Latin Alive!

Book 1

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Gaylan DuBose

Latin Alive! Book 1 Revised Student Edition
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Memoria Te Tenemus

This revision of *Latin Alive Book 1* is dedicated to the memory of Gaylan DuBose, my friend, mentor, and coauthor for the Latin Alive series. Each revision made within the pages of this book was crafted in keeping with the original vision we shared. Its purpose is to train students to read Latin in such a way as to discover a wonder and passion for the stories of history and literature that this language holds. Mr. DuBose took great delight in choosing most of the passages in this book series from the works of authors such as Livy, Ovid, Suetonius, Augustine, and many others. He shaped them for the beginning student, and set each one in a delightful context with the Culture Corners and fun facts he shared to support them. His legacy lives on in these pages and in the hearts of the many students he taught for more than five decades. As the Romans would say, Mr. DuBose, we hold you in our memory.

Preface to the Revised Edition

Latin Alive! Book 1 was first published in 2008 as the first in a series of three Latin textbooks designed specifically for students pursuing a classical education, whether in a traditional school setting or at home. I partnered with my dear friend and mentor, Gaylan DuBose, to bring these students, their teachers, and their parents a textbook that would delight the learner and support the teacher as they worked together toward the goal of reading original Latin texts.

This new, revised edition carries forward this good work by retaining the core material from the original text, the grammar and reading lessons that have benefitted Latin students over the years, while implementing thoughtful revisions in response to shared teacher observations. *Latin Alive! Book 1* and the entire series will now offer a better pace, keeping in mind the *scholé*, or restful learning, approach to learning. The revised Book 1 now contains twenty-two chapters, reduced from the original twenty-nine. Some of the chapter readings have been revised for length and content, so that they might better fit within the pacing of the school year and better align with the students' reading ability. While the readings may be shorter, we have increased the number, length, and type of exercises in order to provide additional opportunities to practice grammar and reading. As always, the choice of which exercises and readings to include in any lesson plan is at the discretion of the teacher. Teachers should not feel obligated to use every exercise provided. Instead, teachers now have a greater variety of options from which they can choose.

Over the years I have personally worked to build a multi-disciplinary approach to teaching Latin within my own classroom. The study of Latin grammar as a means to read Latin texts remains the foundation of this series. However, the *Latin Alive!* series now offers additional exercises to engage learners through speaking, listening, observing, drawing, and even moving about the classroom. Some of these exercises are printed within the pages of the student textbook. Others, such as conversational warm-ups that feature the chapter motto, are offered in the teacher's edition.

As with the original edition, this text contains engaging supplemental lessons, such as Derivative Detective, Culture Corner, *Colloquāmur*, and Latin in Science. Each of these sections demonstrate the connections the classical world and *Latīna līngua* share with our modern lives.

Lastly, I must express my immense gratitude to our editors for this text, Edward J. Kotynski and Anne B. Tew. Both are gifted teachers who share with me a passion for the Latin language and an enthusiasm for engaging students in learning. Far beyond the basic editing, both offered their creativity and experience to crafting exercises and refining lessons. It is our hope that we are placing in your hands an even better and more delightful text that brings Latin to life for students.

Soli Deo Gloria,

Karen T. Moore, MSc

Note to Students

We have written this text just for you, the preteen preparing to begin the dialectic stage of learning (the School of Logic). Whether you are beginning to study Latin for the first time or have studied some Latin in grammar school, we have created this textbook for you. This text will review all the grammar covered in the Latin for Children series. Students who worked through those books will find that *Latin Alive! Book 1* will teach you much more about how to use what you have already learned. For students who are new to Latin, this text will leave no stone unturned. We will teach you all the basics of the language. For all students, this text is the first in a series that will prepare you to read, understand, even construe (analyze) Latin texts that represent some of the greatest literature ever written.

What you will find inside:

- **Pronunciation:** The introduction begins with a thorough lesson on classical pronunciation. This includes important rules on syllabication and accent.
- **Glossaries:** After the introduction, each chapter begins with a list of Latin vocabulary and English derivatives. A complete alphabetical glossary is also provided in the back of the book.
- **Grammar Lessons:** These sections in each chapter provide clear, concise, and complete grammatical instruction written just as it would be taught in a classroom. Grammatical exercises follow each lesson to help you practice what you have just learned.
- **Sentence Translation:** These exercises appear toward the end of each chapter. They will help you apply what you have practiced in the grammatical exercises and prepare you for the chapter reading to follow.
- **Multi-Sensory Exercises:** Each chapter also offers exercises to engage you in the *Latina lingua* through speaking, drawing, or moving.
- **Chapter Readings:** Latin stories about the Roman monarchy and republic end each chapter. We based many of these on the stories of the great Roman historian Livy.
- **Unit Review Chapters:** Each unit concludes with a review designed to reinforce the previous lessons. The unit reviews resemble the format of the reading comprehension portion of the National Latin Exam and the multiple-choice section of the Advanced Placement Latin Exam. We intentionally designed these unit reviews to increase reading comprehension skills.
- **Reading Helps:** Each reading, whether in a regular chapter or a unit review, contains the following helps:
  - Names and Proper Nouns lists describe the characters and places that will appear in each story.
  - An extra glossary for unfamiliar words in the text. Each of these words appears in *italics* in the Latin text. This will allow you to see which words you can expect help on.
  - At the end of the passage, we have provided the translation for some phrases. These phrases appear in **bold** type. This feature allows us to introduce you to classical idioms and expressions that frequently appear in Latin literature.
  - Reading comprehension questions in both Latin and English follow each reading.
- **Historical Context:** The Latin readings in this text tell of the history and culture of the Roman people from the Trojan War to the time of Julius Caesar. In addition to these Latin passages, each unit review chapter begins with a historical passage written in English. These English passages provide opportunities for us to communicate more about the people, places, and events that surround the stories you are reading. We are honored to have Dr. Christopher Schlect as a contributing writer on several of these pieces. Dr. Schlect is the Senior Fellow of History at New St. Andrew's College, where he serves as Head of Humanities and Director of the college's graduate program in Classical and Christian studies.
- **Bonus Material:** In addition to all of the above, we have provided a combination of the following supplementary segments in each chapter.

- *Colloquāmur:* Improve your command of Latin by increasing your oral proficiency. These activities appear regularly throughout the text and offer practical and sometimes entertaining ways to apply your Latin skills in and out of the classroom.
- Derivative Detective: Build your English vocabulary through these activities that demonstrate how we can trace modern words back to an ancient vocabulary.
- Culture Corner: Learn more about the Romans, their lives, their history, and their traditions using these windows into the past.
- Latin Americana: Each chapter features one of the national or state mottoes that regularly appear on official insignia. In addition, we offer several opportunities for you to see how classical history and civilization have shaped our world.

