the man, man's	virōrum	of the men, men's
Dative	virō	to/for the man	virīs	to/for the men
Accusative	virum	the man	virōs	the men
Ablative	virō	by/with the man	virīs	by/with the men



STUDY TIP

The spelling of an English derivative often shows whether the *-e-* remains in the stem. For example, the spelling of the English word “agrarian” shows that the *-e-* has dropped from the base Latin word *ager*. Likewise, the English derivative “puerile” reveals that *puer* keeps its *-e-*.



Second Declension Noun Types				
Noun Type	Words in <i>-us</i>	Words in <i>-er</i>	Words in <i>-er</i>	Words in <i>-ir</i>
Nominative	amīcus	ager	puer	vir
Genitive	amīcī	agrī	puerī	virī
Other cases	amīcō amīcum amīcō ...	agrō agrum agrō ...	puerō puerum puerō ...	virō virum virō ...

► EXERCISE 4

Identify the case and number of each noun. Then change each form into the singular if it is plural and into the plural if it is singular. For some, more than one answer is possible.

Example: filiī

genitive singular filiōrum nominative plural filius

- | | |
|-------------|-------------|
| 1. agrīs | 4. virōs |
| 2. puerōrum | 5. rīvī |
| 3. amīcō | 6. animōrum |

► EXERCISE 5

Give the forms indicated in parentheses and an English translation of the changed form that shows its case, number, and meaning.

Example: puer (genitive plural)

puerōrum of the boys

- | | |
|---------------------------|---------------------------------|
| 1. ager (ablative plural) | 4. puella (genitive singular) |
| 2. puer (dative singular) | 5. filius (genitive plural) |
| 3. vir (dative plural) | 6. animus (accusative singular) |

LANGUAGE FACT III

GENITIVE CASE

In the chapter reading, Demea presents himself to the slave who opens the door: *Ego sum Dēmea, pater Aeschinī et Ctēsiphontis*. “I am Demea, father of Aeschinus and Ctesiphon.” The forms *Aeschinī* and *Ctēsiphontis* are genitive. The name *Aeschinus* declines like *amicus* (Aeschinus, Aeschinī, m.).

A noun in the genitive usually modifies another noun. The genitive often shows possession. A noun in the genitive case usually can be translated using the English word *of*, as in *of the girl*, or by using an apostrophe, as in *girl’s*. In the plural, the genitive can be translated as in *girls’* with an *s’*, or by using *of* with a phrase like *of the girls*.



This Roman mosaic of the masks of comedy and tragedy is housed in the Capitoline Museum in Rome.



BY THE WAY

The first declension uses the same ending for the genitive singular and nominative plural: *-ae*. The second declension also uses the same ending for genitive singular and nominative plural: *-ī*.

LANGUAGE FACT IV

VOCATIVE CASE

In the chapter reading, Demea shouts, *mī fili*, “my son,” and calls Syrus *mī bone vir*, “my good fellow.” These forms are in the vocative case. The vocative case is used to address someone.

The vocative case is usually identical in form to the nominative, except for the vocative singular of second declension nouns of the type ending in *-us*. These nouns have the vocative singular ending *-e*.

Example:

Nominative: *amicus*

Vocative: *amīce*

Vocative Case, First and Second Declensions

	First Declension	Second Declension Masculine <i>-us</i> Nouns	Second Declension Masculine <i>-er, -ir</i> Nouns
Singular	puella	amīce	ager, puer, vir
Plural	puellae	amīcī	agrī, puerī, virī



BY THE WAY

The Latin word for “son,” *filius*, has an irregular vocative *fīlī*, as do all second declension nouns that end in *-ius*. The irregular vocative of *meus*, “my,” is *mī*.

► EXERCISE 6

Complete each sentence with the correct form of the word in parentheses.

Example: Dēmea _____ (filius) vocat.

Dēmea fīlium vocat.

1. Syrus is asking Demea: “Quis es tū, _____ (amīcus)?”
2. Demea is answering: “Habitō in _____ (agrī).”
3. Syrus is saying to Demea: “ _____ (filius) nōn videō.”
4. Dēmea dēbet ambulāre ad casam _____ (amīcus).
5. Fīlius nōn est cum _____ (amīcus).



