

# CHAPTER 1 (PP. 1–13)

## GRAMMAR IN LANGUAGE FACTS

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

### PAGE 1

Standards 1.1, 2.1

RRA 2 and 3

### HOW TO USE THIS BOOK

The grammatical and syntactical topics that will be presented in each chapter of this book are listed at the top of the chapter title page.

### HOW TO USE THIS BOOK

The illustration on each chapter's title page presents a visual introduction to the Latin reading passage that will follow. Teachers may choose to discuss the illustration in order to provide the context for the reading the students will encounter on the next page. As students' facility in Latin grows, this discussion could be conducted in Latin.

### HOW TO USE THIS BOOK

On each chapter title page the phrase *Memorabile Dictū* ("A memorable thing to say") will be found. Below there will be a famous phrase, quotation, abbreviation, or motto in Latin that will connect these words to the topics in the chapter. These phrases often serve as springboards to discussion. As students' facility in Latin grows, this discussion could be conducted in Latin.

### MEMORĀBILE DICTŪ VOCABULARY

**populus, populī, m.** – people

**–que** – and

**senātus, senātūs, m.** – Senate



### TEACHER BY THE WAY

Rubens painted this picture of Romulus and Remus from 1615 to 1616 during what is called the Baroque period of art. The man approaching from the rear is Faustus. The reclining figure is the god of the river Tiber. Ovid's *Metamorphoses* informed and inspired Rubens's mythological paintings.

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## HOW TO USE THIS BOOK AND ITS ENRICHMENT TEXTS

Two enrichment texts are available for use with this book: *The Original Dysfunctional Family* (abbreviated ODF) and *From Romulus to Romulus Augustulus* (abbreviated RRA). RRA will be particularly useful in order to help students keep the time periods of the authors and of the events the authors wrote about straight in their mind. Chapter title pages will include, when appropriate, a notation about what chapter of RRA the teacher may wish to assign.

## PAGE 2

Standards 1.1, 2.2

### TRANSLATION OF LATIN PASSAGE

#### Romulus and Remus

Mars is a god. Mars loves Rhea Silvia. And so Rhea Silvia has two sons: Romulus and Remus. Amulius locks up Rhea Silvia in chains. Amulius puts Romulus and Remus into the water. A she-wolf walks to the water. The she-wolf cares for (takes good care of) Romulus and Remus well and loves (them). Romulus and Remus grow up. Afterward (later) Romulus and Remus build Rome.

### HOW TO USE THIS BOOK

Above each Latin reading passage, information is presented in English. This prereading provides background information about the author and establishes the context of the passage the students will read.



#### TEACHER BY THE WAY

The teacher may wish to introduce the class to the traditional abbreviations of AD (which stands for the Latin phrase *Annō Domini*, “in the year of our Lord”) and BC (which stands for the English phrase “Before Christ”). These older abbreviations continue to be used, but this book employs the abbreviations BCE (Before the Common Era) and CE (Common Era).



#### TEACHING TIP

Instruct the students to locate Alba Longa on the map on pp. xxxiv–xxxv (SE). When using the **Teaching Tips** for map work found throughout the text, teachers are encouraged to employ Latin: *Aperite pāginam xxxiv! Spectāte chartam. Ubi est Alba Longa, etc.?*



#### TEACHER BY THE WAY

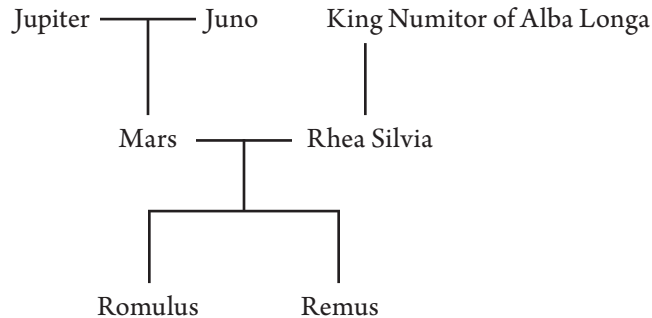
Though the twins were added to the sculpture in the Renaissance, the she-wolf has strong links with Etruscan mythology and shows characteristics of Etruscan sculpture.

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### TEACHING TIP

The teacher may wish to encourage the students to design an abbreviated family tree of Romulus and Remus.