Note to Teachers and Parents:

Like the Latin for Children series, this text includes clear, concise, and complete grammatical instruction, making it user-friendly for the student and the novice Latin teacher alike. As seen in the list of features above, it also incorporates a great number of exercises and additional activities, making a supplemental text quite unnecessary. We have also created a teacher's edition for this text to aid you in the classroom. The teacher's edition includes not only answers and translations, but also teacher tips, tests, and additional classroom projects accumulated from our combined experience of more than sixty years of teaching.

It is our hope that you will enjoy learning Latin with this textbook as much as we have enjoyed creating it for you.

S.D.G.

Karen Moore and Gaylan DuBose

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ē plūribus ūnum
one from many

—motto on the United States of America Great Sea

This phrase is adapted from Pseudo-Vergil's *Morētum*, 1.104, "color est ē plūribus ūnus."

Introduction

Latin Alphabet

Latin Verbs

- pronunciation
- syllabication
- accent

Some perceive Latin as a difficult course of study—too difficult for any but the most intelligent and adept of students. However, this is simply not the case. The fact is that many boys and girls of various nationalities and backgrounds have studied this language over the centuries. If you take up the biographies of many men and women of reputation, including the Founding Fathers of America, you will find that they studied Latin as youths, even those who attended small one-room schoolhouses in the backwoods. The truth is that English is actually much harder to learn than Latin. Compared to English, Latin is simple. Before you laugh at this remark, take the Roman point of view. Let us suppose that a young Roman boy named Marcus decided to take up the study of English. How would he, a native speaker of Latin, learn this modern language?

Section A. Alphabet

Marcus's first lesson would be the alphabet. He would be relieved to find in this area common ground between his language and ours, for our alphabets are very similar. The earliest writings we possess in the Latin alphabet date from

the sixth century BC. The Latin alphabet, which consisted initially of only twenty letters, was adapted primarily from that of the Etruscans, a people who inhabited central Italy prior to the Romans.:

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

Later, Latin added the letters *K*, *Y*, and *Z* from the Greek alphabet as the Romans adapted Greek words to the Latin language. The letters *J*, *U*, and *W* were included at a much later stage, also for adapting to other languages. The letter *J* became the consonant form of *I*, *U* is the vowel form of *V*, and *W* was introduced as a "double-u" (or double-v) to make a clear distinction between the sounds we know today as "v" and "w." With these additions, the Latin alphabet, also called the Roman alphabet, is the most widely used alphabetic writing system in the world. So, Marcus need only learn a couple of new letters to obtain a complete understanding of the English alphabet. As for you, you needn't learn any, but only learn to live without a few.

The final form of the alphabet in Latin was:

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

a b c d e f g h i k l m n o p q r s t u v x y z</div>

Section B. Pronunciation

While the alphabet will pose little or no problem for our Roman friend, Marcus, phonics will be a great obstacle. That's because the twenty-six letters that create the modern English alphabet can make seventy-two different phonetic sounds!

Let's start with vowels. Surely you have noticed in the English language how challenging it can be to know how to pronounce a vowel or group of vowels. We sometimes even have homophones (words with identical spellings) that are pronounced two different ways (e.g., **pre**sent and pre**sent**) and others that are spelled differently but pronounced identically (e.g., to, too, and two)!

Latin vowels are much more consistent. For the time being, assume that the consonants are pronounced just as they are in English. Your teacher will help you if there are any unusual ones.

Vowels in Latin consist of the typical *a*, *e*, *i*, *o*, *u*. They are either long or short by nature. Thus, each vowel has two and only two sounds. Unlike English, long vowels in Latin are often clearly marked by a **macron** (from the Greek word *makros*, meaning "long"), which is a line over the letter. It looks like this: ā.

Latin Vowels			
Short	**Latin Example**	**Long**	**Latin Example**
a as in **a**like [uh]	**casa**	*ā* as in f**a**ther [ah]	**stāre**
e as in p**e**t [eh]	**memoria**	*ē* as in th**e**y [ey]	**cēna** [key-nuh]
i as in p**i**t [ih]	**inter**	*ī* as in mach**i**ne [ee]	**īre**
o as in b**o**ught [aw]	**bonus**	*ō* as in h**o**se [oh]	**errō**
u as in p**u**t [u]	**Marcus**	*ū* as in r**u**de [oo]	**lūdus**
y as in p**i**t [ih]	**thymum**	*ȳ* as in mach**i**ne [ee]	**Lȳdia**

Exercise 1. Pronounce the following words aloud.

1. amō
2. pater
3. māter
4. vīcī
5. ōrdō
6. est
7. uxor
8. ūsus
9. syllaba
10. excelsior

Now let's look at consonants. Read the following list of English words aloud.

cat	apple	rock
city	ant	rope
chorus	avocado	love
charade	aviator	loose

Can you figure out one general rule for the sounds produced by each of the letters *c*, *a*, or *o*? No, you can't because although there *are* phonetic rules for each of these letters, they are numerous and there are many exceptions to almost all of them.

Marcus will most likely feel quite overwhelmed and even a bit frustrated by the numerous phonic rules he must learn for English. His native Latin is much simpler and very easy to understand. In Latin, each consonant produces only one sound when on its own. Most are identical to our modern pronunciation, but there are a few variations that you should learn.

Latin Consonants		
Consonant	**Phonetic Rule**	**Latin Example**
c	always hard as in **c**at, never soft as in **c**ent.	**cantō**
cēna	**memoria**	*ē* as in th**ey** [ey]
g	always hard as in **g**oat, never soft as in **g**entle.	**glōria**
genus	**bonus**	*ō* as in h**o**se [oh]
i (j)	as a consonant appearing before a vowel, pronounced as the *y* in **y**ellow.	**iam**
Iūppiter	**thymum**	*ȳ* as in mach**i**ne [ee]
r	often rolled as in Spanish or Italian languages.	**rēctus**
s	always like the *s* in **s**it, never like the *z* sound in plea**s**e.	**semper** **senātus**
t	always like the *t* in **t**able, never like the *sh* sound in na**t**ion.	**teneō** **ratiō**
v	sounds like the *w* in **w**ine.	**vīnum** **victōria**
x	sounds like the *x* in o**x**, not the *gz* in e**x**ert.	**nox** **rēx**

Exercise 2. Pronounce the following words aloud.

