

Classical Subjects Creatively Taught™

LATIN

Alive!

BOOK 1



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Gaylan DuBose

Latin Alive! Book 1

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Latin Alive! Book 1

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Preface

ATTENTION 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 the grammar school, we have created this textbook for you. As the fourth Latin text published by Classical Academic Press, this text will review all the grammar you learned in the *Latin for Children* Primer Series. Now that you are older and can read and think better, the text will teach you much more about how to use what you have learned. For beginners, 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 Latin texts, which represent some of the greatest literature ever written.

What you will find inside:

- **Pronunciation** – The first chapter begins with a thorough lesson on classical pronunciation. This includes important rules on syllabication and accent.
- **Glossaries** – Each chapter begins with a vocabulary and English derivatives. There is also a complete alphabetical glossary in the back for all of these vocabulary words.
- **Grammar Lessons** – The sections in each chapter provide clear, concise, and complete grammatical instruction written just as we teach in our classrooms. 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.
- **Chapter Readings** – Latin stories about the Roman monarchy and republic end each chapter. We based many of these on the stories of Livy.
- **Unit Review Chapters** – Each unit concludes with a review chapter designed to review the previous lessons. The Unit Review Chapters resemble the format of the reading comprehension portion of the National Latin Exam and the multiple choice section of the Advanced Placement 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 Chapter contains the following helps:
 - Character lists describe the characters that will appear in each story.
 - An extra glossary for unfamiliar words in the text. Each word appears in *italics* in the Latin text. This will allow you to see which words you can expect help on.
 - We have provided the translation for some phrases appearing in bold type at the end of the passage. 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 death of Julius Caesar. In addition to these Latin passages, each Unit Review Chapter begins with a historical passage written in English. These 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 Christopher Schlect, historian and Academic Dean of New St. Andrew's College, as a contributing writer on several of these pieces.

- **Bonus Material** – In addition to all of the above we have provided a combination of the following segments in each chapter to supplement your lessons.
 - 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? – No, this is not an oxymoron. Each chapter features one of the national or state mottoes which regularly appear on official insignia. In addition, we offer several opportunities for the student to see how classical history and civilization have shaped our world.

NOTE TO TEACHERS AND PARENTS:

Like *Latin for Children*, this text includes clear, concise, and complete grammatical instruction, making it user-friendly for the novice Latin teacher. 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, however, created a teacher's edition for this text in order to aid you in the classroom. This edition includes not only answers and translations, but also teacher tips, tests, and additional classroom projects accumulated from our combined experience of more than fifty 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



Ē plūribus ūnum

One from many

—Motto on the United States of America Great Seal

This phrase is adapted from Pseudo-Vergil's *Morētum*, 1.104.

“color est ē plūribus ūnus”

Chapter 1

- Latin alphabet
- pronunciation
 - syllabication
 - accent
- sentence structure

Latin has for many years carried with it a sense of foreboding. Many perceive Latin as a difficult course of study, much 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 had quite a bit of training in Latin as youths, some in the small one-room schoolhouses of 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, find this modern language?

SECTION 1. Alphabet

Marcus's first lesson would of course be the alphabet. Here he would be relieved to find great common ground, for our alphabets are very similar. The earliest writings we possess in the Latin alphabet date from the sixth century BC. The Latin alphabet was adapted primarily from that of the Etruscans, a people who inhabited central Italy prior to the Romans, and consisted initially of only 20 letters:

A B C D E F G H I L M N O P Q R S T V X

The letters *K*, *Y*, and *Z* were added from the Greek alphabet later when Romans wanted to adapt Greek words to the Latin language. The letters *J*, *U*, and *W* were added at a much later stage also for the purposes of adapting 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, has come today to be the most widely used alphabetic writing system in the world. So, Marcus need only learn a couple of new letters in order to obtain a complete understanding of the modern day 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:

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

SECTION 2. Pronunciation

While the alphabet will pose little or no problem for our Roman friend, Marcus, phonics will be a great obstacle. 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., **present** and **present**) 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").

| SHORT | LATIN EXAMPLE | LONG | LATIN EXAMPLE |
|---------------------|----------------|----------------------|-----------------------|
| a as in alike [uh] | <i>casa</i> | ā as in father [ah] | <i>stāre</i> |
| e as in pet [eh] | <i>memoria</i> | ē as in they [ey] | <i>cēna</i> [key-nuh] |
| i as in pit [ih] | <i>inter</i> | ī as in machine [ee] | <i>īre</i> |
| o as in bought [aw] | <i>bonus</i> | o as in hose [oh] | <i>errō</i> |
| u as in put [ŭ] | <i>Marcus</i> | ū as in rude [oo] | <i>lūdus</i> |
| y as in pit [ih] | <i>thymum</i> | ȳ as in machīne [ce] | <i>Lȳdia</i> |

Exercise 1. Pronounce the following words aloud.

1. pater
2. māter
3. sinō
4. sīvī
5. ōrdō
6. potior
7. est
8. ēst
9. uxor
10. ūsus
11. syllaba
12. sȳcophanta

Now let's look at consonants. Look at the following list of English words and read them aloud.

