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

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.
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.

RÖMULUS ET REMUS

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
fīliōs – sons
habet – has
in aquam – into the water

*itaque – and so
*lupa – she-wolf
Mārs – Mars, the god of war
pōnit – puts
*posteā – 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
2. bene
3. aedificant
4. ad
5. ambulat
6. et
7. lupa
8. claudit
9. Rōmam
10. amat
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:

- **Never** Nominative
- **Give** Genitive
- **Dogs** Dative
- **Any** Accusative
- **Abuse** Ablative

**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 *vērum* (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. Rhēa Silvia Rōmulum et Remum cūrat.
2. Amūlius Rōmulum et Remum bene cūrat.
3. Amūlius lupam vinculis claudit.
5. Lupa Rhēam 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.

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>lupa the she-wolf</td>
<td>lupae the she-wolves</td>
</tr>
<tr>
<td>Genitive</td>
<td>lupae of the she-wolf</td>
<td>lupārum of the she-wolves</td>
</tr>
<tr>
<td>Dative</td>
<td>lupae to/for the she-wolf</td>
<td>lupīs to/for the she-wolves</td>
</tr>
<tr>
<td>Accusative</td>
<td>lupam the she-wolf</td>
<td>lupās the she-wolves</td>
</tr>
<tr>
<td>Ablative</td>
<td>lupā by/with the she-wolf</td>
<td>lupīs by/with the she-wolves</td>
</tr>
</tbody>
</table>

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:

\[ \text{puella} – \text{girl} \quad \text{filia} – \text{daughter} \quad \text{terra} – \text{land} \]

Most first declension words are feminine in gender, but a few (usually ones that indicate masculine occupations in ancient times) are masculine. Examples are \( \text{poëta} \), “poet”; \( \text{agricola} \), “farmer”; \( \text{nauta} \), “sailor”; \( \text{āthlēta} \), “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:** \( \text{filia} \)

nominative \( \text{filiae} \)

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

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 5. aquīs
2. terrīs 6. poētārum
3. nautārum 7. agricolaē
4. lupae

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!
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 curat.
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”
pepsimē “very bad”
optimē “great”
melius “better”
mediocriter “so-so” or “not too bad”
meliusculē “a little better”
male “bad”
**SAYING HELLO**

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

**María:** Salvēte, Helena et Christīna!
**Christīna:** Salvē, María!
**Helena:** Salvē, María!

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

**Helena et Christīna:** Cūr? *(Why?)*
**María:** Timeō linguam Latinam *(I fear the Latin language).*
**Helena:** Ego *(I)* linguam Latinam amō.
**Christīna:** Et ego linguam Latinam amō!
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.
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 *Menaechmi*.

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 Menachmus-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 MENAECHMĪS**

1   Messeniō: Prō Iuppiter! Quid videō?
Menaechmus Sosiclēs: Quid vidēs?
Messeniō: *(pointing at Menaechmus)* Hic fōrmam tuam habet.
Menaechmus Sosiclēs: Quam fābulam mihi nārrās?
2   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.
3   Messeniō: Sunt sīcūt duae guttae aquae!
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
habeō (“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, vidī, visum
2. habitō, habitāre, habitāvī, habitātum
3. nārrō, nārrāre, nārrāvī, nārrātum
4. dēbeō, dēbere, dēbuī, dēbitum
5. cūrō, cūrāre, cūrāvī, cūrātum
6. exspectō, exspectāre, exspectāvī, exspectātum
VOCABULARY TO LEARN

NOUNS
fābula, fābulae, f. – story
förma, förmae, 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, dēbēre, dēbuī, dēbitum – ought, must, should; to owe
exspectō, exspectāre, exspectāvī, exspectātum – 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, visum – 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.