## PAGE 3

### HOW TO USE THIS BOOK

The English pronoun subject of a verb is not listed in the Reading Vocabulary if the pronoun is not needed in the translation.

### HOW TO USE THIS BOOK

The students should **not** be expected to learn the words under the title **Reading Vocabulary**, whenever this title occurs in the book. Instead, instruct students to learn the vocabulary words listed under the title **Vocabulary to Learn** that will be found later in each chapter. In more advanced Latin texts, usually there are vocabulary and notes to help the students when reading a passage. This **Reading Vocabulary** will help prepare students for later, more advanced classes.



### TEACHING TIP

Teachers may want to have students respond to the comprehension questions in Latin. This could begin with their citing the Latin that answers a given question and as their facility with Latin grows their answers need not be simple citation.

### ANSWERS TO COMPREHENSION QUESTIONS

1. They are the sons of Mars and Rhea Silvia.
2. He locked up Rhea Silvia.
3. A she-wolf.
4. They built the city of Rome.

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## TEACHING TIP

While English derivatives from the asterisked words (i.e., the Vocabulary to Learn) are the topic of Exercise 2 later in this chapter, there are some interesting derivatives from the non-asterisked words and some of these show how words change through the years. The teacher may choose to discuss these derivatives with the students.

- *aedificant* (*aedificō*) – edify, edification, edifice

This Latin word is built from two Latin words: *faciō* (to do, make) and *aedēs* (house, temple). The English derivatives retain this religious connection, for they mean “to build up the faith, morality; to instruct, especially morally.” The word “edifice” is always used for an imposing structure, such as a “temple” or *aedēs*.

- *claudit* (*claudō*) – closet, conclusion, enclosure, sluice

A “closet” is a small, shut-in space, and some people, if locked in one, suffer from “claustrophobia,” a compound derivative, partly from Latin (to close, confine) and partly from the Greek (fear), hence “a fear of closed spaces.”

The word “sluice” does not look like a derivative of *claudō*, but it has undergone changes as it came into English via Middle English and Old French (*sclus*) from the Latin *excludō* which means “to shut out.” A sluice has a gate at the top of the channel to shut off the flow of water as necessary.

- *crēscunt* (*crēscō*) – crescent, accrue, recruit, crew

The word “crew” in middle English meant “reinforcement,” so a body of soldiers grew. The word “recruit” has the same basic idea: Recruits increase the size of the army (from the Latin *recrēscō* meaning “to grow again”).

- *deus* – deify, deity
- *duōs* – double, dozen, duet, duplicate

The word “dozen” is a compound from the Latin word for “two” and the German word for “ten” (*zehn*).

- *pōnit* (*pōnō*) – depot, imposition, preposition

A depot originally was a place where supplies were put for storage.

## PAGE 4

Standards 1.1, 4.1

Workbook Exercise 1

## HOW TO USE THIS BOOK

The Language Facts section of each chapter will contain both grammatical (morphological) and syntactical information, i.e., information about both the forms of the words and the structure of the sentence.

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## ► EXERCISE 1 ANSWERS

- |                |                |
|----------------|----------------|
| 1. noun        | 6. conjunction |
| 2. adverb      | 7. noun        |
| 3. verb        | 8. verb        |
| 4. preposition | 9. noun        |
| 5. verb        | 10. verb       |



### TEACHING TIP

The teacher may wish to ask the students in Latin what part of speech a given word is. The teacher would say, “*Quae pars orationis est?*” Student responses would be

- *nōmen substantivum/substantivum* – noun
- *prōnōmen* – pronoun
- *nōmen adiectivum/adiectivum* – adjective
- *verbum temporale* – verb
- *adverbium* – adverb
- *praepositiō* – preposition
- *coniunctiō* – conjunction
- *interiectiō* – interjection

## PAGE 5



### TEACHING TIP

Since this is the first set of Latin words that your students will be required to memorize, it is usually a good idea to suggest and discuss with them some different ways to memorize vocabulary. Some self-help options are listed below.