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

Can you make one general rule for the sounds produced by each of the letters *c*, *a*, or *o*? There are phonetic rules for each of these letters, but 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. His native Latin is much simpler and very easy to understand. 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.

| CONSONANT | PHONETIC RULE | LATIN EXAMPLE |
|-----------|--|---------------------------------|
| c | always hard as in <i>cat</i> , never soft as in <i>cent</i> . | cantō cēna |
| g | always hard as in <i>goat</i> , never soft as in <i>gentle</i> . | glōria genus |
| i (j) | as a consonant appearing before a vowel, pronounced as the <i>y</i> in <i>yellow</i> . | iam Iūppiter |
| r | often rolled as in Spanish or Italian. | rēctus |
| s | always like the <i>s</i> in <i>sit</i> , never like the <i>z</i> sound in <i>please</i> . | semper senātus |
| t | always like the <i>t</i> in <i>table</i> , never like the <i>sb</i> sound in <i>nation</i> . | tencō ratīō |
| v | sounds like the <i>w</i> in <i>wine</i> . | vīnum victōria |
| x | sounds like the <i>x</i> in <i>ox</i> , not the <i>gz</i> in <i>exert</i> . | nox rēx |

Exercise 2. Pronounce these words aloud.

- | | |
|-----------------|-------------|
| 1. cīvītās | 7. uxor |
| 2. interrogātiō | 8. gravitās |
| 3. casa | 9. genus |
| 4. vēritās | 10. c̄surgō |
| 5. vinculum | 11. iungō |
| 6. exercitās | |

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 theatre goatherd

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. Latin is simple. On most occasions that two consonants appear together, you will pronounce each one with its individual sound as prescribed above. There are a few consonant blends, but unlike English, each blend has one assigned sound that never varies.

| CONSONANT BLEND | PHONETIC RULE | LATIN EXAMPLE |
|-------------------|--|---|
| bs, bt | b sounds like p | urbs (urps) obtinēō (<i>op-TIN-e-ob</i>) |
| gu, qu | sounds like gw , qw as in penguin and quart (The u is considered a consonant here, not a vowel.) | lingua quod |
| gn | sounds like <i>ng</i> as in angle (You hear an <i>ng</i> sound followed by a <i>g</i> sound) not like angel or sing. | lingua |
| ch | each sound pronounced individually like chorus , not like bachelor | charta Chaos |
| th | each sound pronounced individually like goatherd, not like then or theatre | thymum theātrum |
| ph | pronounced like f as in philosophy | philosophia Orpheus |
| double consonants | pronounced as two individually distinct sounds with a slight pause between them | ecce (<i>EC-ce</i>) puella (<i>pu-EL-la</i>) |

Exercise 3. Pronounce the following words aloud.

- | | |
|----------------|-------------|
| 1. obstat | 8. theātrum |
| 2. obtulī | 9. quisque |
| 3. anguis | 10. cūrō |
| 4. sanguen | 11. currō |
| 5. pulcher | 12. sumus |
| 6. architectus | 13. summus |
| 7. philosophia | |

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

| DIPHTHONG | PRONUNCIATION | LATIN EXAMPLE |
|-----------|--------------------------------------|------------------------|
| ae | sounds like the ai in aisle | fēminae, aequus |
| au | sounds like the ou in out | laudō, auctor |
| ei | sounds like the eigh in weigh | deinde |
| eu | pronounced ch-oo | heu |
| oe | sounds like the oi in coil | proclium |
| ui | pronounced oo-ee as in tweet | huic, cui |

Exercise 4. Pronounce the following words aloud.

- | | | |
|----------|----------|---|
| 1. caedō | 5. ei* | *The diphthongs marked with an asterisk are very rare. The diphthongs not so marked are very common diphthongs. |
| 2. hui* | 6. seu* | |
| 3. poena | 7. audiō | |
| 4. heu* | | |

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 language and you can begin to see why Latin could be considered the easier of the two. However, there is still more to consider in learning how to pronounce words correctly. So, while Marcus continues to learn his seventy-two new sounds, we will turn to syllabication.

SECTION 3. 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, diphthong, or by a consonant-vowel combination. **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 four main rules of syllabication and a couple of more-complicated rules that occur in unusual circumstances. Our suggestion is that you memorize the first four rules, and then refer to the other rules when you need them, until they become second nature.

Main Rules: Divide

- 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)
- Between two vowels or a vowel and a diphthong (never divide a diphthong):
 Cha-os proe-li-um
- Before a single consonant:
 me-mo-ri-a fē-mi-nae

Special Rules:

- Before a stop + liquid combination, except if it is caused by the addition of a prefix to the word:
 pu-bli-ca (but ad-lā-tus according to the exception)
- 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-c-ō
- Before *s* + a stop, if the *s* is preceded by a consonant:
 mōn-stro ad-scrip-tum

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), a diphthong, or a short vowel 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 (Let the Student Beware): The length of the syllable does not change the length of the vowel. You should still pronounce short 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 in Section 4.

Exercise 5. Practice dividing the following Latin words into syllables and mark the length of the syllables.

1. dominus

3. cōnsilium

5. ager

7. victōria

2. annus

4. theātrum

6. oppidum

8. audiō

SECTION 4. 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 present the present to the birthday girl.
They object to the object of the speech.

The underlined homonyms are spelled the same, yet each one is pronounced differently. Why? 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 next to last syllable when it is long: **for-tú-na**, **im-pe-rá-tor**
3. Otherwise, accent the third to last syllable: **fě-mi-na**, **aú-di-ō**

Exercise 6. Return to exercise 5 and practice accenting the words that you have already broken down into syllables.