<table>
<thead>
<tr>
<th>Verb Endings</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>-ō or -m</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-mus</td>
</tr>
<tr>
<td>Second person</td>
<td>-s</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-tis</td>
</tr>
<tr>
<td>Third person</td>
<td>-t</td>
<td>s/he/it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-nt</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Verbal Stem</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>parāre</td>
<td>parō, I prepare</td>
<td>parāmus, we prepare</td>
</tr>
<tr>
<td></td>
<td>parās, you prepare</td>
<td>parātis, you prepare</td>
</tr>
<tr>
<td></td>
<td>parat, s/he/it prepares</td>
<td>parant, they prepare</td>
</tr>
</tbody>
</table>

### Second Conjugation: Present Active

<table>
<thead>
<tr>
<th>Verbal Stem</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tenēre</td>
<td>teneō, I hold</td>
<td>tenēmus, we hold</td>
</tr>
<tr>
<td></td>
<td>tenēs, you hold</td>
<td>tenētis, you hold</td>
</tr>
<tr>
<td></td>
<td>tenet, s/he/it holds</td>
<td>tenent, they hold</td>
</tr>
</tbody>
</table>

**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
2. videt
3. exspectant
4. cūrāmus
5. débētis
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. vidēs 5. tenēs
2. dēbet 6. amō
3. ambulat 7. habitat
4. habeō

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. habitāmus 5. habētis
2. amāmus 6. vidēmus
3. tenent 7. exspectātis
4. nārrant

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. ambulāre  4. exspectāre
2. habēre  5. debēre
3. nārrāre  6. vidēre

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 __________ (vidère).
Messenio Menaechmum videt.

1. Menaechmus Sosiclıēs et Messeniō Menaechmum __________ (vidère).
2. Menaechmus Sosicles tells Messenio: “Tū fabulās __________ (nārrāre).”
3. Messenio asks Menaechmus: “Quōmodo ego et Menaechmus Sosiclıēs tē vocāre __________ (dēbere)?”
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 vērum (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 sīcut duae guttæ aquæ.
2. Menaechmus Sosiclēs nōn est Syrācūsānus.
3. Menaechmus est Syrācūsānus.
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 tībī? “What is your name?”
Mihi nōmen est Maria. “My name is Mary.”

Quod vērō nōmen tībī est? “And what is your name?”
Mihi nōmen est Mārcus. “My name is Mark.”

Quō nōmine appellāris? “By what name are you called?”
Laura appellor. “I am called Laura.”

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

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. = Aulus</td>
<td>C. = Gāius</td>
</tr>
<tr>
<td>M. = Mārcus</td>
<td>P. = Pūblius</td>
</tr>
<tr>
<td>Ser. = Servius</td>
<td>Sex. = Sextus</td>
</tr>
<tr>
<td>L. = Lúcius</td>
<td>Q. = Quintus</td>
</tr>
</tbody>
</table>

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/ortha? “Where do you come from (male/female)?”
Unde estis ortū/orthae? “Where do you all come from (male/female)?”

Here are some possible answers:

Ortus/ortha sum ex Civitātibus Foederātīs Americae Septentriōnālis. Americānus/Americāna sum. “I come from the USA. I am an American (male/female).”

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

GETTING ACQUAINTED

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

**Maria:** Salvēte! Quōmodo valētis?
**Helena et Christina:** Bene valēmus.
**Mārcus:** Salvēte!
**Maria:** Salvē! Quod nōmen est tibi?
**Mārcus:** Mihi nōmen est Mārcus. Quōmodo tē vocant?
**Maria:** Mē vocant Marīam. Cūiās es?
**Mārcus:** Ortus sum ex Californiā! Cūiās tū es?
**Maria:** Ego sum Americāna.
**Mārcus:** Ego quoque (also) sum Americānus. At unde es orta? (But where do you come from?)
**Maria:** 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.)
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 filī!!!
Syrus and Ctesipho are inside the house.
Syrus: Quis vocat? Quis est hic vir?
Ctēsiphō: Pater mē vocat. Valdē timeō.

Syrus answers the door.
Syrus: Quis es tū?
Dēmea: Salvē, mī bone vir! Ego sum Dēmea, pater Aeschini et

Dēmea: Estne domī Ctēsiphō?
Dēmea: Estne frāter meus domī?
Syrus: Nōn est.