1. Look at the word in the book and say the word aloud.
2. Write down the word on a piece of paper along with its meaning and check to be sure there are no spelling errors. Color-coding the words by parts of speech is also helpful. Pronounce the word while writing it down and then repeat the word including the meaning and spelling.
3. Make handwritten flash cards with the Latin on one side and English on the other and be sure there are no spelling errors. Color-coding is a good strategy here also. Writing the word out helps some students cement the word in the brain. Bolchazy-Carducci Publishers has developed electronic vocabulary resources for those students for whom technological learning tools are an aid. See p. 117 for more information on electronic flash cards.
4. Use English derivatives to help remember meanings. But be careful since some derivatives may have meanings greatly changed from the original Latin word.
5. Find clip art pictures that illustrate the vocabulary words and use the pictures as a way to test yourself on the Latin words.
6. Students may also be directed to the digital vocabulary tools delineated on [www.bolchazy.com](http://www.bolchazy.com).



## TEACHER BY THE WAY

The teacher may wish to open a discussion about aqueducts and the water supply for ancient Romans while looking at the picture of the Pont du Gard on this page. For a history of aqueducts and their construction, Frontinus's book *Dē aquīs urbis Rōmae* is an excellent source. The book was written about 97 CE when he was Superintendent of Aqueducts. Other famous aqueducts include the following:

- The double high aqueduct in Segovia, Spain
- The *Aqua Appia* built in 312 BCE
- The *Aqua Trāiāna*
- The aqueduct built by Alexander Severus in 226 CE
- The *Aqua Claudia*
- The *Aqua Marcia*, which was probably named after Ancus Marcius, who was the first king of Rome by traditional accounts to build an aqueduct to bring water to Rome.

NB: The word “*Aqua*” when capitalized means “aqueduct.”

Eleven aqueducts furnished 250,000 gallons of water to Rome every twenty-four hours.

## PAGE 6

Standards 1.1, 3.1, 4.1

Workbook Exercise 2

### HOW TO USE THIS BOOK

*Ēn* is a word that calls attention to something and means “Look at this!” The information given here draws attention to and further specifies different language facts.

### HOW TO USE THIS BOOK

**Study Tips** give hints, rhymes, and mnemonics to help students learn grammar and vocabulary.

#### ► EXERCISE 2 ANSWERS

1. filial            fīlia
2. agriculture    agricola
3. nautical        nauta
4. aquarium      aqua
5. terrain         terra
6. athletic        āthlēta
7. poetic          poēta



### TEACHING TIP

Explain to the students that in English the words “a,” “an,” or “the” are usually placed before a noun and Latin does not have an equivalent for these words, known as articles.

Teachers may need to stress the absence of the article many times before students completely integrate this knowledge into their reading habits in Latin class.



### TEACHING TIP

Latin, like many other languages, does not always observe biological gender. Often the gender of a Latin noun is determined by grammatical factors, such as the group to which a noun belongs.



### TEACHING TIP

Although in Exercise 2 the students are directed to find only the derivatives based on the Vocabulary to Learn, they may be interested to learn that there are other derivatives in Exercise 2. The derivation of these words is provided for the teacher's convenience.

1. considerable – from *sīdus* (star) + *cum* (with, together) and from *cōnsīderō* (to examine, consider). respect – from *respectō* (to look back at, have regard for).
2. science – from *scientia* (knowledge) and *sciō* (to know). cultivating – from *colō* (to till, inhabit, worship).
3. necessary – from *nesesse* (necessary). instruments – from *īnstruō* (to equip, build, provide) and from *īnstrumentum* (equipment, tool, etc.).
5. vehicle – from the Latin verb *vehō* (to carry).
6. competition – from *petō* (to seek, aim at, attack, etc.) + *cum* (with, together).
7. nature – from *nātūra* (nature).

## PAGE 7



### TEACHING TIP

Students may not know what the word “mnemonic” means; explain that a mnemonic device is something that helps a student to remember something. The teacher may also wish to use this opportunity to introduce Mnemosyne, the goddess of memory and the mother of the nine Muses.