SECTION 5. Sentence Structure

There are three common ways to communicate meaning in a language: 1) word order, 2) function words, which express the relationship between words (articles, prepositions, helping verbs, etc.), 3) inflection. English relies mainly on word order and function words to communicate meaning, but Latin relies mainly on inflection. In an English sentence we can distinguish between the subject and the object by the order in which they appear.

Greece attacks Troy.

It is clear in this sentence who is doing the attacking (the subject), and who is receiving the attacking (the object). If we were to reverse the word order, the outcome would be quite different.

Troy attacks Greece.

Greece is now the object of the verb; they are no longer doing the attacking, but are on the receiving end. This makes a big difference to the Greeks! Latin's word order is much looser than English, so it relies on the use of inflection to communicate meaning. Inflection (from the Latin *īnfectere*, to change, warp) is the changing of a word's form by the addition of an affix. We often use inflection in English to indicate the difference between singular and plural:

| | | | | |
|----------|--------|---------|---------|--------|
| ENGLISH: | sailor | sailors | lord | lords |
| LATIN: | nauta | nautae | dominus | dominī |

Latin does the same. However, it also uses inflection to express the relationship between words in the same sentence.

Trōiam Graecia oppugnat. Graecia Trōiam oppugnat. Graecia oppugnat Trōiam.

Each of the above sentences means the same thing, "Greece attacks Troy," even though the word order is different. It is the ending that indicates the subject, object, and verb, not the order of the words. English can further define the relationship between words by adding a number of function words:

Troops sail from Greece, and will attack the town of Troy.
Cōpiae ā Graeciā nāvīgant, et oppidum Trōiae oppugnābunt.

You can see clearly from this example that while Latin does use a few function words (*et, ā*), it relies mostly on inflection, i.e., the changing of endings to define the relationship between the words of this more complex sentence. In the sentence above, for example, the ending *-ae* on *Trōiae* is what is translated "of" in the English phrase "of Troy," while the ending *-bunt* on *oppugnābunt* is translated "will" in the English phrase "will attack."

It would appear that on account of the simplicity of this ancient language, students learning Latin are already well ahead of Marcus and his English studies. So, now that we have completed our introduction to the Latin language, we will bid him farewell and begin the study of Latin grammar.

Exercise 7. Define the following terms using complete sentences.

- | | |
|------------------|-------------------|
| 1. Diphthong | 4. Function words |
| 2. Syllabication | 5. Inflection |
| 3. Accent | |

Notā Bene (Note Well):

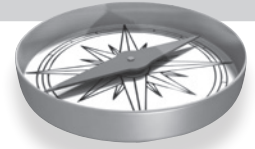
Although we have given you some helpful rules regarding pronunciation, syllabification and accent, there will occasionally be some exceptions to these rules (as with English rules). These exceptions will be rare, however, and there is no need to list all possible exceptions for you now.

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 8. Study the following list of Latin words. Divide them according to the rules of syllabication and accent them appropriately, then practice reading them aloud.

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

Culture Corner: Roman Names



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

e.g. Michael Richard Moore

Have you ever thought about the purposes that each of your names serves? Your last name (Moore) 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.

e.g. Gāius Jūlius Caesar

The cognōmen (Caesar) was similar to our surname. It identified the family to which that person belongs. 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.

Our name usually does not change, except in the instance of marriage. The Romans, however, sometimes changed 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 chapter. Girls' names usually end in *-a*, and boys' names usually end in *-us*. Michael Richard Moore, for example, would be *Michael Richardus Morus*. You can also read the *Colloquāmur* section to 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 them correctly!



| BOYS: | |
|---------------|------------|
| Albertus | Laurentius |
| Antōnius | Leō |
| Bernardus | Leonardus |
| Carolus | Ludovīcus |
| Christophorus | Mārcus |
| Cornēlius | Martīnus |
| Dominicus | Michael |
| Eduardus | Pātricius |
| Ferdinandus | Paulus |
| Franciscus | Petrus |
| Fredericus | Philippus |
| Gregorius | Raymundus |
| Gulielmus | Robertus |
| Henricus | Rūfus |
| Iacōbus | Silvester |
| Ioannes | Stephanus |
| Iōsēphus | Timotheus |
| Iūlius | Victor |
| Iūstīnus | |

| GIRLS: | |
|-----------|-----------|
| Aemilia | Margarīta |
| Agatha | Marīa |
| Alma | Monica |
| Anastasia | Pātricia |
| Angela | Paula |
| Anna | Paulīna |
| Barbara | Roberta |
| Caecilia | Rosa |
| Catharīna | Stella |
| Christīna | Terēsia |
| Clāra | Ursula |
| Deana | Vēra |
| Dorothea | Vēronica |
| Flōra | Victōria |
| Flōrentia | Viōla |
| Iūlia | Virginia |
| Iūliāna | Viviāna |
| Lūcia | |

Salvē, nōmen mihi est _____. Hello, my name is _____.
 Quid nōmen tibi est? What is your name?





Annuit coeptis.

He has favored our undertakings.

