

# 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.

Standards  
1.1, 2.1

RRA 2  
and 3

## CHAPTER 1

### 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.

### HOW TO USE THIS BOOK

On each chapter title page the phrase *Memorābile 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.

### MEMORĀBILE DICTŪ VOCABULARY

populus, populī, m. – people

-que – and

senātus, senātūs, m. – senate



### TEACHING TIP

Rubens painted this picture of Romulus and Remus from 1615–1616 during what is called the Baroque period of art. The man approaching from the rear is Faustulus. The reclining figure is the god of the river Tiber.

### HOW TO USE THIS BOOK AND ITS ANCILLARIES

Two ancillaries 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.

## 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. 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. Afterwards (later) Romulus and Remus build Rome.

### HOW TO USE THIS BOOK

Above each Latin reading passage, information is presented in English. This pre-reading 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. xxxii–xxxiii.



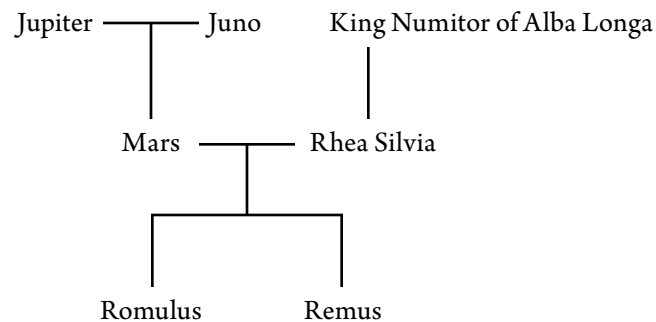
#### TEACHER BY THE WAY

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.



#### TEACHING TIP

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



## 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 vinculis 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.

Standards  
1.1, 2.2

## 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

vinculis – 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?

## 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.

## 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.



## TEACHING TIP

While English derivatives from the starred 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-starred 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*).

- *habet* (*habeō*) – habit, ability, prohibitive.

One’s ability depends on the talents and skills one has.

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

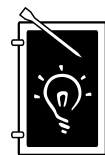
A depot originally was a place where supplies were put for storage.

## HOW TO USE THIS BOOK

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

### ► EXERCISE 1 ANSWERS

1. noun
2. adverb
3. verb
4. preposition
5. verb
6. conjunction
7. noun
8. verb
9. noun
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
- *praepositio* – preposition
- *coniunctio* – conjunction
- *interiectio* – interjection

## 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   |

Standards  
1.1, 4.1

Standards  
1.1, 4.1

Workbook  
Exercise 1

## VOCABULARY TO LEARN

### NOUNS

agricola, agricolae, m. – farmer  
aqua, aquae, f. – water  
āthlēta, āthlētae, m. – athlete  
filia, filiae, 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

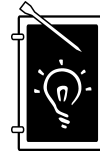
### CONJUNCTIONS

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.



Chapter 1 • 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 flashcards 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 created an electronic vocabulary resource for those students for whom technological learning tools are an aid. These vocabulary flashcards are for the iPod. See p. 93 for more information on iPod flashcards.
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 clipart pictures that illustrate the vocabulary words and use the pictures as a way to test yourself on the Latin words.



### 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' book *Dē aquīs urbis Rōmae* is an excellent source. The book was written about 97 CE when he was Superintendent of Aqueducts. Other 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.

## HOW TO USE THIS BOOK

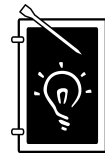
*En* is a word that calls attention to something and means “Look at this!” The information given here draws attention to and further specifies different language facts.

## HOW TO USE THIS BOOK

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

### ► EXERCISE 2 ANSWERS

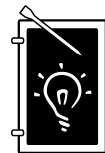
1. filial          filia
2. agriculture    agricola
3. nautical        nauta
4. aquarium      aqua
5. terrain        terra
6. athletic        āthlēta
7. poetic         poēta



#### 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. consider - from *sīdus* (star) + *cum* (with, together) and from *cōnsīderō* (to examine, consider).  
respect - from *respectō* (look back at, have regard for).
- 2. science - from *scientia* (knowledge) and *sciō* (to know). cultivating - from *colō* (till, inhabit, worship)
- 3. necessary - from *necesse* (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).