**Answers to “Find more examples of nominatives and their verbs from the reading passage at the beginning of the chapter.”**

Rhēa Silvia . . . habet

Amūlius . . . claudit

Amūlius . . . pōnit

Lupa . . . ambulat

Lupa . . . cūrat et amat

Rōmulus et Remus crēscunt

Rōmulus et Remus . . . aedificant

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**Answers to “Find more examples of accusatives and their verbs from the reading passage at the beginning of the chapter.”**

duōs filiōs habet: Rōmulum et Remum

Rhēam Silviam . . . claudit

Rōmulum et Remum . . . pōnit

Rōmulum et Remum bene cūrat et amat

Rōmam aedificant



### TEACHING TIP

Students may encounter difficulty when trying to translate Latin names used in cases other than the nominative. The teacher at some point will need to explain (and repeat whenever necessary) that when translating a Latin name the student should always use the nominative form of the word. On p. 7, students are asked to find examples of accusatives and their verbs in the reading passage. The answers listed above provide an opportunity to practice with this issue. Remind students to translate *duōs filiōs habet: Rōmulum et Remum* as “he has two sons: Romulus and Remus.” The other four answers may be used as practice with the students.

## PAGE 8

Standards 1.1, 4.1

Workbook Exercise 3



### TEACHER BY THE WAY

In conjunction with the picture and its caption, the teacher may wish to mention that the familiar acronym of SPQR is still in use and visible throughout modern Rome—on litter bins, sewer covers, etc.

### ► EXERCISE 3 ANSWERS

- |                   |        |
|-------------------|--------|
| 1. subject        | vērūm  |
| 2. direct objects | falsum |
| 3. direct object  | falsum |
| 4. subject        | falsum |
| 5. direct object  | falsum |
| 6. subject        | vērūm  |



### TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

- **Noun Declensions**

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## PAGE 9

Standards 1.1, 3.1, 4.1

### Oral Exercise 1; Workbook Exercise 4



#### TEACHING TIP

Ask the students what the Latin words selected from the reading and listed near the top of p. 9 mean.



#### TEACHING TIP

After the first declension has been presented to the students, encourage them, depending on their learning style, to say the declension aloud, to write down the words, or to invent a rap or a cheer. Alternatively, use Bolchazy-Carducci's *Toga Beats*.



#### TEACHER BY THE WAY

The pattern is called a declension because the other cases lean away (*dēclīnāre*) from the nominative, i.e., they do not follow the same form as the nominative.

## ORAL EXERCISE 1

*This exercise may be used after the first declension has been presented.*

While looking at the declension of *lupa*, ask the students to decline *nauta*.

	<b>Singular</b>	<b>Plural</b>
Nominative	nauta	nautae
Genitive	nautae	nautārum
Dative	nautae	nautis
Accusative	nautam	nautās
Ablative	nautā	nautis

## PAGE 10

Standards 1.1, 4.1

### ► EXERCISE 4 ANSWERS

1. genitive, dative      puellārum, puellis
2. accusative            nautās
3. accusative            terrās
4. nominative            agricolae
5. genitive, dative      aquārum, aquis
6. ablative                puellis
7. ablative                āthlētis

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### TEACHING TIP

As this is the second illustration of *SPQR* presented in this chapter, teachers are encouraged again to share the full phrase, *Senātus Populusque Rōmānus*, with their students. Place the full phrase on the board and have students give its meaning.



### TEACHING TIP

Images of the she-wolf with the twins Romulus and Remus abound. As a classroom activity, divide students into groups to search for such images on the internet. The groups can be assigned images by medium (mosaic, fresco, statue, oil painting), by art historical period, or by location. The groups would then present their finds to the full class. When discussing location, students would point out the locations on the classroom map or on a projection of the map on pp. xxxiv–xxxv of their student text. For a homework activity, have students conduct an online search for a set number of examples and print out their favorite five or six images from that set. These should be small in size so that they could be pinned on the classroom map of the Roman world. As they pin them on the classroom map, students would explain why the image is a favorite.

## PAGE 11

Standards 1.1, 4.1

Oral Exercise 2; Workbook Exercises 5, 6



### TEACHING TIP

Students may wonder why the genitive singular without its ending must be used to find the base when the nominative singular without its ending works just as well. Explain that in other noun declensions the nominative will not always provide the same base or have the same spelling as the genitive.

### ► EXERCISE 5 ANSWERS

- |                     |               |
|---------------------|---------------|
| 1. nominative       | filia         |
| 2. dative, ablative | terrae, terrā |
| 3. genitive         | nautae        |
| 4. nominative       | lupa          |
| 5. dative, ablative | aquae, aquā   |
| 6. genitive         | poëtae        |
| 7. nominative       | agricola      |

### HOW TO USE THIS BOOK

In this book the word “**base**” is used to refer to the noun without any ending. “**Stem**” is used for the part of the verb without any ending. “**Root**” is used for the Latin part of a derivative.