—Reverse side of the seal of the United States

Chapter 2

- verbs
 - principal parts
- 1st conjugation, present tense
 - tense, person, number

VOCABULARY

| VERBS | | |
|---|---------------|------------------------|
| LATIN | ENGLISH | DERIVATIVES |
| amō, amāre, amāvī, amātum | to love, like | (amorous) |
| cantō, cantāre, cantāvī, cantātum | to sing | (chant, cantata) |
| labōrō, labōrāre, labōrāvī, labōrātum | to work | (labor) |
| nāvigō, nāvigāre, nāvigāvī, nāvigātum | to sail | (navigate, navigation) |
| oppugnō, oppugnāre, oppugnāvī, oppugnātum | to attack | |
| ADVERB | | |
| nōn | not | |

Exercise 1. 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.

SECTION 6. Principal Parts

Verbs are the central part of any sentence. In English you cannot have a complete sentence without 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 has with it 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. present infinitiveto *love*..... to *sing*
2. 3rd 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. 1st person present*amō* – I *love* *cantō* – I *sing*
2. present infinitive.....*amāre* – to *love* *cantāre* – to *sing*
3. 1st 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 use the same basic forms to comprise their principal parts, 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. You should take care, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs also, and some verbs alter their stem in the last few principal parts. You will save yourself a great deal of work later if you memorize them as part of your vocabulary list now.

SECTION 7. First Conjugation

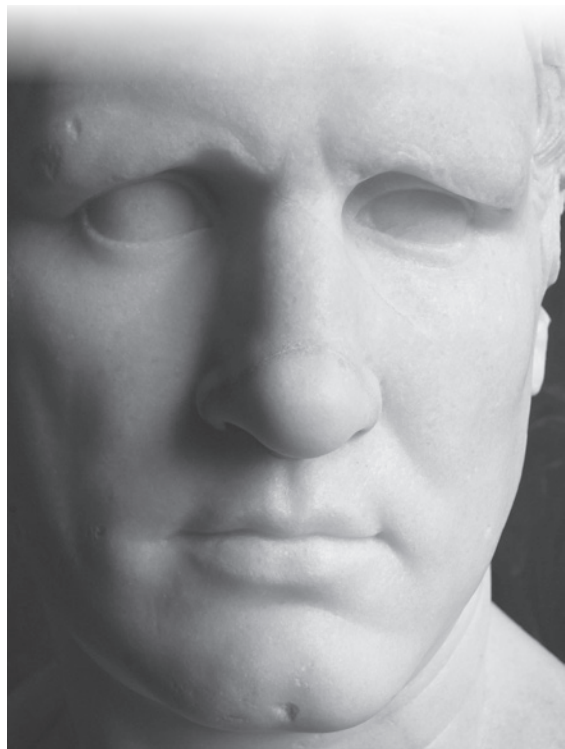
A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Each member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. 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 which ends in *-āre*. It is from this form that a verb forms its stem:

2nd principal part – re = verb stem
amā/re = *amā*
cantā/re = *cantā*

Exercise 2. Following the examples of *amāre* and *cantāre* identify the stem for each of the verbs in the vocabulary list of this section.

SECTION 8. 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 *amāre* is conjugated below with its personal endings. The personal endings of a verb demonstrate two important characteristics: number and person.



| PERSON | SINGULAR | PLURAL |
|--------|---------------------------------|----------------------------------|
| 1 | <i>am-ō</i> I love | <i>amā-mus</i> we love |
| 2 | <i>amā-s</i> you love | <i>amā-tis</i> you (pl.) love |
| 3 | <i>ama-t</i> he/she/it loves | <i>ama-nt</i> they love |

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

Singular: I love. Plural: We love.

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

1st person, the speaker is doing the action:

I love. We love.

2nd person, the person spoken to is doing the action:

You love. You (pl.) love.

3rd person, another person is being spoken about:

He/She/It loves. They love.

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

A third characteristic of all verbs is tense. **Tense** tells the time of the action taking place. 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 love |
| present progressive: | I am loving |
| present emphatic: | I do love |

Fortunately for us, Latin has only one present tense form—that shown in the chart you have just seen. As a result, one present tense Latin verb can be translated in three different ways.

| | | | |
|----------|------------|----------------|---------------|
| amō = | I love. | I am loving. | I do love. |
| cantat = | She sings. | He is singing. | It does sing. |

Notā Bene: To change a Latin verb from declarative (making a statement) to interrogative (asking a question) simply add the suffix *-ne*.

cantatne = Does she sing?... Is he singing? Does it sing?

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

Example: amās **2nd person, singular: you love, you are loving, you do love**

1. Cantāmus.
2. Oppugnāsne?
3. Non nāvigant.
4. Labōrātis.

5. Nāvigatne?
6. Nōn oppugnō.

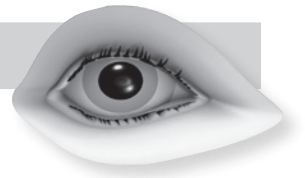
Exercise 5. Identify the person and number of these English sentences, then translate them into Latin.

Example: I am singing.