1. cīvitās
2. interrogātiō
3. casa
4. vēritās
5. vinculum
6. exercitās
7. gravitās
8. genus
9. resurgō
10. iungō

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

then   **th**eatre   Goa**th**erd

Once again, Marcus will be overwhelmed. He must learn another set of rules in order to know how to pronounce the consonant blend *th* in varying settings. In contrast, Latin is simple. On most occasions that two consonants appear together, you will pronounce each one with its individual sound as noted in the Latin Consonants chart. There are a few consonant blends, but unlike English, each blend has *one* assigned sound that never varies.

Latin Consonant Blends		
Consonant	**Phonetic Rule**	**Latin Example**
bs, bt	*b* sounds like *p*	**urbs** (**urps**)
obtineō (*op-TIN-e-oh*)	**memoria**	*ē* as in th**ey** [ey]
gu, qu	sounds like *gw, qw* as in pen**gu**in and **qu**art	**glōria**
(The *u* is considered a consonant here, not a vowel.)	**lingua**	*ō* as in h**o**se [oh]
quod	as a consonant appearing before a vowel, pronounced as the *y* in **y**ellow.	**iam**
ng	sounds like *ng* as in a**ng**le (You hear an *ng* sound followed by a *g* sound) not like angel or sing.	**lingua**
gn	sounds like *gn* or *ngn* as in ma**gn**et or a**nn**ual	**magnus**
ch	each sound pronounced individually like **ch**orus, not like ba**ch**elor	**charta**
chaos	always like the *t* in **t**able, never like the *sh* sound in na**t**ion.	**teneō** **ratiō**
th	each sound pronounced individually like goa**th**erd, not like **th**en or **th**eatre	**thymum** **theātrum**
ph	each sound pronounced individually like u**p h**ill, though most people pronounce it *f* as in **ph**iloso**ph**y	**philosophia** **Orpheus**
double consonants	pronounced as two individually distinct sounds with a slight pause between them	**ecce** (*EC-ce*) **puella** (*pu-EL-la*)

Exercise 3. Pronounce the following words aloud.

1. obsequor
2. obtulī
3. mathēmaticus
4. anguis
5. sanguinis
6. pulcher
7. architectus
8. scientia
9. quidquid
10. cūrō
11. currō
12. sumus
13. summus
14. theorēticus

Finally, there are a few combinations of Latin vowels that are pronounced together. These combinations, called **diphthongs**, are two vowels blended together to create one sound. Latin has only six diphthongs.

Latin Diphthong		
Diphthong	Pronunciation	Latin example
ae	sounds like the *ai* in **ai**sle	**fēminae, aequus**
au	sounds like the *ou* in **ou**t	**laudō, auctor**
ei*	sounds like the *eigh* in w**eigh**	**deinde**
eu*	pronounced *eh-oo*	**heu**
oe	sounds like the *oi* in c**oi**l	**proelium**
ui*	pronounced *oo-ee* as in tw**ee**t	**huic, cui**

*The diphthongs marked with an asterisk are very rare. The diphthongs not so marked are very common diphthongs.

Caveat Discipulus **(Let the Student Beware)**: If you see a vowel combination like those in the Latin Diphthongs chart, but with one vowel marked long (with a macron over it), then it is *not* a diphthong and the vowels are pronounced separately, like this:

poēta, Trōes

Exercise 4. Pronounce the following words aloud.

1. caedō	5. pinguis	9. phoenix
2. causa	6. silvae	10. eugē
3. foedus	7. poēma	
4. ēheu	8. audiō	

The various sounds produced by the consonants and vowels in Latin total forty different phonetic sounds. Compare this to the seventy-two sounds produced by the English vowels and consonants and you can begin to see why Latin could be considered the easier of the two languages. However, there is still more to consider in learning how to pronounce words correctly. So, while Marcus continues to learn his seventy-two new English sounds, we will turn to syllabication.

Section C. Syllabication

The term "syllable" is used to refer to a unit of a word that consists of a single, uninterrupted sound formed by a vowel (e), diphthong (ae), or by a consonant-vowel combination (el). **Syllabication** is the act of dividing a word into its individual syllables. With English this can be tricky because there are often letters that remain silent. However, in Latin there are no silent letters, so any given Latin word will have as many syllables as it has vowels or diphthongs.

There are three main rules of syllabication and a couple of more-complicated rules that occur in unusual circumstances. Our suggestion is that you memorize the first three rules, and then refer to the other rules when you need them, until they become second nature.

Main Rules: Divide

1. Before the last of two or more consonants:
   pu-el-la   ter-ra
   ar-ma   temp-tō
   (but phi-lo-so-phi-a because, remember, *ph* is considered a single consonant)

2. Between two vowels or a vowel and a diphthong (never divide a diphthong):

   cha-os   proe-li-um

3. Before a single consonant:

   me-mo-ri-a   fē-mi-nae

Special Rules:

4. Before a **stop** + **liquid** combination, except if it is caused by the addition of a prefix to the word:

   pu-**bl**i-ca (but **ad**-lā-tus according to the exception)

   A **stop** is a consonant whose sound cannot be sustained. For example, you can sustain or extend the sound of *f* or *v* or *s*, but once you make the *d* or *t* sound, it is over: the sound automatically stops. **Liquids** are the letters *l* and *r*. *Tr* is an example of a stop + liquid combination.

5. After the letter *x*. Though it is technically two consonants, it is indivisible in writing, so we divide after it:

   ex-i-ti-um   ex-e-ō

6. Before *s* + a stop, if the *s* is preceded by a consonant:

   mōn-stro   ad-scrip-tum

Exercise 5. Write out the syllables for the following words, taken from exercises 1–4.

Notā Bene:

- Latin has compound words similar to those in English (transmit). When words are compounded, it is customary to divide between the combined words. mittere   trans-mittere.
- The letters *ch*, *ph*, *th*, and *tr* are considered a single consonant for the purpose of syllabication.
- The combination *ng* is tricky, but because it makes two distinct sounds, divide *n* from *g*.

1. pater	6. syllaba	11. exercitās	16. anguis	21. currō
2. māter	7. cīvitās	12. gravitās	17. pulcher	22. sumus
3. ōrdō	8. poēta	13. genus	18. architectus	23. caedō
4. uxor	9. vēritās	14. iungō	19. philosophia	24. foedus
5. ūsus	10. vinculum	15. obtulī	20. cūrō	25. eugē

Section D. Syllable Length & Accent

Syllable Length

   It is easy to tell long syllables in Latin, and it will be important to know how to do so in order to properly accent words. Syllables are long when they contain a long vowel (marked by a macron, *ā*), a diphthong (ae), or a short vowel (a) followed by two consonants. Otherwise, they are usually short. Recognizing the length of a syllable will become particularly important when reading poetry later on.

