

Latin for You

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Latin Lessons 1-24 tests included

Latin phrases

This page is for those, who would like to know some "conversational" Latin.

The course itself focuses on developing your understanding of classical Latin in the form you will encounter it today: written prose and poetry, not spoken, apart from scientific names.

Greetings

Salve! - Hello! (to one person)

Salvete! - Hello! (to several people)

Ave! - Hello! Bye!

Vale! - Fare well! Goodbye! (to one person)

Valete! - Fare well! Goodbye! (to several people)

Polite phrases

Quid agis? - How are you? (to one person)

Quid agitis? - How are you? (to several people)

Valeo. - I'm fine.

Valemus. - We are fine.

Paulo minus valeo. - I'm not very well.

Non valeo. - I'm not well.

Cur non vales? - Why aren't you well? (to one person)

Aeger / fatigatus / indignatus sum. - I'm ill / tired / in a bad mood (Answer by male)

Aegra / fatigata / indignata sum. - I'm ill / tired / in a bad mood (Answer by female)

Gratias tibi ago. - Thank you.

Salutatio. - You're welcome.

Quaeso. - Please.

Introducing oneself

Quis tu? - Who are you?

Mihi nomen est ... - My name is ...

Suave te cognoscere est. - Nice to get to know you.

Quot annos natus es? - How old are you? (Talking to a male)

Quot annos nata es? - How old are you? (Talking to a female)

... annos natus sum. - I am ... years old. (Answer by male)

... annos nata sum. - I am ... years old. (Answer by female)

Unde es? - Where are you from? (to one person)

Britannia. Hibernia. - Britain. Ireland.

Hispania. - Spain / Portugal

Gallia. Belgica. - France. Belgium.

Germania - Germany (included Netherlands and most of Eastern Europe)

Italia. Graecia. - Italy. Greece.

Asia minor. - Turkey.

Syria / Phoenicia. Judaea. - Syria. Israel. (consult map of ancient Middle East to see what belonged where)

Arabia. - the Arabian peninsula.

Aegyptus - Egypt.

Agreeing and disagreeing

Sic est. Scilicet. Certe. - It's so. Of course. Certainly.

Fortasse. Verisimile. - Perhaps. Likely.

Non ita. Minime. Non. - It isn't so. Not at all. Not.

Nescio. - I don't know.

Non intellego. - I don't understand

Words of love

(Ego) amo te. - I love you. (*place "ego" if you want to stress "I"*)

Amor! - Love!

Columba! - Pidgeon!

Lepus! - Hare!

Gemma! - Jewel!

Words of hate

Vipera impudens! - Impudent snake!

Fur! - Thief!

Nequissime! - Good-for-nothing!

Asine! - Donkey!

Inepte! - Idiot!

Commenting on a soccer match in Latin

Comments watching a match when your team is losing:

- Merdam! (acc, sg, "shit")
- Pila intus erat, arbiter stulte! (= The ball was in, stupid referee)
- Potes meos suaviari clunes, arbiter! (= You can kiss my ass, referee)
- Futue te ipsum, arbiter! (= go fuck yourself, referee).

When your team is winning:

- Vescere braxis meis (= eat my shorts)
- Derideo te! (= I laugh at you)

Comforting your crying friend while watching the match:

- noli curare, amice, memento tantum pedifollem esse (= don't worry, remember that this is only soccer)

If he/she doesn't accept it:

- fact ut vivas! (= get a life!)

Lesson 1: Marcus has to wait

Text

Hic est Marcus, ibi est Titus.

Titus *in Colosseo* sedet et gaudet, nam Aemilia iam adest.

Marcus dolet, nam Cornelia *cessat*.

Iam Aemilia rogat: "Ubi est Cornelia?"

Et Titus: "Cornelia *cessat*."

Subito Marcus vocat: "Ibi Cornelia est, ibi stat!"

Ridet et gaudet.

Reading vocabulary you needn't learn:

in Colosseo: in the Colosseum

cessat: (she) has people wait for her

Vocabulary

est	he/she/it is	F: est
adest	he/she/it is there	
rogat	he/she/it asks	interrogate
stat	he/she/it stands	static

	(there)	
vocat	he/she/it shouts, calls	vocation
dolet	he/she/it feels pain, regrets	dole, condolence
gaudet	he/she/it is happy	D: Gaudi
ridet	he/she/it laughs	deride, risible
sedet	he/she/it sits	seat, sedentary
et	and; also	F: et
hic	here	
iam	already; now	EO: jam
ibi	there	
nam	because; namely	
subito	suddenly	I: subito
ubi	where	ubiquitous

Practise the vocabulary of this lesson by matching it.

Grammar

Please note: the grammar explanation assumes that you already know basic grammar terms.

If you don't know a term, also in the later lessons, consult this page with explanations.

If you have read the vocabulary for this lesson carefully, you will have noticed that all verbs end in -t.