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## ORAL EXERCISE 2

*This exercise may be used after Exercise 5.*

Use one of the following classroom presentation options (hereafter referred to as CPO) (black/green/white/smart board, overhead or LCD projector, PowerPoint® presentation, etc.) to put this information on view.

*quis?*, “who?” (for the subject) and *quem?*, “whom?” (for the direct object).

Then ask the student to answer the following questions about the chapter reading either orally or in written form.

- |  |   |
|--|---|
| 1. <b>Teacher:</b> Quis est Mārs?                        | <b>Student:</b> Mārs est deus.                                    |
| 2. <b>Teacher:</b> Quem amat Mārs?                       | <b>Student:</b> Rhēam Silviam Mārs amat.                          |
| 3. <b>Teacher:</b> Quis amat Rhēam Silviam?              | <b>Student:</b> Mārs amat Rhēam Silviam.                          |
| 4. <b>Teacher:</b> Quem habet Rhēa Silvia?               | <b>Student:</b> Rhēa Silvia duōs filiōs, Rōmulum et Remum, habet. |
| 5. <b>Teacher:</b> Quis claudit Rhēam Silviam?           | <b>Student:</b> Amūlius claudit Rhēam Silviam.                    |
| 6. <b>Teacher:</b> Quem claudit Amūlius?                 | <b>Student:</b> Rhēam Silviam Amūlius claudit.                    |
| 7. <b>Teacher:</b> Quis Rōmulum et Remum in aquam pōnit? | <b>Student:</b> Amūlius Rōmulum et Remum in aquam pōnit.          |
| 8. <b>Teacher:</b> Quem Amūlius in aquam pōnit?          | <b>Student:</b> Amūlius Rōmulum et Remum in aquam pōnit.          |
| 9. <b>Teacher:</b> Quis ambulat ad aquam?                | <b>Student:</b> Lupa ambulat ad aquam.                            |
| 10. <b>Teacher:</b> Quis Rōmulum et Remum bene cūrat?    | <b>Student:</b> Lupa Rōmulum et Remum bene cūrat.                 |
| 11. <b>Teacher:</b> Quōs lupa bene cūrat?                | <b>Student:</b> Lupa Rōmulum et Remum bene cūrat.                 |
| 12. <b>Teacher:</b> Quis Rōmulum et Remum amat?          | <b>Student:</b> Lupa Rōmulum et Remum amat.                       |
| 13. <b>Teacher:</b> Quōs lupa amat?                      | <b>Student:</b> Lupa Rōmulum et Remum amat.                       |

## PAGE 12

Standards 1.1, 1.2, 2.1, 4.1, 4.2

Oral Exercise 3; Workbook Exercise 7, Content Questions



### TEACHER BY THE WAY

The teacher may mention that the most common word order (subject – direct object – verb) can often be changed. For example, if the verb is to be emphasized, it will take first position. If the subject or the direct object is to be emphasized, it will take the last position, which is the most emphatic one. In general, the more unusual the word’s position is, the more emphasis is placed on this word.

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## ► EXERCISE 6 ANSWERS

1. The farmer loves the land.
2. *Āthlēta aquam amat.*
3. The sailor loves (his) daughter.
4. *Poēta Rōmam amat.*
5. The farmer cares for (is taking care of) the land.
6. *Lupa puellam cūrat.*



### TEACHING TIP

The teacher may start the class in Latin by saying *Salvēte, discipulī et discipulae!* and by teaching the students to say in return *Salvē, magister (magistra)!*

## ORAL EXERCISE 3

*This exercise may be used anytime after the students have learned the use of the accusative case or after Exercise 6.*

Use one of the CPOs to put on display the forms *amō* and *cūrō*, and explain that they are in the first person singular, and how this differs from the third person singular learned in this chapter. Ask individual students to make sentences with them using the words they have learned.

Then tell the students that *nōn* means “not” and ask them to make similar sentences with *nōn amō* and *nōn cūrō*.