The Theater of Marcellus was built as a freestanding structure in the Roman style. Julius Caesar began the construction of this theatre in Rome and named it after his daughter’s husband. This theater held 20,000 seats and until its completion plays in Rome were held in temporary wooden structures.



LANGUAGE FACT V

PREPOSITIONAL PHRASES

In the chapter reading, Demea says: *Habitō in agrīs*, “I live in the countryside.” When Demea asks about his son, the servant answers: *Ctēsiphō est cum amīcō*, “Ctesipho is with a friend.” Then he gives Demea (false) directions: *ambulās in viā, deinde in clīvō*, “you walk on the road, then on the hill.” Finally he repeats: *Ctēsiphō est in casā cum amīcō*, “Ctesipho is in (that) cottage with a friend.”

in agrīs,
cum amīcō,
in viā,
in clīvō,
in casā

are all prepositional phrases. A prepositional phrase is a preposition joined with a noun (that may have an adjective with it).

Prepositions are words (usually small words) that denote a relationship between a noun or a pronoun and another word. The word “preposition” comes from the Latin verb *praepōnere*, which means “to place in front.” In Latin, the preposition usually precedes its object noun or pronoun. Prepositions require a particular **case** of the noun object.

Note that the preposition *in* used with the ablative case can mean “in” or “on,” and the preposition *cum* used with the ablative means “with.”



BY THE WAY

When you are talking about someone’s home and you want to express “at home,” you say *domī* without any preposition.



This ancient Roman road, called the *Via Sacra*, leading towards the Arch of Titus in Rome, shows the enduring, yet worn nature of the polygonal blocks of stone that formed the top layer of Roman roads.

► EXERCISE 7

Supply the preposition that makes sense. Then translate the sentence.

Example: Ambulō _____ aquā.

Ambulō in aquā. I am walking in the water.

1. Puer _____ puellā nautam exspectat.
2. _____ fābulā lupa puerōs cūrat.
3. Habitāmus _____ amīcīs.
4. Vir est _____ viā.
5. Lupa est _____ agrō.

► EXERCISE 8

Label each sentence as *vērūm* (true) if it agrees or *falsūm* (false) if it disagrees with the Latin reading passage at the beginning of the chapter.

1. Ctēsiphō est domī.
2. Ctēsiphō est in casā amīcī.
3. Syrus est pater Aeschinī et Ctēsiphontis.
4. Syrus fābulās nārrat.



TALKING

Hoc est conclāve scholasticum. “This is the classroom.”

Cōnsīdās in sellā! “Sit down in your seat!”

Cōnsīdātis in sellīs! “Sit down (plural) in your seats!”

Surgās et ad tabulam scriptōriam veniās. “Get up and come to the board.”

In tabulā scriptōriā scribō. “I am writing on the board.”

Scribō crētā. “I am writing with a chalk.”

Scribō calamō coāctilī. “I am writing with a board marker.”

Ēiice hoc in scirpiculum! “Throw this into the garbage can!”

Nōlī susurrāre! “Do not whisper!”

Nōlīte susurrāre! “Do not whisper (plural)!”

Favēte linguīs! “Silence!”

Licetne mihi ire ad locum secrētum (or lātrīnam)? “May I go to the bathroom?”

Licet/nōn licet. “You may/you may not.”

Licetne habēre mappulam chartāceam (nāsutergium)? “May I have a kleenex?”

IN THE CLASSROOM

Magistra: (*teacher [female]*) Salvēte, discipulī! (*Hello, students!*)

Discipulī: (*students*) Salvē, magistra!

Mārcus: Heus (*hey*), Marīa, Helena! Estne magistra bona? (*Is the teacher good?*)

Magistra: Ssst! (*Shh!*) Favēte linguīs! Habēmus novum discipulum. Quod nōmen est tibi?

Mārcus: Nōmen mihi est Mārcus.

Magistra: Surgās et ad tabulam scriptōriam veniās. Dēclīnā (*decline*) “filius!”

Mārcus: (*TO MARIA*) Timeō! (*TO THE TEACHER*) Licetne mihi ire ad locum secrētum?

Magistra: Nōn licet. Dēbēs scribere (*to write*). Ecce (*here is*) crēta.