#### 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.

#### Standard 4.1

### ► 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:

<b>N</b> ever	<b>N</b> ominative
<b>G</b> ive	<b>G</b> enitive
<b>D</b> ogs	<b>D</b> ative
<b>A</b> ny	<b>A</b> ccusative
<b>A</b> buse	<b>A</b> 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.

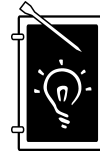
*Mārs* is the subject and *deus* is a predicate nominative.

**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.

**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 bring up Mnemosyne, the goddess of memory and the mother of the 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

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

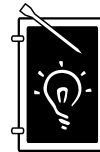
duōs filiōs habet: Rōmulum et Remum

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.



## 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        | vĕrum  |
| 2. direct objects | falsum |
| 3. direct object  | falsum |
| 4. subject        | falsum |
| 5. direct object  | falsum |
| 6. subject        | vĕrum  |

### LATIN FOR THE NEW MILLENNIUM: LEVEL 1

#### NOUN DECLENSIONS

Write the vocabulary entry (nominative singular, genitive singular, and gender) for each noun that the teacher indicates. Then decline the noun.

1. Vocabulary Entry: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

	Singular	Plural
Nominative	_____	_____
Genitive	_____	_____
Dative	_____	_____
Accusative	_____	_____
Ablative	_____	_____

2. Vocabulary Entry: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

	Singular	Plural
Nominative	_____	_____
Genitive	_____	_____
Dative	_____	_____
Accusative	_____	_____
Ablative	_____	_____

3. Vocabulary Entry: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

	Singular	Plural
Nominative	_____	_____
Genitive	_____	_____
Dative	_____	_____
Accusative	_____	_____
Ablative	_____	_____

A full size reproducible version of this page, without the answers, can be downloaded at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

### HOW TO USE THIS BOOK

Noun Declensions: The teacher may choose Latin nouns from the declension that is being studied at the time this worksheet is used. Thus no answers are provided here.



Standards  
1.1, 4.1

### ► EXERCISE 3

- Identify whether the nouns in bold in these sentences are subjects, direct objects, or predicate nominatives. The Reading Vocabulary may be consulted.
- 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:** Amŭlius est **deus**.

Predicate nominative falsum

- Rhĕa Silvia** Rŏmulum et Remum cŭrat.
- Amŭlius **Rŏmulum** et **Remum** bene cŭrat.
- Amŭlius **lupam** vinculis claudit.
- Mārs** Rŏmulum et Remum in aquam pŏnit.
- Lupa **Rhĕam Silviam** cŭrat.
- Amŭlius** ad aquam ambulat.

Workbook  
Exercise 2



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	<i>lupa</i>	the she-wolf	Nominative	<i>lupae</i>	the she-wolves
Genitive	<i>lupae</i>	of the she-wolf	Genitive	<i>lupārum</i>	of the she-wolves
Dative	<i>lupae</i>	to/for the she-wolf	Dative	<i>lupīs</i>	to/for the she-wolves
Accusative	<i>lupam</i>	the she-wolf	Accusative	<i>lupās</i>	the she-wolves
Ablative	<i>lupā</i>	by/with the she-wolf	Ablative	<i>lupīs</i>	by/with the she-wolves

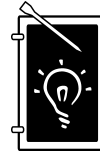
Dative and ablative plural of the words *fīlia*, “daughter,” and *dea*, “goddess” is *fīliābus* and *deābus*. This is to distinguish these forms from the corresponding forms of *fīlius*, “son,” and *deus*, “god.”