   Caveat Discipulus: The length of the syllable does not change the length of the vowel when pronouncing words. You should still pronounce short and long vowels according to the phonetic rules you have just learned. The length of the syllable will affect how you accent the words, as you will soon learn.

Exercise 6. Practice dividing the following words into syllables. Then, mark the length of the syllables.

   ˘ = short   ‾ = long

Exemplī Grātiā (for example):   puella pu-el-la ˘ ‾ ‾

1. dominus	5. silvae	9. causa
2. annus	6. urbs	10. interrogātiō
3. cōnsilium	7. oppidum	
4. theātrum	8. victōria	

Accent

Accent is the vocal emphasis placed on a particular syllable of a word. As usual, English complicates rules for pronunciation. Consider the following examples, paying particular attention to the underlined words.

> We will <u>present</u> the <u>present</u> to the birthday girl.

> They <u>object</u> to the <u>object</u> of the speech.

The underlined homonyms are spelled the same, yet each one is pronounced differently. Certainly Marcus or any other student attempting to learn English would be quite puzzled by this. Latin on the other hand accents words in a uniform manner.

The rules for accent are as follows:

1. In words of two syllables, always accent the first syllable: **aúc-tor, naú-ta**

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

3. Otherwise, accent the **antepenult** (third from the last) syllable: **fḗ-mi-na, aú-di-ō**

Notā Bene: The last syllable is referred to as the ***ultimā***, meaning "last" in Latin. The next to last syllable is called the penult (almost last). The syllable third from the end is known as the antepenult (before the almost last).

It might be helpful to think of the penult syllable as having a gravitational pull. If it is long, the "gravity" pulls the accent close to it. If it is short, then there is a lack of gravity, as on the moon, and the accent floats away to the third position, or antepenult. There is, however, an invisible force field on the other side of the antepenult, so the accent cannot float past that syllable.

Exercise 7. Write out the syllabication and accent for each word from exercise 6.

Exemplī Grātiā (**for example**): puella pu-él-la

1. dominus	5. silvae	9. causa
2. annus	6. urbs	10. interrogátió
3. cónsilium	7. oppidum	
4. theātrum	8. victória	

Exercise 8. Define the following terms using complete sentences.

1. Diphthong

2. Syllabication

3. Accent

Notā Bene: Although we have given you some helpful rules regarding Latin pronunciation, syllabication, and accent, there will occasionally be some exceptions to these rules (as there are with English rules). These exceptions will be rare, however, so we will not list all possible exceptions for you now. You'll encounter these exceptions as they naturally come up as you progress through your study of Latin.

Once Marcus has completed the tedious process of learning all the rules for pronouncing and spelling English words, he will be delighted to find how similar many of them are to Latin. In fact, there are many Latin words that have been adopted into the English language without any change in spelling at all. The only challenge is that they are often pronounced differently in Latin.

Exercise 9. Study the following list of Latin words. Divide them according to the rules of syllabication. Then, accent them appropriately. Finally, practice reading them aloud.

1. animal	5. horror	9. interim	13. arēna	17. atrium
2. clāmor	6. toga	10. neuter	14. herba	18. candidātus
3. honor	7. status	11. poēta	15. firmus	19. ergō
4. genus	8. paenīnsula	12. ulterior	16. gladiātor	20. forma

Culture Corner: Roman Names

Most people today have three names: first, middle, and last (or surname), such as:

Michael Richard Moore

Have you ever thought about the purposes that each of your names serves? Your last name (Moore, in the example) signifies the family to which you belong. Often either your first or middle name is inherited from a parent or ancestor. In this example, Richard is a name inherited from this boy's father and grandfather. The first name is often one chosen just for you. It sets you apart from the other members of your family. Your parents may have chosen this name based on how it sounds or what it means.

Generally, your friends and family call you by your first name (Michael), unless you have a nickname or preference for your middle name. Your middle name is reduced to an initial on most documents (Michael R. Moore). Rarely does anyone call you by both your first and middle name (Michael Richard) or by all three names except in formal situations such as graduation, or when your mother catches you in some mischief.

Roman names are somewhat similar. Roman boys also had three names: *praenōmen*, *nōmen*, *cognōmen*, such as:

Gāius Jūlius Caesar

The *cognōmen* (Caesar, in the example) was similar to our surname. It identified the family to which that person belonged. The *nōmen* (Jūlius) was usually inherited from the father. This was the case with both boys and girls. The son of Jūlius Caesar would also be called Jūlius, and his daughter would be called Jūlia. This was the name by which you were most often addressed publicly. Girls, would you like to inherit your father's name? The *praenōmen* was your own unique name. Only your family and closest friends would address you with this name. The *praenōmen* was the name often reduced to an abbreviation: G. Jūlius Caesar.

Today, names usually do not change, except in the instance of marriage in which the last name is sometimes taken. The Romans, however, sometimes changed a name or added an *agnōmen* to recognize certain accomplishments in a man's life. For example, Publius Cornēlius Scīpiō won the Second Punic War against Carthage (a country in North Africa) and was rewarded with the *agnōmen* "*Āfricānus.*" He is known in history as Scipio Africanus.

You can Latinize your own name using some of the phonetic sounds you learned in this preface. Girls' names usually end in -a, and boys' names usually end in -us. Sometimes Latin used other languages to adapt names from those cultures. You may choose to do the same. For example, Matthew James Moore would be *Matthias Iacobus Morus. Matthias* is Greek. *Iacobus* is the Roman equivalent to James. *Morus* is a Latinization using phonetic sounds and -us. Read the *Colloquāmur* section to find your name in Latin or choose an authentic Latin name for yourself.

Colloquāmur (Let's Talk):

Did you know that many of our modern names come from those used by the Romans or their Latin-speaking successors? Use the list below to see if you can find the origin of your name or choose another Roman name for yourself. Then use the conversation guide to introduce yourself to your classmates. Don't forget to pronounce the names correctly!

Latin Names			
Boys		**Girls**	
Albertus	Laurentius	Aemilia	Margarīta
Antōnius	Leō	Agatha	Marīa
Bernardus	Leonardus	Alma	Monica
Carolus	Ludovīcus	Anastasia	Pātricia
Chrīstophorus	Mārcus	Angela	Paula
Cornēlius	Martīnus	Anna	Paulīna
Dominicus	Michael	Barbara	Roberta
Eduardus	Pātricius	Caecilia	Rosa
Ferdinandus	Paulus	Catharīna	Stella
Francīscus	Petrus	Chrīstīna	Terēsia
Frederīcus	Philippus	Clāra	Ursula
Gregorius	Raymundus	Deana	Vēra
Gulielmus	Robertus	Dorothēa	Vēronica
Henrīcus	Rūfus	Flōra	Victōria
Iacōbus	Silvester	Flōrentia	Viōla
Ioannes	Stephanus	Iūlia	Virginia
Iōsēphus	Timotheus	Iūliāna	Vīviāna
Iūlius	Victor	Lūcia	
Iūstīnus			

Conversation Guide

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

Quid nōmen tibi est?   What is your name?