Dēmea: Ubi est Ctēsiphō?
Syrus: Ctēsiphō est cum amīcō.
Dēmea: Ubi habitat amīcus?

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

**READING VOCABULARY**

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeschinī et Ctēsiphontis – of Aeschinus and Ctesipho</td>
<td>in clivō – on the hill</td>
</tr>
<tr>
<td>*amīcus – friend</td>
<td>in viā – on the road</td>
</tr>
<tr>
<td>*animum – spirit, soul, mind</td>
<td>mē – me</td>
</tr>
<tr>
<td>bonum – good</td>
<td>mi bone vir! – my good fellow!</td>
</tr>
<tr>
<td>*casa, casae, f. – little house, cottage</td>
<td>mi fili! – my son!</td>
</tr>
<tr>
<td>Ctēsiphō, m. – Ctesipho</td>
<td>nōn est – he is not</td>
</tr>
<tr>
<td>*cum amīcō – with a friend</td>
<td>num? – do I? (negative answer implied)</td>
</tr>
<tr>
<td>dē duōbus frātribus – about two brothers</td>
<td>pater – father</td>
</tr>
<tr>
<td>*deinde – then</td>
<td>porta, portae, f. – gate</td>
</tr>
<tr>
<td>Dēmea, m. – Demea</td>
<td>prīmum – first</td>
</tr>
<tr>
<td>*domī – at home</td>
<td>quis? – who?</td>
</tr>
<tr>
<td>*ego – I</td>
<td>*rīvum – brook, stream</td>
</tr>
<tr>
<td>es – are</td>
<td>salvē! – hello!</td>
</tr>
<tr>
<td>estne? – is?</td>
<td>sum – am</td>
</tr>
<tr>
<td>*fīliōs tuōs – your sons</td>
<td>*timeō – to fear, to be afraid</td>
</tr>
<tr>
<td>filium meum – my son</td>
<td>*tū – you</td>
</tr>
<tr>
<td>filium tuum – your son</td>
<td>ubi – where</td>
</tr>
<tr>
<td>frāter meus – my brother</td>
<td>*valdē – very, exceedingly</td>
</tr>
<tr>
<td>heus! – hey!</td>
<td>*via, viae, f. – road</td>
</tr>
<tr>
<td>hic – this</td>
<td>*vir – man</td>
</tr>
<tr>
<td>ibi – there</td>
<td>*Words marked with an asterisk will need to be memorized.</td>
</tr>
<tr>
<td>*in agrīs – in the fields, in the countryside</td>
<td>in casā – in the cottage</td>
</tr>
<tr>
<td>in casā – in the cottage</td>
<td></td>
</tr>
</tbody>
</table>
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 1
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, filiōs, 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.
### 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. filium  
2. filiōs  
3. amīcō  
4. amīcōs  
5. animō  
6. rivōrum  
7. filiī  
8. animīs

### VOCABULARY TO LEARN

**NOUNS**

<table>
<thead>
<tr>
<th>pl</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ager, agri, m.</td>
<td>– field</td>
<td></td>
</tr>
<tr>
<td>Amīcus, amīci, m.</td>
<td>– friend</td>
<td></td>
</tr>
<tr>
<td>Animus, animī, m.</td>
<td>– spirit, soul, mind</td>
<td></td>
</tr>
<tr>
<td>Casa, casae, f.</td>
<td>– little house, cottage</td>
<td></td>
</tr>
<tr>
<td>Domī</td>
<td>– at home</td>
<td></td>
</tr>
<tr>
<td>Filius, filiī, m.</td>
<td>– son</td>
<td></td>
</tr>
<tr>
<td>Puer, puerī, m.</td>
<td>– boy</td>
<td></td>
</tr>
<tr>
<td>Rivus, rīvi, m.</td>
<td>– brook, stream</td>
<td></td>
</tr>
<tr>
<td>Via, viae, f.</td>
<td>– road</td>
<td></td>
</tr>
<tr>
<td>Vir, virī, m.</td>
<td>– man</td>
<td></td>
</tr>
</tbody>
</table>

**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) 4. animus (ablative singular)
2. puella (genitive singular) 5. aqua (accusative singular)
3. fīlius (nominative plural) 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.