1st person, singular: cantō

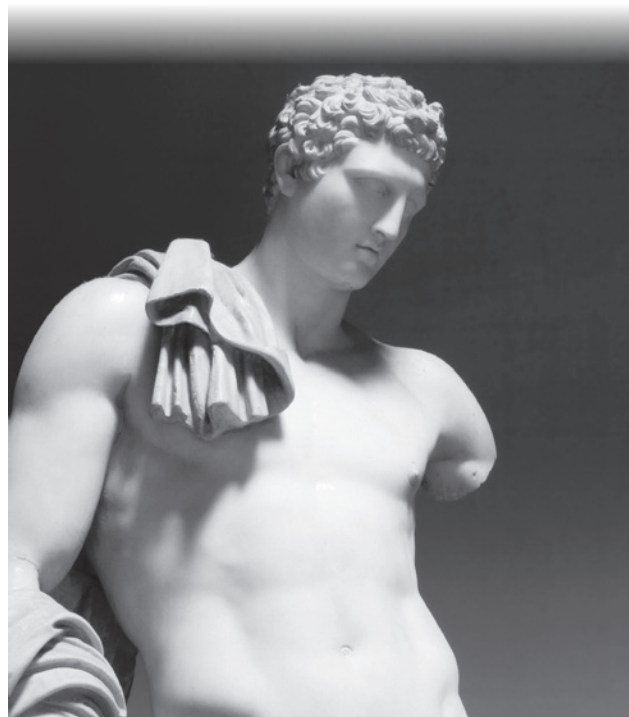
1. I sail.
2. You (s.) do not work.
3. Are they attacking?
4. She loves.
5. We do sing.
6. You (pl.) are not sailing.

“Eye” Latin



Some words look the same in Latin and in English. When you can tell the meaning of a Latin word because it looks just like or nearly like an English word, you are using “eye” Latin.

Using “eye” Latin, tell the meanings of *Trōia*, *circus*, *Rōma*, *maximum*, *māior*, and *plūs*.





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?

respōnsum: Singulāriter est.

Plūrāliter est.

interrogātiō: Cūius est persōnae? What person is it?

respōnsum: Est prīmae persōnae.

Est secundaе persōnae.

Est tertiae persōnae.

The sentences above use the interrogative pronoun *cūius* to signify a question the same way English uses interrogative pronouns such as *who*, *whose*, *what*, etc. Another way to ask questions in Latin is to add the suffix *-ne* to the end of a verb just as we did in exercises 4 and 5. These types of questions expect the answer **yes** (*sīc est*) or **no** (*minimē*). Try testing your knowledge of Latin verbs with some yes/no questions.

interrogātiō: Estne singulāriter? Estne plūrāliter?

respōnsum: Sīc est!

Minimē!

interrogātiō: Estne prīmae persōnae?

Estne secundaе persōnae?

Estne tertiae persōnae?

respōnsum: Sīc est!

Minimē!

Novus Ordō Seclōrum
A New Order of the Ages
—Reverse of the seal of the United States



Chapter 3

- present system
 - present
 - future
 - imperfect

VOCABULARY

| VERBS | | |
|---------------------------------------|----------------|---------------------------|
| LATIN | ENGLISH | DERIVATIVES |
| ambulō, ambulāre, ambulāvī, ambulātum | to walk | (perambulator, ambulance) |
| arō, arāre, arāvī, arātum | to plow | (arable) |
| habitō, habitāre, habitāvī, habitātum | to live, dwell | (habitat) |
| portō, portāre, portāvī, portātum | to carry | (portable) |
| rogō, rogāre, rogāvī, rogātum | to ask | (interrogation) |
| rēgnō, rēgnāre, rēgnāvī, rēgnātum | to rule | (reign, regnant) |
| vocō, vocāre, vocāvī, vocātum | to call | (vocal, vocation) |
| CONJUNCTIONS | | |
| et | and | |
| aut | or | |

Exercise 1. 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.

SECTION 9. Tense

Another important characteristic that every verb has is tense. The verb's tense indicates at what time the action takes place. Latin has six verb tenses. This chapter will focus on the present, imperfect, and future tenses. These three tenses make up what we call the present system.

First, let us quickly review the present tense. 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: She sings.

present progressive: She is singing.

present emphatic: She does sing.

The present tense is formed by simply finding the stem of a verb (2nd principal part minus *re*) and adding the personal endings.

| PERSON | SINGULAR | PLURAL |
|--------|-----------------|--------|
| 1 | -m/ \bar{o} * | -mus |
| 2 | -s | -tis |
| 3 | -t | -nt |

Notā Bene (Note Well):

The first person singular ending is most often \bar{o} , however in some cases (such as the imperfect tense) an *-m* appears instead.

Exercise 2. Translate the following present tense verbs into Latin or English.

1. Vocat.
2. Habitās.
3. Ambulat aut nāvīgat.
4. Arātisne?
5. He does work.
6. We ask.
7. Are they calling?
8. I rule and they work.

In English we often indicate tense by the addition of a helping verb.

present: She is singing.

imperfect: She was singing.

future: She will sing.

Instead of adding a separate word as in English, Latin adds a tense marker between the stem and the personal endings, which you have already learned. A tense marker is a letter or letters that signal a change in tense. The formula for forming any verb tense is quite simple:

stem (2nd pp – re) + tense marker + personal endings

SECTION 10. Future Tense

The future tense uses the tense marker *-bi-*. The ‘i’ drops out before the vowel ending \bar{o} , and changes to a *-u-* before the consonant ending *-nt*. Notice that the stem vowel \bar{a} remains long throughout.

stem: **amā/re** + future tense marker: **bi** + personal endings

| PERSON | SINGULAR | PLURAL |
|--------|---|---|
| 1 | amā- b-ō I will love | amā- bi-mus we will love |
| 2 | amā- bi-s you will love | amā- bi-tis you (pl.) will love |
| 3 | amā- bi-t he/she/it will love | amā- bu-nt they will love |

In Latin there is only one way to express future action. However, English has a couple of options. Either of these are acceptable when translating:

simple future: I will love
 progressive future: I will be loving

Exercise 3. Identify the person and number of the following future tense verbs. Then translate in two different ways.