Notes

Annuit coeptīs.
He has favored our undertakings.

—motto on the reverse side
of the seal of the United States

Chapter 1

Lesson Focus

Latin Verbs

- principal parts
- first conjugation, present tense
- complementary infinitive

Vocabulary

Verbs		
Latin	**English**	**Derivatives**
amō, amāre, amāvī, amātum	to love, like	(amorous)
ambulō, ambulāre, ambulāvī, ambulātum	to walk	(perambulator, ambulance)
cantō, cantāre, cantāvī, cantātum	to sing	(chant, cantata)
labōrō, labōrāre, labōrāvī, labōrātum	to work	(labor)
nāvigō, nāvigāre, nāvigāvī, nāvigātum	to sail	(navigate, navigation)
necō, necāre, necāvī, necātum	to kill	

Verbs			
	Latin	**English**	**Derivatives**
	optō, optāre, optāvī, optātum	choose, want	(option)
	pugnō, pugnāre, pugnāvī, pugnātum	to fight	(pugnacious)
	saltō, saltāre, saltāvī, saltātum	to dance	(saltation)
	volō, volāre, volāvī, volātum	to fly	(volatile)
Adverbs			
	ecce	behold, look	
	nōn	not	(nonsense)
	ubi	in what place?, where?	
Conjunctions			
	et	and **et . . . et** = both . . . and	(etcetera, etc.)
	sed	but	

Exercise 1. Practice this chapter's new vocabulary with one or more of the following activities.

   a) Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

   b) Create flash cards. On the obverse side (front) write the infinitive form and draw an image that represents the meaning of the word. On the reverse side (back) write all principal parts, including macra, and the meaning of the word. You may also include a derivative.

Section 1. Principal Parts & Conjugations

A. Principal Parts

Verbs are the central part of any sentence. In English, a complete sentence is defined as having a subject and a verb. In Latin you can have a complete sentence that consists of nothing more than a single verb. In fact, when translating any Latin sentence, it is advisable to find and translate the verb first. So, it is very important that you begin your study of Latin by learning how to recognize and translate verbs.

Every Latin verb is introduced with a set of principal parts. **Principal parts** are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

1. infinitive	to love	to sing
2. third-person present tense	(he) loves	(he) sings
3. preterit (simple past)	loved	sang
4. past participle	loved	sung

The principal parts of Latin verbs are categorically similar:

1. first-person present	*amō* (I love)	*cantō* (I sing)
2. present infinitive	*amāre* (to love)	*cantāre* (to sing)
3. first-person perfect (simple past)	*amāvī* (I loved)	*cantāvī* (I sang)
4. past participle (supine)	*amātum* (loved)	*cantātum* (sung)

It is worth noting that although both languages use the same basic forms to comprise their principal parts (to love, loves, loved, loved), Latin is much more consistent in the pattern these forms follow. The first principal part is used to list and locate words in a Latin dictionary. The remaining three principal parts form various verb tenses. For now, we will only use the first two principal parts (first-person present and infinitive). You should take care, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs with some altering their **stem** (the base part of every verb) in the last few principal parts. You will save yourself a great deal of work and frustration later if you memorize them as part of your vocabulary list now.

B. First Conjugation

A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Every member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Similarly, each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members.

There are four different conjugations, or groups of verbs. For now, we will focus only on the first. You can always recognize the first conjugation by the second principal part (present infinitive), which ends in -*āre*. It is from this form that almost every verb forms its present-tense stem:

$$\textbf{second principal part} - \textbf{re} \;\; = \textbf{verb stem}$$

$$\textbf{amā/re} \;\; = \textbf{amā}$$

$$\textbf{cantā/re} \;\; = \textbf{cantā}$$

The infinitive is translated "to _____"

amāre "to love"

cantāre "to sing"

Exercise 2. Use the second principal part to identify the stem for each of the verbs in the vocabulary list of this section. Do not translate.

Exemplī Grātiā: *amā/re* stem = *amā*

Section 2. Present Tense and Personal Endings

Now that you know how to identify a verb's stem, it is time to learn how to apply a set of endings in order to create a sentence. To **conjugate** a verb is to list a verb with its endings. The verb ***cantāre*** is conjugated below with its personal endings. The personal endings of a verb demonstrate two important characteristics: number and person.

Person and Number		
Person	Singular	Plural
1	cant-**ō**- I sing	cantā-**mus**- we sing
2	cantā-**s**- you sing	cantā-**tis**- you (pl.) sing
3	canta-**t**- he/she/it sings	canta-**nt**- they sing

Number reveals *how many* are doing the action. There are two options for number: singular and plural.

<div align="center">Singular: I sing.   Plural: We sing.</div>

Person reveals *who* is doing the action. There are three options for person:

First person, the speaker is doing the action:

| *Exemplī Grātiā:* | I sing. | We sing. |

Second person, the person spoken to is doing the action:

| *Exemplī Grātiā:* | You sings. | You (pl.) sing. |

Third person, another person is doing the action:

| *Exemplī Grātiā:* | He/She/It sings. | They sing. |

Exercise 3. Following the example of *cantāre*, conjugate the verbs *amāre* and *nāvigāre*. Take care to notice where the macra (long marks) appear.

A third characteristic of all verbs is tense. **Tense** indicates *when* an action occurs. The **present tense** describes action that is happening right now. In English, there are three different ways to indicate action in the present tense:

Simple Present:	I sing.
Present Progressive:	I am singing.
Present Emphatic:	I do sing.

Fortunately for us, Latin has only one present-tense form, which is shown in the "Person and Number Chart" you have just seen. Therefore, one present-tense Latin verb can be translated in three different ways:

| *Pugnō* = | I fight. | I am fighting. | I do fight. |
| *Cantat* = | She sings. | He is singing. | It does sing. |

When using the negative adverb *nōn*, there are only two ways to translate the present tense.

| *Nōn pugnō* = | I do not fight. | I am not fighting. |
| *Nōn cantat* = | He does not sing. | He is not singing. |

"Do" or "does" is also often required for the simple present in questions:

| *Amāsne mē?* | Do you love me? |

Remember, the infinitive is translated "to_____":

| *Pugnāre* | to fight | to be fighting |
| *Cantāre* | to sing | to be singing |

Exercise 4. Identify the person and number of the following Latin sentences. Then, where possible, translate them into English in two different ways.