#### 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.

Standards  
1.1, 3.1, 4.1



#### 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, to invent a rap or a cheer.



#### 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*.

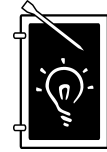
Oral  
Exercise 1

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

Workbook  
Exercise 3

## ► EXERCISE 4 ANSWERS

1. genitive, dative      puellārum, puellīs
2. accusative            nautās
3. accusative            terrās
4. nominative            agricolae
5. genitive, dative      aquārum, aquīs
6. ablative                puellīs
7. ablative                āthlētīs



### TEACHING TIP

Since wrestlers are depicted on the illustration on this page, the teacher may wish to open a discussion about the Romans' and Greeks' fondness for wrestling, which was often practiced in a complex called the *palaestra*.

Roman boys were expected to serve in the military. Thus they were first trained by their fathers in wrestling and boxing. Strength and agility were stressed rather than grace of movement as in Greek sports. The two principal styles utilized by the Greek were upright wrestling, in which three falls of your opponent to the ground were necessary to defeat him, and ground wrestling, which required the opponent to give up in order to end the match. In the *palaestra* there was an area for the young people to practice wrestling or boxing with a punching bag (*cōrycus*). Examples of monumental Roman baths with a *palaestra* are found at the Baths of Caracalla in Rome; the Harbor Baths at Ephesus in Turkey; and the Baths in Varna, Bulgaria, the largest ancient structure in that country.

Wrestling was also one of the sport events at the Olympic games that the Romans often attended. Greco-Roman wrestling is also one of the events featured in the summer Olympic games in modern times.



### TEACHING TIP

The teacher might want to have students read an English translation of Book 23 of the *Iliad* in which Ajax and Odysseus compete in a wrestling match, and Book 5 of the *Aeneid* for a description of the sports that the Romans played, and compare the attitude of the competitors in each epic. Both events were part of the funeral games, the former in honor of Patroclus, friend and attendant of Achilles, and the latter in honor of Anchises, father of Aeneas. This might lead to further discussion on the nature of modern wrestling.

Standards  
1.1, 4.1



### 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   | 5. aquis     |
| 2. terrīs   | 6. poētārum  |
| 3. nautārum | 7. agricolae |
| 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!



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

Chapter 1 • 11

Standards  
1.1, 4.1

Oral  
Exercise 2

Workbook  
Exercise  
4, 5



## 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         | poetae        |
| 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.

## 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.                       |



## 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.

### ► 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 CPO’s 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, fīliam, aquam, lupam, āthlētam*

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



Standards  
1.1, 4.1

Workbook  
Exercise 6,  
Content  
Questions

Oral  
Exercise 3

Standards  
1.2, 2.1, 4.1,  
4.2

### ► 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

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

**María:** Salvēte, Helena et Christína!

**Christína:** Salvē, María!

**Helena:** Salvē, María!

**María:** Quōmodo valēs, Helena? Quōmodo valēs, Christína?

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

**María:** Pessimē.

**Helena et Christína:** Cūr? (*Why?*)

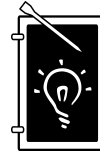
**María:** Timeō linguam Latīnam (*I fear the Latin language*).

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

**Christína:** Et ego linguam Latīnam amō!

Oral  
Exercise  
4, 5, 6, and  
Dictation

Chapter 1 • 13



## TEACHING TIP

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

## 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*.

- Teacher:** Quōmodo Christína valet?      **Student(s):** Christína bene valet.
- Teacher:** Quōmodo María valet?      **Student(s):** María pessimē valet.
- Teacher:** Cūr (*why*) María pessimē valet?      **Student(s):** María timet linguam Latīnam.
- Teacher:** Amatne linguam Latīnam Helena?      **Student(s):** Helena linguam Latīnam amat.
- Teacher:** Linguamne Latīnam amat Christína?      **Student(s):** Christína linguam Latīnam amat.