1. rogābis
2. habitābimus
3. rēgnābit
4. vocābunt
5. arābitis
6. ambulābō



SECTION 11. Imperfect Tense

The imperfect tense uses the marker *-ba-*. Notice that the first person singular uses the ending *-m* instead of the more common vowel *-ō*. This is because the *-a-* from the tense marker and the *-ō* in the ending blend together and become indistinguishable. This linguistic change is the same reason that the *-ā-* drops out before the *-ō* in the first person singular of the present tense. Notice that just as with the future tense the stem vowel *-ā-* remains long throughout. The *-ba-* is long in the first person plural and in the second person, the same pattern seen in the present tense in the previous chapter.

stem: **amā/re** + imperfect tense marker: **ba** + personal endings

| PERSON | SINGULAR | PLURAL |
|--------|--|---|
| 1 | amā- ba-m I was loving | amā- bā-mus we were loving |
| 2 | amā- bā-s you were loving | amā- bā-tis you (pl.) were loving |
| 3 | amā- ba-t he/she/it was loving | amā- ba-nt they were loving |

Notā Bene (Note Well):

Notice that the macra (long marks) on the endings are on the same positions as they were in the present tense: 1st person plural, 2nd person singular and plural.

Long ago the word perfect (derived from the Latin *perfectus*, finished) meant “complete, finished.” If an object or a task has been truly completed well, then you cannot improve upon it; it is perfect. If the same task is *imperfect*, then it is *not* completed. The imperfect tense, therefore, is used to describe past actions that are not known to be complete or were ongoing for a long period of time. The true English equivalent for the Latin imperfect tense is the past progressive. However, the simple past tense can also be used on some occasions.

past progressive: I was loving, I used to love, I kept on loving
 simple past: I loved

Exercise 4. Identify the person and number of the following imperfect tense verbs. Then translate in two different ways.

1. rogābās
2. habitābāmus
3. rēgnābat
4. vocābant
5. arābātis
6. ambulābam

Exercise 5. To parse (from the Latin *pars*, part) a verb is to identify all of its parts. Parse each of the following verbs identifying their tense, person, and number. Then translate them into English.

| LATIN | TENSE | PERSON | NUMBER | TRANSLATION |
|------------|-------|--------|--------|--------------|
| habitābam | Imp. | 1 | Sing. | I was living |
| rogābis | | | | |
| ambulant | | | | |
| rēgnābāmus | | | | |
| vocābō | | | | |
| labōrātis | | | | |
| portābat | | | | |

Exercise 6. Identify the person, number, and tense of the following English sentences. Then, translate into Latin.

1. We were singing.
2. I will walk and sing.
3. You (pl.) were not plowing.
4. It sails.
5. Will she rule?

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*.



Colloquāmur (Let's Talk)

Use the following questions and responses to review the parsing exercise above. Use some “eye” Latin to figure out what the responses mean.



| | |
|---|--------------------------|
| interrogātiō: Cūius est numerī? | What number is it? |
| respōnsum: Singulārīter est. Plūrālīter est. | |
| interrogātiō: Cūius est persōnae? | What person is it? |
| respōnsum: Est prīmae persōnae. Est secūndae persōnae. Est tertīae persōnae. | |
| interrogātiō: Cūius est temporis? | What tense (time) is it? |
| respōnsum: Est praesentis. Est imperfectī. Est futūrī. | |

Unit 1 Reading

Reading and Review for Chapters 1–6



ABOUT THE READINGS FOR THIS TEXTBOOK

So far, you have been reading sentences designed to reinforce vocabulary and grammatical structures and to serve as an introduction to the skill of reading Latin and as a preparation for reading stories in Latin. The purpose has not been to tell a story or illustrate any theme but rather to give you an easy start in reading in a language other than your own.

From this point on, though, you will be reading stories about early Roman history. These stories are fascinating! We have adapted the stories you will read from the early chapters of a book called *Ab Urbe Condita* (*From the Founding of the City*) by Titus Līvius, usually known in English as Livy. Some scholars believe that Livy had no fixed goal in mind foār his history but rather that he “toiled on till his strength failed him . . . giving his history to the public in parts as [he completed them].” (B. O. Foster. *Livy: History of Rome, Books 1–2*. Cambridge, Massachusetts. Harvard University Press. 2002. xv.)