<div align="center">Example: Amās. 2nd person, singular: You love. You are loving. You do love.</div>

1. Cantāmus.
2. Pugnās.
3. Nōn nāvigant.
4. Labōrātis.
5. Nāvigat.
6. Nōn pugnō.
7. Optātis.
8. Nōn necant.
9. Amās.
10. Labōrō.
11. Ambulāmus.
12. Nōn saltat.

Section 3. Complementary Infinitives

The present tense verbs you have just learned indicate the main action of a sentence. Sometimes they use an infinitive to complete the action. We call these **complementary infinitives**.

optāmus - we want

optāmus cantāre - we want to sing

Exercise 5. Read the following sentences aloud and translate.

1. Optāmus amāre.
2. Ubi labōrās?
3. Amāmus cantāre.
4. Ecce! Pugnant sed nōn necant.
5. Nōn volāmus.
6. Cantātis.
7. Ubi ambulātis?

8. Nōn amant nāvigāre.
9. Ecce, nāvigant!
10. Saltāre nōn optō.
11. Et cantāmus et labōrāmus.
12. Ecce! Saltant!
13. Nōn necat.
14. Ecce! Pugnāmus!

Exercise 6. Identify the person and number of each verb in the following English sentences, then translate them into Latin. **Hint:** When translating "*non*," place it before the verb that it negates.

Example: I am singing.　**first person, singular: cantō.**

She is not singing.　**third person, singular: nōn cantat.**

1. You (s.) do not work.
2. Behold, they are fighting and killing!
   (= "they are fighting and they are killing")
3. She loves to sing.
4. We do not kill.
5. You (pl.) are not working, but you (pl.) are sailing.
6. I choose to love, not to fight.

7. He does not like to sail.
8. Where do we work?
9. They do not fly.
10. You (s.) sing.
11. We are walking.
12. Where are you (pl) dancing?

Exercise 7. *Lūdēmus!* **(Let's Play)**

Ask students to take turns acting out the actions described by the verbs listed in this chapter. Spectators should identify the action with the appropriate person and number. Actors should confirm in Latin when the spectators have identified the correct action as well.

Exemplī Grātiā:

Actor begins dancing.

Spectator: *Saltās!* ("You are dancing.")

Actor: *Sīc est, saltō*. ("Yes, I am dancing.")

Colloquāmur (Let's Talk)

Use the following questions and responses to review the characteristics of some Latin verbs. Use some "eye" Latin to figure out what the responses mean.

interrogātiō:	**Cūius est numerī?**	What number is it?
responsum:	**Singulāris est.**	
	Plūrālis est.	

interrogātiō:	**Cūius est persōnae?**	What person is it?
responsum:	**Est prīmae persōnae.**	
	Est secundae persōnae.	
	Est tertiae persōnae.	

interrogātiō:	**Quid significat?**	What does it mean?

The sentences above use the **interrogative pronoun** (a pronoun used to ask questions) *cūius* to signify a question the same way English uses interrogative pronouns such as *who, whose, what,* etc. The way to ask questions expecting the answers "yes" (*sīc est*) or "no" (*minimē*) in Latin is to add the suffix *-ne* to the end of the first word of a sentence. This will usually be the verb. Try testing your knowledge of Latin verbs with some yes/no questions.

interrogātiō:	**Estne singulāris?**	**Estne plūrālis?**
responsum:	**Sīc est! / Ita vērō!**	**Minimē!**

interrogātiō:	**Estne prīmae persōnae?**	
	Estne secundae persōnae?	
	Estne tertiae persōnae?	
responsum:	**Sīc est!**	**Minimē!**

Classroom Tip: Use this *colloquāmur* exercise to check your answers to exercises 4–6 as a class.

Classroom Etiquette:

It is always nice to begin a class with salutations:

Salvēte, Discipulī!   *Salvē, Magister!*

And to conclude with expressions of gratitude:

Valēte, Discipulī!   *Valē, Magister! Grātiās tibi agō!*

Libenter!

Here are some other useful phrases for good classroom etiquette:

Sī placet.	Please.
Grātiās tibi agō.	Thank you (sing.)
Grātiās vōbīs agō.	Thank you (pl.)
Libenter.	Gladly. (cf. you are welcome)
Omnēs, surgite.	Everyone, rise.
Omnēs, cōnsīdite.	Everyone, sit down.
Aperīte librōs.	Open the books.
Claudite librōs.	Close the books.
Distribuite chartās.	Pass/Hand out/Distribute the papers.
Intellegisne hoc?	Do you understand this?
Sīc est	Yes.
Minimē	No.

Pont du Gard Roman Aqueduct
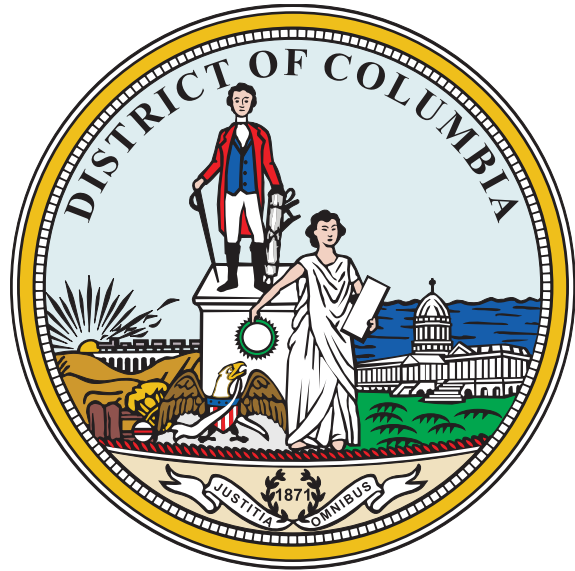
Chapter 2

Lesson Focus

Latin Nouns
- first declension
  - nominative case: subject
  - vocative case: direct address

Vocabulary

Nouns		
Latin	**English**	**Derivatives**
agricola, agricolae, m.	farmer	(agriculture)
aquila, aquilae, f.	eagle	(aquiline)
amīca, amīcae, f.	friend (female friend)	(amicable)
fēmina, fēminae, f.	woman	(feminine)
fīlia, fīliae, f.	daughter	(filial)
īnsula, īnsulae, f.	island	(insulate)