<table>
<thead>
<tr>
<th>Second Declension Masculine -er Nouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>ager</td>
<td>agrī</td>
</tr>
<tr>
<td>Genitive</td>
<td>agrī</td>
<td>agrōrum</td>
</tr>
<tr>
<td>Dative</td>
<td>agrō</td>
<td>agrīs</td>
</tr>
<tr>
<td>Accusative</td>
<td>agrum</td>
<td>agrōs</td>
</tr>
<tr>
<td>Ablative</td>
<td>agrō</td>
<td>agrīs</td>
</tr>
</tbody>
</table>
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 -er Nouns**

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>puer</td>
<td>the boy</td>
</tr>
<tr>
<td>Genitive</td>
<td>puerī</td>
<td>of the boy, boy’s</td>
</tr>
<tr>
<td>Dative</td>
<td>puerō</td>
<td>to/for the boy</td>
</tr>
<tr>
<td>Accusative</td>
<td>puerum</td>
<td>the boy</td>
</tr>
<tr>
<td>Ablative</td>
<td>puerō</td>
<td>by/with the boy</td>
</tr>
</tbody>
</table>

**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 -ir Nouns**

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>vir</td>
<td>the man</td>
</tr>
<tr>
<td>Genitive</td>
<td>virī</td>
<td>of the man, man’s</td>
</tr>
<tr>
<td>Dative</td>
<td>virō</td>
<td>to/for the man</td>
</tr>
<tr>
<td>Accusative</td>
<td>virum</td>
<td>the man</td>
</tr>
<tr>
<td>Ablative</td>
<td>virō</td>
<td>by/with the man</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Noun Type</th>
<th>Words in -us</th>
<th>Words in -er</th>
<th>Words in -er</th>
<th>Words in -ir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>amicus</td>
<td>ager</td>
<td>puer</td>
<td>vir</td>
</tr>
<tr>
<td>Genitive</td>
<td>amīci</td>
<td>agrī</td>
<td>puerī</td>
<td>virī</td>
</tr>
<tr>
<td>Other cases</td>
<td>amīcō</td>
<td>agrō</td>
<td>puerō</td>
<td>virō</td>
</tr>
<tr>
<td></td>
<td>amīcum</td>
<td>agrum</td>
<td>puerum</td>
<td>virum</td>
</tr>
<tr>
<td></td>
<td>amīcō . . .</td>
<td>agrō . . .</td>
<td>puerō . . .</td>
<td>virō . . .</td>
</tr>
</tbody>
</table>

**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:** filii
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 Aeschini et Ctēsiphontis.* “I am Demea, father of Aeschinus and Ctesiphon.” The forms *Aeschini* and *Ctēsiphontis* are genitive. The name *Aeschinus* declines like *amīcus* (*Aeschinus, Aeschini, 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 *’*, or by using *of* with a phrase like *of the girls*.

**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 filī*, “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: *amīcus*  
Vocative: *amīce*

<table>
<thead>
<tr>
<th>Vocative Case, First and Second Declensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Latin word for “son,” *filius*, has an irregular vocative *fīli*, 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 filium vocat.

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

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 ________ amīcis.
4. Vir est ________ viā.
5. Lupa est ________ agrō.

EXERCISE 8
Label each sentence as vērum (true) if it agrees or falsum (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.
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!”
Licet mihi īre ad locum secrētum (or lātrīnam)? “May I go to the bathroom?”
Licet/nōn licet. “You may/you may not.”
Licet habēre mappulam chartāceam (nāsutergium)? “May I have a kleenex?”

IN THE CLASSROOM

Magistra: (teacher [female]) Salvēte, discipuli! (Hello, students!)
Discipuli: (students) Salvē, magistra!
Mārcus: Heus (hey), Maria, 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. Dēclinā (decline) “filius!”
Mārcus: (to Maria) Timeō! (to the teacher) Licet mihi īre ad locum secrētum?
Magistra: Nōn licet. Dēbēs scribere (to write). Ecce (here is) crēta.