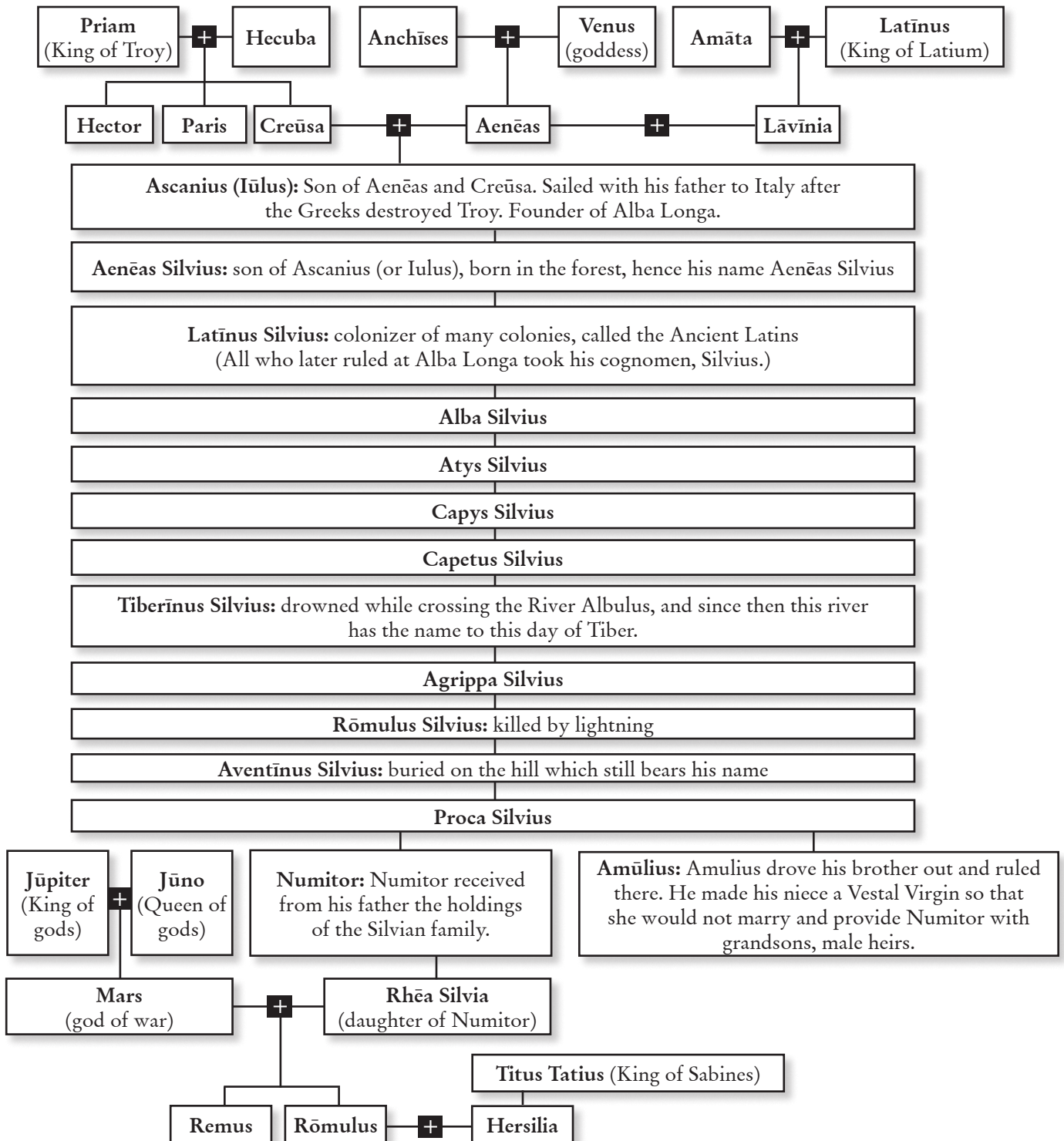
Livy’s work is complicated Latin reading, containing many different tenses and many examples of complex sentences and indirect discourse. We have simplified this work for you and have primarily used the historical present tense. The historical present tense makes historical writing vivid by writing about the past using the present tense. For example, we can write “Achilles raises his mighty sword” instead of “Achilles raised his mighty sword” even though we are describing a past action.

THE DESCENDANTS OF AENEAS

Gaylan DuBose

When Troy fell to the Greeks after ten years of fighting, Aenēas, along with his father and son, was among the very few Trojan leaders who escaped the burning city. He traveled over land and sea for years before finally arriving in Italy, the land of his destiny. Another Trojan, Antēnor, had also settled in Italy. Aeneas eventually arrived in Latium, the area of Italy where Rome was later to stand. The area was Latium, the language was Latīna, and the king was Latīnus. This king had a daughter named Lāvīnia, who was to marry a prince of a neighboring tribe, a man called Turnus; however, Aenēas married Lāvīnia; and this marriage led to war. The son of Aenēas, Ascanius (also known as Iūlus), settled at what we call Alba Longa. Rōmulus and Remus, along with the Julian clan, whose most famous member was Gāius Jūlius Caesar, were descendants of this man. Our stories begin with Rōmulus and Remus.

FAMILY TREE OF RŌMULUS



(Tatius became a joint ruler with Rōmulus when the Sabine and Roman tribes intermarried. Upon the death of Titus Tatius, Rōmulus became sole king. Rōmulus, according to legend, was taken up in a chariot by his father, the god Mars. He was then deified as Rōmulus-Quīrinus. Hersilia grieved for her missing husband so greatly that Jūno deified her as well. The “mother” of the Romans was then worshipped as Hōra.)