Nouns			
	Latin	**English**	**Derivatives**
	nauta, nautae, m.	sailor	(nautical)
	patria, patriae, f.	fatherland, home-country	(patriot)
	poēta, poētae, m.	poet	(poet)
	puella, puellae, f.	girl	(puellile)
	rēgīna, rēgīnae, f.	queen	(reginal)
	terra, terrae, f.	earth, land	(terrain)
Verbs			
	vocō, vocāre, vocāvī, vocātum	to call	(vocation)
	habitō, habitāre, habitāvī, habitātum	to live, dwell	(habitat)
	rēgnō, rēgnāre, rēgnāvī, rēgnātum	to reign, rule	(reign, regnant)

Exercise 1. Practice this chapter's new vocabulary with one or more of the following activities.

a) Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the new vocabulary words. Then practice pronouncing them aloud.

b) Create flash cards. On the obverse side (front) write the nominative form of each noun or the infinitive form of each verb. Then, draw an image that represents the meaning of the word. On the reverse side (back) write all the remaining forms listed in the first column of your vocabulary list, including the gender and the macra, and the meaning(s) of the word. You may also include a derivative.

Section 4. First-Declension Nouns

Just as with English, a Latin **noun** (from Latin *nōmen*, "name") is a word that names a person, place, thing, or idea. When a Latin noun is listed in a dictionary it provides three pieces of information: the nominative singular, the genitive singular, and the gender. The first form, called **nominative** (also from Latin *nōmen*) indicates that a noun or pronoun is the subject in a sentence or clause rather than its object. It is used to list, or name, words in a dictionary. The second form, the **genitive** (from Latin *genus*, "origin, kind, or family") which is often the possessive case, is used to find the stem of the noun and to determine the declension, or noun family, to which it belongs. To find the stem of a noun, simply look at the genitive singular form and remove the ending *-ae*. The genitive also reveals which declension or family of nouns from which this word originates. The final piece of information is an abbreviation that refers to the noun's gender since it is not always evident by the noun's endings. We will discuss each of these forms in more detail in this section.

Exercise 2. Use the genitive singular to identify the stem for each of the nouns in the vocabulary list.

Exemplī Grātiā: *fēmina, fēmin/ae*   stem = *fēmin*

Like verbs, nouns also have families or groups that share similar characteristics and behavior patterns. A **declension** is a group of nouns that share a common set of inflected (changing) endings. We call these case endings. There are five declensions in Latin, but for now we will focus only on the first declension. All nouns that belong to the first declension have a genitive singular that ends in *-ae*.

All Latin nouns have three characteristics: case, number, and gender. There are three **genders**: masculine, feminine, and neuter. In English the gender of a noun is determined by its sex. All female things are feminine, male things are masculine, and everything that is neither male nor female must be neuter (from the Latin *neuter*, "neither"). In Latin, however, the noun's gender does not necessarily match the gender of the object it describes. Nouns describing a

female person (e.g., girl, woman, queen, Julia) are generally feminine. Nouns describing a male person (e.g., boy, man, king, sailor, Marcus) are generally masculine. However, if an object is neither gender (e.g., table, tree, town) Latin may classify the noun in any of the three genders. Therefore, the best way to learn the gender of a Latin noun is simply to memorize it, unless there is an obvious pattern.

While most first-declension nouns will be feminine in gender, there are a few first-declension nouns that are masculine. These words either refer specifically to men, or what would have clearly been a man's office in ancient Rome. The most common masculine words of the first declension can be remembered by the acronym **PAIN**.

Poēta	**Agricola**	**Incola**	**Nauta**
(poet)	(farmer)	(settler)	(sailor)

Number simply indicates whether a noun is singular (one) or plural (more than one).

naut**a** = sailor   naut**ae** = sailors

fēmin**a** = woman   fēmin**ae** = women

Exercise 3. Using the examples of *nauta* and *fēmina*, make the following Latin nouns plural. This may be a written or oral exercise.

Example: **nauta** = sailor   **nautae** = sailors

1. īnsula = island   _____ = islands

2. rēgīna = queen   _____ = queens

3. poēta = poet   _____ = poets

4. puella = girl   _____ = girls

5. agricola = farmer   _____ = farmers

6. terra = land   _____ = lands

7. aquila = eagle   _____ = eagles

8. fīlia = daughter   _____ = daughters

Case is the form of a noun or pronoun (a word used in place of a noun) that reveals its job, or how it functions, in a sentence. In Latin, there are five main cases.[1] The chart below identifies these cases and some of the jobs assigned to them. It also declines the noun *puella* (girl) along with the appropriate meanings for each case. To **decline** a noun is to list a noun with all the case endings that belong to its declension. Before you decline a noun, however, you must first identify its stem.

Basilica of Saint Paul Outside the Walls (Rome, Italy)

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1. *Notā Bene*: There are additional cases known as the vocative, which generally has the same forms as the nominative, and the locative. These cases, however, are much less common and you will cover them later in greater detail.

Case Endings of puell/ae		stem: puell/ae		
	Endings		**Feminine**	
Case	**Singular**	**Plural**	**Singular**	**Plural**
Nominative Subject, Predicate	-a	-ae	**puell -a** the girl	**puell -ae** the girls
Genitive Possession	-ae	-ārum	**puell -ae** of the girl	**puell -ārum** of the girls
Dative Indirect Object	-ae	-īs	**puell -ae** to/for the girl	**puell -īs** to/for the girls
Accusative Direct Object, Object of a Preposition	-am	-ās	**puell -am** the girl	**puell -ās** the girls
Ablative Object of a Preposition	-ā	-īs	**puell -ā** by/with/from the girl	**puell -īs** by/with/from the girls
Vocative Direct Address	-a	-ae	**puell-a** girl	**puell-ae** girls

Notā Bene:
- Note the thematic vowel *a* appears in nearly every form. This is unique to this declension.
- While some endings are identical, the context of a sentence will help you discern the proper case and meaning when reading.
- The nouns *fīlia* and *dea* use the ending *-ābus* in the dative and ablative plural: *fīliābus* and *deābus*.

Exercise 4. Declining practice. Following the pattern of *puella*, decline *nauta* in both Latin and English.

Exercise 5. Noun parsing. To **parse** (from the Latin *pars*, "part") a noun is to identify all of its parts. Parse each of the following nouns, identifying their case, number, and gender. Then translate them into English using the first-declension noun chart to guide you. Note that some boxes have already been filled in for you.

   Hint: Reference the noun charts in the grammar appendix as needed.

Latin	Case	Number	Gender	Translation
puellā	Abl.	Sing.	F	by/with/from the girl
agricolae		Pl.		
īnsulam				
amīcīs	Abl.			
pātriae				for the fatherland
terra				
puellae	Gen.			