### Examples:

(*nōn*) *amō terram, filiam, aquam, lupam, āthlētam*

(*nōn*) *cūrō terram, filiam, puellam*

## PAGE 13

Standards 1.2, 4.1

Oral Exercises 4, 5, 6, and Dictation



### TEACHING TIP

Have students read the dialogue aloud. This will help to build their pronunciation skills.

## TRANSLATION OF THE LATIN CONVERSATION

*Mary, Helen, and Christy are students.*

**Mary:** Hello, Helen and Christy!

**Christy:** Hello, Mary!

**Helen:** Hello, Mary!

**Mary:** How are you, Helen? How are you, Christy?

**Helen and Christy:** Well. How are you doing, Mary?

**Mary:** Very badly.

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**Helen and Christy:** Why?

**Mary:** I fear the Latin language.

**Helen:** I love the Latin language.

**Christy:** And I love the Latin language!

#### ORAL EXERCISE 4

This exercise may be used after the Latin dialogue has been presented.

Instruct the students to say “hello” in Latin to the student next to them. Divide the class into two parts. Tell one part to greet the other part using the plural greeting and vice versa. Do the same type of activity when saying “goodbye.” You may wish to make greeting the class in Latin and saying “goodbye” in Latin a part of a daily routine.

Divide the students into pairs in which one person will ask how his/her partner is in Latin, and the other will answer.

#### ORAL EXERCISE 5

This exercise may be used after the Latin dialogue has been presented.

Tell the students that the particle *-ne* is added to the first syllable of a word that introduces a question. Then ask the following questions about the dialogue between Mary, Helen, and Christy. Individual students may answer orally, or the entire class may write the answers as the teacher asks them orally. The teacher should explain that the form *valēs* in the greeting *Quōmodo valēs?* is in the second person, which means “you.” The third person form (referring to “her,” “him,” or “it”) is *valet*. So the phrase “How is s/he doing” would be *Quōmodo valet?* The third person of *amō* is *amat*, and the third person of *timeō* is *timet*.

- |  |  |
|--|--|
| 1. <b>Teacher:</b> Quōmodo Christīna valet?                | <b>Student(s):</b> Christīna bene valet.           |
| 2. <b>Teacher:</b> Quōmodo Mariā valet?                    | <b>Student(s):</b> Mariā pessimē valet.            |
| 3. <b>Teacher:</b> Cūr ( <i>why</i> ) Mariā pessimē valet? | <b>Student(s):</b> Mariā timet linguam Latīnam.    |
| 4. <b>Teacher:</b> Amatne linguam Latīnam Helena?          | <b>Student(s):</b> Helena linguam Latīnam amat.    |
| 5. <b>Teacher:</b> Linguamne Latīnam amat Christīna?       | <b>Student(s):</b> Christīna linguam Latīnam amat. |

#### ORAL EXERCISE 6 AND DICTATION

*This combined exercise may be used to conclude the chapter or at any time after the students have learned the accusative case and chapter vocabulary.*

Dictate the following sentences to the students. Then ask them to make the following changes either orally or in written form, at the discretion of the teacher.

- Teacher:** Agricola terram amat. (change the direct object into plural)  
**Student:** Agricola terrās amat.
- Teacher:** Lupa puellam cūrat. (change the direct object into plural)  
**Student:** Lupa puellās cūrat.
- Teacher:** Athlēta puellās amat. (change the direct object into singular)  
**Student:** Athlēta puellam amat.
- Teacher:** Filia terrās amat. (change the direct object into singular)  
**Student:** Filia terram amat.

## DERIVATIVES

*agricola* – A combination of *ager* (field) and *colō* (to till); hence a farmer is someone who “tills a field.”

*aqua* – Aqueous rocks have been formed by matter deposited in or by water.

The word “ewer” (a pitcher with a wide spout) is derived from *aquārius* (of or for water; water carrier); through the Old French *eviere* (water pitcher). The astrological sign Aquarius is depicted as a bearded man pouring water out of a pitcher. The word “sewer” is derived through Anglo-French (*sew-ere*) and Old North French *sewiere* (“sluice from a pond”) from a shortened form of *ex aquāriā* (out of something watery). The Middle French form was *esieveur*, referring to a drain for carrying water off.

*āthlēta* – This word is a transliteration from the Greek ἀθλήτης meaning “a prize fighter.” It is based on the verb ἀθλέω (to contend in battle). The grammatical gender of “athlete” also mimics that of the Greek, e.g., a masculine noun in the first declension (consisting mostly of feminine nouns).