THE BIRTH AND EARLY LIFE OF RŌMULUS AND REMUS

CHARACTERS:

- Rhēa Silvia*– daughter of King Numitor and mother of Rŏmulus and Remus
Vesta– goddess of the hearth
Mars– god of war
Rŏmulus– legendary founder and first king of Rome
Remus– Rŏmulus' twin brother

1. Rhēa Silvia est filia rēgis. Quoque ancilla deae Vestae est. Mars Rhēam Silviam
2. vīsitat, et mox fēmina puerōs geminōs parit. Pātriuus Rhēae Silviae iubet servum
3. puerōs in rīvum pōnere. Rīvus altus est, et puerī in terram nāvigant. Lupa liberōs
4. servat. Tum servus puerōs spectat et ad casam puerōs portat. Servus et
5. marīta puerōs in casā cūrānt.
6. Ubi puerī sunt virī, oppidum aedificāre volunt. Rŏmulus mūrūm aedificat.
7. Rŏmulus Remō mūrūm mōnstrat. Remus rīdet. Rŏmulus est irātus. Rŏmulus
8. Remum necat. Rŏmulus oppidum aedificat. Rŏmulus oppidum Rŏmam appellat.
9. Nunc Rŏmulus est rēx.

Notā Bene:

aedificāre volunt = they wish to build

GLOSSARY

| | |
|--|-----------------------------------|
| <i>rēgis</i> | of a king |
| <i>quoque</i> , adv. | also |
| <i>vīsītō</i> , <i>vīsītāre</i> | to visit |
| <i>mox</i> , adv. | soon |
| <i>geminus</i> , <i>ī</i> , m. | twin |
| <i>pareō</i> , <i>parēre</i> | to give birth to |
| <i>pātriuus</i> , <i>pātrui</i> , m. | paternal uncle (father's brother) |
| <i>Rhae Silviae</i> | of Rhea Silvia |
| <i>iubeō</i> , <i>iubēre</i> | to order |
| <i>in</i> | into |
| <i>rīvus</i> , <i>ī</i> , m. | river, stream |
| <i>pōnere</i> | to put, to place |
| <i>altus</i> , <i>a</i> , <i>um</i> , adj. | deep |
| <i>lupa</i> , <i>ae</i> , <i>f.</i> | a female wolf |
| <i>ad</i> , preposition + accusative | to |
| <i>casa</i> , <i>ae</i> , <i>f.</i> | house |
| <i>marīta</i> , <i>marītae</i> , <i>f.</i> | wife |
| <i>cūrō</i> , <i>cūrāre</i> | to care for |
| <i>ubi</i> , adv. | when |
| <i>mūrū</i> , <i>mūrī</i> , m. | wall |
| <i>rīdeō</i> , <i>rīdere</i> | to laugh |
| <i>irātus</i> | angry |
| <i>necō</i> , <i>necāre</i> | to kill |
| <i>nunc</i> , adv. | now |
| <i>appellō</i> , <i>appellāre</i> | to call, name |
| <i>rēx</i> , nominative, sing., m. | king |

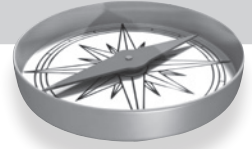




1. According to this reading, besides being the daughter of a king, Rhēa Silvia was _____.
 - a. the cousin of Aenēas
 - b. the mother of twin boys
 - c. a servant of Mars
 - d. a goddess of a river
2. *Geminōs* in line 2 _____.
 - a. means “twins”
 - b. is an appositive
 - c. is accusative
 - d. all of the above
3. The verb *nāvigant* in line 3 implies that _____.
 - a. there was a flood
 - b. the babies were in something like a boat
 - c. the river was nearly dry
 - d. the babies had been thrown into the sea
4. Which family member below is not mentioned in the reading?
 - a. uncle on the father’s side
 - b. husband
 - c. wife
 - d. grandfather
5. Which word or phrase below best characterizes the prevailing emotion between Rōmulus and Remus?
 - a. brotherly love
 - b. jealousy and anger
 - c. anger followed by total remorse and loss
 - d. sadness followed by joy
6. What is the case of *Vestae* in line 1?
 - a. nominative
 - b. dative
 - c. accusative
 - d. none of the above
7. Which of the following words serves as a direct object in line 6?
 - a. *casā*
 - b. *puerī*
 - c. *oppidum*
 - d. *Rōmulus*
8. What is the function of *Remō* in line 7?
 - a. subject
 - b. direct object
 - c. predicate nominative
 - d. indirect object

It is a great hope that someday you will take an Advanced Placement test in Latin. Preparation for AP tests must begin in the earliest stages of Latin and continue throughout your study of the language. These questions are of the type that you are likely to encounter on an AP test or the National Latin Exam at a higher level.

Culture Corner: Relatives



The Romans had more words for relatives than we do and also more exact words. This fact probably indicates that the Romans placed more value on the extended family than we do in America today. Remember that *familia* meant **everyone** who lived in the household, even slaves.

pater – father

māter – mother

avus – grandfather

avia – grandmother

nepōs – grandson

neptis – granddaughter

pātriuus – a father’s brother, a paternal uncle

amita – a father’s sister (Oddly, the Romans did not seem to use this term in the same way that we would use *aunt*, but consider the use of *pātriuus* above. What may this tell you about Roman society?)

avunculus – a mother’s brother, a maternal uncle (This word means literally “little grandfather.” How does this term signal a different relationship between a maternal and a paternal uncle?)

mātertera – a mother’s sister, a maternal aunt (This word literally means “ma-relative-relative; *māter* means just “ma-relative.” What might a Roman child, like one of us today, first call his mother?)

patruēlis – a cousin on the father’s side (a male or a female cousin)

cōnsōbrīnus and *consōbrīna* – a male and female cousin, respectively, on the mother’s side