Latin	Case	Number	Gender	Translation
fēminās				
nautārum				
amīcīs	Dat.			
rēgīna				

Section 5. Nominative Case: Subject

The nominative case (from the Latin *nōmen*, "name") is often referred to as the naming case. As the standard form used to list Latin words in the dictionary, it is a point of reference or identification for every Latin noun. More importantly, it is the case that "names" the **subject**, which is the noun or pronoun the sentence is about. For example:

Graecia Trōiam oppugnat.	Greece attacks Troy.
Quis Trōiam oppugnat? Graecia.	Who attacks Troy? Greece.

It is evident by the nominative ending -*a* that Greece is the subject, the one attacking Troy. Look again at the next sentence. Take note of how the subject and the verb both change from singular to plural.

Nautae Trōiam oppugnant.	Sailors attack Troy.
Quī Trōiam oppugnant? Nautae.	Who attacks Troy? Sailors.

The "number" of a verb tells the reader "how many" are doing the action. That means that the number of the verb (singular/plural) must be the same as the number of the subject (one plural noun or two or more singular nouns in the nominative case). This is called **subject-verb** agreement.

Exercise 6. With the assistance of the nominative endings in the "Case Endings **puell/ae** Chart," underline the subject(s) in each of the following sentences. Do not translate.

1. Aquila volat.
2. Nautae ad terram nāvigant.
3. Fīlia in casā habitat.
4. Poētae cantant.
5. Fēminae lābōrant, sed nautae nōn lābōrant.
6. Agricola terram arat.
7. Et fēmina et amīcae nōn saltant.
8. Puellae ambulant, sed aquila volāre optat.

Caveat Discipulus (Let the Student Beware): When translating Latin verbs in a sentence with a separate subject noun, it is important to remember that it is not necessary to include the English personal pronoun alongside the subject. In fact, sometimes this would make for bad English.

Latin	Bad English	Good English
Rēgīna rēgnat.	The queen she rules.	The queen rules.
Nautae nāvigant.	The sailors they are sailing.	The sailors are sailing.

Section 6. Vocative Case: Direct Address

The **vocative** case (from Latin *vocāre*, "to call") is the case of direct address. We use this case when talking directly to someone or something. Often the person or thing addressed is set apart by commas. For most Latin nouns, the vocative case uses the same endings as the nominative case.

Amīca, ubī puellae ambulant?

Friend, where are the girls walking?

Ecce, **amīcae**, aquila volat!

Look, **friends**, the eagle is flying!

Exercise 7. Translation Practice.

Parse each noun with its case, number, and gender. Parse each verb with its person and number. Then, label the words identifying the verb (V), adverb (Adv), conjunctions (c), subject (S), and direct address (DA). Then translate. **Hint:** Sometimes the subject and the verb are in the same word.

1. Amīcae, poētae cantant!
2. Poēta, cantās.
3. Et poēta et puella cantant.
4. Nautae et nāvigant et cantant.
5. Nautae, ubi nāvigāre optātis?

6. Agricola labōrat sed nōn cantat.
7. Aquila, ubi volās?
8. Agricolae et nautae nōn rēgnant, sed rēgīna rēgnat.
9. Puellae, aquila vocat.
10. Poēta et agricola nōn pugnant sed cantant.

Exercise 8. **Dēcrībē Haec!** (Describe these!) Write a simple sentence to describe each picture.

_____   _____   _____

_____   _____
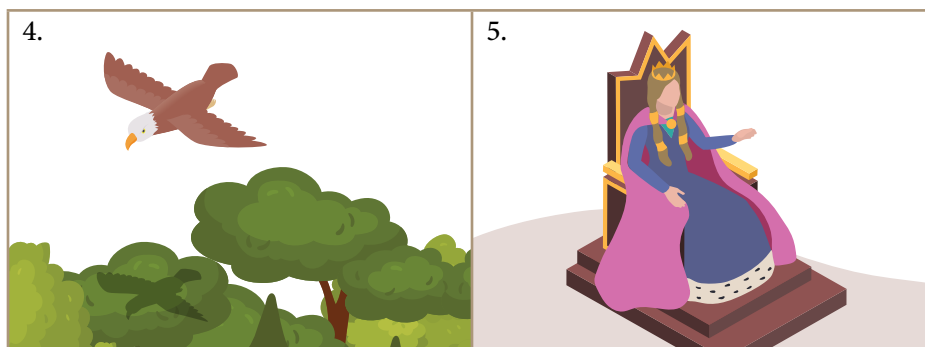
Derivative Detective

Nōn came directly into English in such words as "nonsense." Seeing that "sequence" comes from a Latin word meaning "follow," what do you think a *nōn sequitur* is?

Nauta gives us such words as "astronaut" and "nautical." Nautical miles are measured in knots, though "knot" does not come from *nauta*.

Use your language detective skills and your dictionaries to find some more English words that use *nōn* and *nauta*.

Culture Corner

Greece was not a single city or even a single country. It was a collection of city-states spread over a large peninsula in Europe, including some of its surrounding islands. A city-state is, "a city that rules itself and the territory around it, and has no higher ruler in charge of it."[2] The city of Troy was located in Asia Minor, in what is modern-day Turkey. According to legend, the Greeks and Trojans fought a war at Troy for ten years. We know this war as the Trojan War. We do not know if this legendary war took place, but many historians tell us that the people of Asia Minor and Greece fought many wars over the centuries. You will learn more about this legendary ten-year war and its aftermath as you study the Chapter Readings, and the Culture Corner sections in this book.

Colloquāmur (Let's Talk)

Use the following conversation to practice identifying things around your classroom.

Latin	Case	Translation
Magister:	Salvēte, discipulī.	
Discipulī:	Salvē, magister/magistra.	
Magister:	Haec east charta. Quid est haec?	
Discipulī:	Est charta!	
Magister:	Haec est penna. Quid est haec?	
Discipulī:	Est penna!	
Discipulī:	Est sēdes!	
Magister:	Haec est mēnsa. Quid est haec?	
Discipulī:	Est mēnsa!	
Magister:	Haec est tabula. Quid est haec?	
Discipulī:	Est tabula!	
Magister:	Hīc est liber. Quid est hīc?	
Discipulī:	Est liber!	

Use the following phrases to review these classroom items:

Ubi est . . . ?   *Where is . . . ?*

Ecce! Est . . . !   *Look/Behold! There is the . . . !*

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2. Aaron Larsen and Claire Larsen, s.v. "city-state," *The Curious Historian Level 2A: Greece and the Classical World* (Camp Hill, PA: Classical Academic Press, 2022), p. 14.