*filia* (feminine of *filius*) – The verb “filiate” is a legal term meaning “to determine judicially the paternity of a child.”

The Spanish word *hidalgo* refers to a member of the lower nobility. The first syllable (*hi*) is derived from the Old Spanish *fijo*, *dalgo* from the Latin *dē* (from) and *aliquō* (something). The word meant literally, “a son with something, i.e., a person of property.”

*lupa* – The word “lupus” is used of several diseases causing skin ulcerations, apparently because it “devours” the affected part (like a wolf).

The noun “lupine” is the name of a plant of the genus *Lupinus*. The reason for the association with “wolf” is unclear. It has been conjectured that the late fourteenth century considered these plants to be harmful to the soil. The adjective “lupine” means “savagely, ravenous, predatory,” traits considered characteristic of a wolf.

*nauta* – Like *āthlēta*, this word is a transliteration from the Greek (ναύτης, from ναῦς = ship).

*poēta* – This word is a transliteration of the Greek ποιητής. The Greek verb ποιέω (to do, to make) is the root of these words.

*puella* – No derivatives from the feminine, but *puer* gives us “puerile.”

*Puella* is a diminutive form of *puer* (boy), perhaps a word coined to show affection for a young daughter (as other diminutives do, e.g., Catullus’s *ocelle* for his beloved island Sirmio in Poem 31) in a society where sons were more important than daughters. Some families even named “extra” daughters with just numbers, e.g., *Secunda*, *Tertia*. Of course too many boys could also lead to this, e.g., *Quintus*, *Sextus*!

*Rōma* – The adjective “Romance” was derived around 1300 through the Old French *romanz*, which meant “in the vernacular language,” as opposed to Latin. It referred to a “story of a hero’s adventures.” A Romance language was one developed from Latin instead of Frankish. The connecting notion is that medieval vernacular tales were usually about chivalric adventure. By the 1660s the literary sense had been extended to “a love story.” The idea of “adventure story” is first recorded in 1801; that of “love affair, idealistic quality” is from 1916.

The country “Romania” once constituted a large part of the Roman province of Dacia. Romanian is a Romance language.

The adjective “Romanesque” was coined in 1715 and originally meant “descended from Latin.” By 1819 it was describing the architectural style in Europe from 800 to 1200 that had as its characteristics the arched barrel vault used extensively in Roman architecture.

*terra* – To “inter” a body means to bury it (in the ground = land).

The word “disinter” is the antonym of “inter.” The synonym, “exhume,” is also a Latin derivative (*ex* = out from; *humus* = ground, soil).

The word “subterranean” is composed of two Latin words – *sub* (under) and *terra*.

A “terrier” is so called because this breed of dog was used to start badgers from their burrows (from the Middle French *chien terrier* = dog of the earth).

*amat* (*amō*) – An “amateur” performs for the “love” of the sport or music.

An “amiable” person is agreeable, congenial. They were engaged in an amiable conversation.

The word “amicable” means “peaceable, marked by good will.” They came to an amicable agreement on the point of contention.

The word “enemy” is derived from the Latin *inimicus* (*in* is a negative here; not friendly) through the Middle English *enemi*.

The word “paramour,” referring to an illicit lover, is derived from *amō* through the Middle English *par amour* (from the Old French) meaning “by love, passionately, with strong love or desire.” Around 1300 it became a noun originally used as a term for Christ by women and for the Virgin Mary by men. By the mid-fourteenth century it came to mean “darling” or “sweetheart” and later in the century denoted a mistress, concubine, or clandestine lover.

*ambulat* (*ambulō*) – An “amble” is a slow walk. They ambled through the rose garden enjoying the beautiful flowers.

The word “ambulance” is derived through the French (hospital *ambul[ant]* = traveling hospital) from *ambulō*.

A “perambulator” is a baby carriage (often shortened to “pram”) from the Latin *per* = through and *ambulō*.

The word “preamble” comes from the Latin *prae* = before and *ambulō* and means literally “walking before.” It derives from the medieval Latin *preambulū*, a neuter adjective used as a noun meaning “preliminary” and came into English in the later fourteenth century through the Old French *prembule* (thirteenth century). Every American citizen should recognize the first words of the preamble to the Constitution, “We the People.”