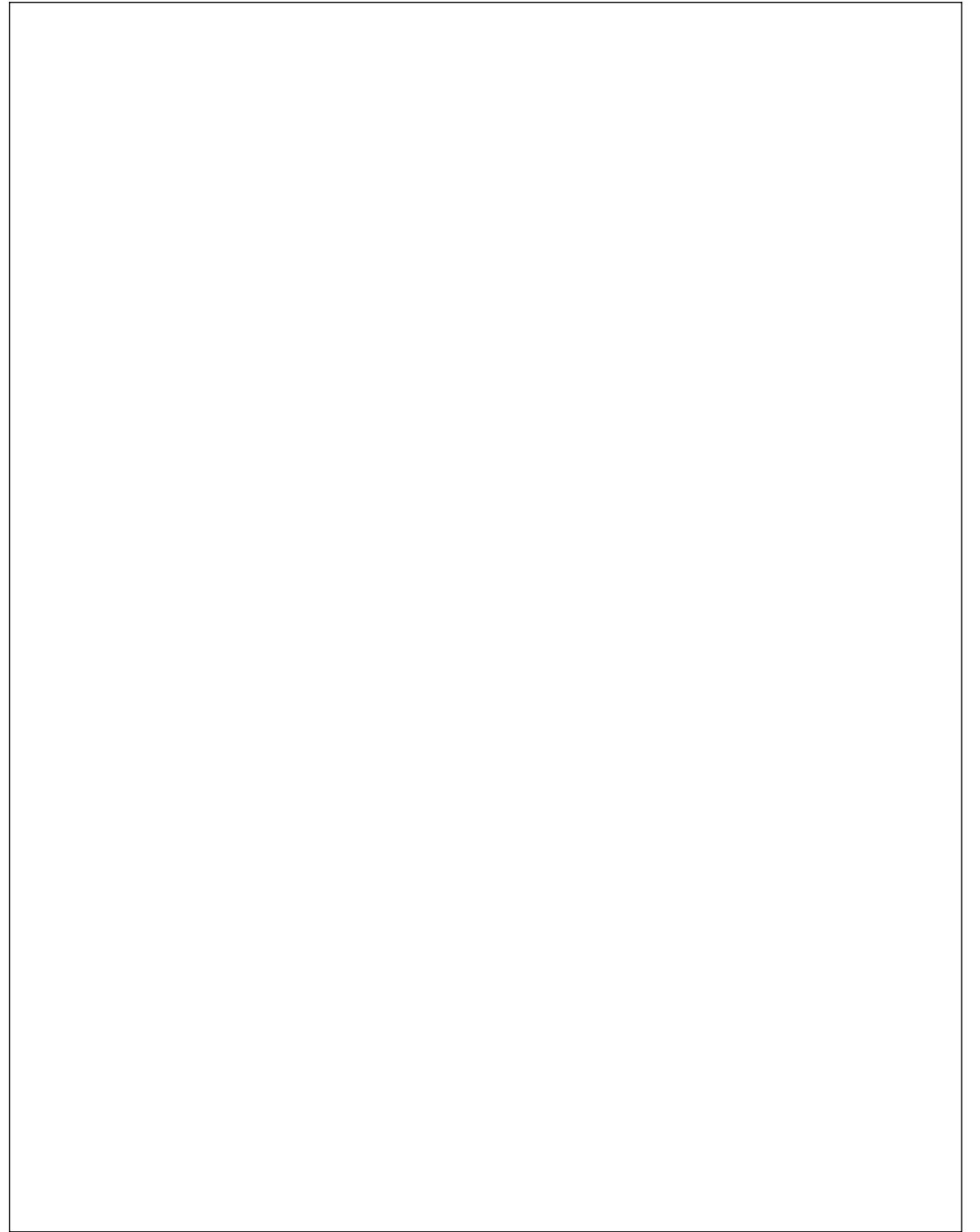
## ORAL EXERCISE 6 AND DICTATION

*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:** Āthlēta puellās amat. (change the direct object into singular)  
**Student:** Āthlēta puellam amat.
- Teacher:** Filia terrās amat. (change the direct object into singular)  
**Student:** Filia terram amat.

## TEACHER NOTES

A large, empty rectangular box with a thin black border, occupying the right half of the page. It is intended for the teacher to write notes.