*cūrat* (*cūrō* = to care) – The word “accurate” is attested to in the 1610s and meant “done with care.” The idea of doing something carefully led to that of being exact (1650s). The word “secure” means “free from care” (*sē* = without [on one’s own] and *cūra*).

Johnny thought his job as vice president of the company would be a sinecure (*sine* = without and *cūra*) because his mother was the board chair.

The word “assure” dates from the late fourteenth century and was derived through the Old French *asseurer*, which was based on the Vulgar Latin *ad* (to, toward) and *sēcūrus* (free from care). It therefore means “to protect, calm, keep from care.”

A “curate” is an assistant to a vicar or priest and helps “take care of” their parishioners.

A “curator” is one who “takes care of” the contents of a museum.

A “curio” is an article or object of art valued as a curiosity and is a shortened form of that word. The word “curious” dates to the mid-fourteenth century and meant “eager to know” (often in a bad sense). It was derived from the Latin *cūriōsus* (careful, diligent) through the Old French *curios* meaning “solicitous, anxious, inquisitive,” but also “odd, strange,” hence the varied nuances of the English word today.

He was curious to know the facts. The horse and buggy were a curiosity on the busy modern highway.

The word “procure” is based on two Latin words, *prō* (on behalf of) and *cūra*. It appears in English around 1300, derived through the Old French *procurer* (care for, acquire, provide). Its primary meaning today is “to obtain” (by the action of another) and has been used by the American military in that sense since 1949.

The word “proctor” is a contraction of *procurator* (c. 1300), which meant “manager of a household.” In the late fourteenth century it referred to someone who spoke or acted for another, an advocate, and in the early fifteenth century to the financial administrator of a church or college. Today it is most often used to designate a supervisor of students during exams.

The word “proxy” is also a contraction of the related Latin *prōcūrātiō* (a caring for, management) and from the 1610s refers to a person who acts in place of another.

The word “scour” meaning “to clean or polish” is derived from the Latin *excūrāre* (*ex* = out and *cūra*) through the Old French *securer* and the Middle Dutch *scuren*. It may originally have been a technical term among Flemish workmen in England.

The word “sure” is derived from the Latin *sēcūrus* (without care) through the Old French *sur*, *seur* (safe) and entered the English language around 1300. It also means “yes” (from 1803), a usage based on the Middle English meaning “firmly established.” Qualifiers were gradually added, resulting in such phrases as “sure enough” (1540s), “for sure” (1580s), and “to be sure” (1650s). “Surefooted” dates from the 1630s; “a sure thing” from 1836.

*est* – See *sum* in 1.1. (Note: References such as 1.1 refer to *LNLM* Level 1, Chapter 1.)

*bene* – Most of the derivatives from *bene* are self-evident, but “benign” is not only pronounced differently but its spelling is more difficult. It is derived from the Latin *benignus* (*bene* = well, and *gignō* = to bear, beget); hence the spelling. It appears in English during the early fourteenth century and means “kind, merciful.” Someone who was “wellborn” was expected to be kind and generous as well as honorable.

*et, itaque* – None

*postea* (*post* = after, behind) – The word “posterity” refers to those born after the current generation. The judgment of current events will be left to posterity.

The “postern” gate was located “behind” the castle. It was a private entrance, apart from the main gate.

The word “posthumous” is erroneously associated with the Latin *humus* (ground), but in reality it comes from *postumus* = last, last born. It came into English during the mid-fifteenth century and meant “born after the death of the originator” (author or father) from the Late Latin spelling of the original Latin, which occurred because of the association with *humāre* (to bury) suggesting death. The one born after the father’s death is obviously the last. The last novel of the author was published posthumously.

The adjective “preposterous” literally means “before behind” (from the Latin *praeposterus*) and describes something inverted, in reverse order; topsy-turvy, contrary to nature or reason. It came into English during the mid-sixteenth century.

The word “puny” is a variant spelling of “puisne,” which derives from the Latin *post* and *nāscor* (to be born) through the Old French *puis* (after) from the Latin *postea* (literally “after there”) and Old French *ne* (to be born). It came into English during the sixteenth century and meant “inferior in rank.” The sense of “small, weak, insignificant” is first recorded in the 1590s.