The -t is the ending for the 3rd person singular. The corresponding personal pronoun in English would be "he", "she" or "it". In Latin, personal pronouns are not usually used; you have to add them yourself, based on the verb. So if you see the word "ridet", you should translate it as "he laughs" or "she laughs", based on the context. That way, a single word can, on its own, be a complete sentence! *If you really must know, the personal pronouns in Latin are "is"(he), "ea"(she) and "id"(it). If you don't think this lesson is hard enough, memorise them now. They will become important later on.*

Actually, there are even more possibilities of translating "ridet": "he is laughing" or "she is laughing". That is because Latin, like most Romance languages, does not see any difference between simple and

progressive tense, between what is usually happening (e. g. "he plays tennis") and what is happening right now (e. g. "he is playing tennis").

Be aware of these two differences when translating Latin.

Another particularity of Latin is that the verb is often put at the end of a sentence, in contrast to English, where it follows the subject.

An example:

Titus	in Colosseo	sedet.
<i>Subject</i>	<i>Place</i>	<i>conjugated verb</i>
Titus	in the Colosseum	sits.

Don't worry, you're not supposed to write that way in English.

Exercises

To check whether you understood this lesson, please do the following exercises. You will find the right answers

beneath the Information part, at the bottom of the page, so you can correct yourself.

I) Read through the following sentences and note down the numbers of those that are wrong or don't make sense.

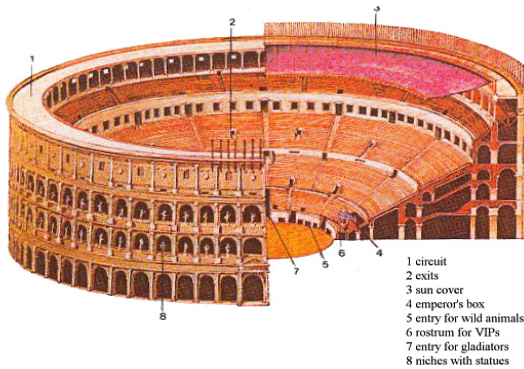
1. Cornelia hic et ibi sedet.
2. Et Titus iam adest.
3. Titus rogat: "Ubi est Marcus?"

4. Titus dolet et gaudet.
 5. Subito Cornelia vocat: "Ibi Marcus stat!
 6. Ibi cessat!"
 7. Cornelia ridet et gaudet.
 8. Subito Titus iam gaudet.
- II) Find the opposites of the following words:
- hic -
 - sedet -
 - cessat -
 - gaudet -

.

Information : The Colosseum

The Colosseum is an amphitheatre in Rome, built on the order of the Flavius family of emperors. The building was completed around 80 AD and its original name was "Amphitheatrum Flavium", because of its owners. Later a huge statue of Sol, the sun god, was placed in front of it, for which the theatre received the name "Colosseum".



Reconstruction drawing of the Colosseum

An amphitheatre is a facility where the crowd sits in an oval around the arena (fighting place), very much like modern stadiums

but used for fights between gladiators and wild animals or gladiators amongst themselves. The Colosseum is the biggest amphitheatre that was built in Roman time. Its arena is 3600 square metres and it had room for 55,000 spectators.



Amphitheatre of Nîmes (Southern France)

Exercise answers:

I) Sentences 1, 4, 6 and 8 don't make sense.

II) hic - ibi

sedet - stat

cessat - adest

gaudet – dolet

Lesson 2: Acquaintances everywhere

Text

Nunc Marcus et Cornelia, Aemilia et Titus sedent et gaudent, nam

Lucius et Gaius appropinquant; rident et salutant.

Cornelia narrat:

"Hodie etiam Tullia et Claudia adsunt. Ecce! Ibi sedent."

Gaius rogat: "Cur Quintus non adest?"

Tum Marcus: "Quintus *aegrotat*, sed ibi sunt Titus et Aemilia!

Ludus non solum me delectat, sed etiam..."

Subito Aemilia vocat: "Ecce elephantus, ecce *simia*!"

Claudia et Cornelia et Aemilia gaudent et rident.

Reading vocabulary you needn't learn:

aegrotat: (he) is ill

simia: monkey

Vocabulary

appropinquat	he/she/it approaches	approximate
delectat	he/she/it pleases, delights	delectation
narrat	he/she/it	narrator

	tells, reports	
salutat	he/she/it greet	salute
sunt	they are	
ludus	game, show; school	interlude
<i>elephantus</i>	<i>elephant</i>	<i>elephant</i>
<i>me</i>	<i>me</i>	<i>me</i>
cur	why?	
ecce!	See! There! Voilà!	
etiam	also, even	
hodie	today, nowadays	EO: hodiauh
non	not	I, F: non
nunc	now	D: nun
sed	but	EO: sed
solum	just, only, merely	I: solo; F: seul
tum	then, afterwards, at that time	

non solum... sed etiam	not only..., but also	
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Practise the vocabulary of this lesson by matching it.

Grammar

In the last lesson, we found out that the ending -t is for the 3rd person singular (he/she/it) and we found it on verbs like *sedet*, *gaudet*, *ridet*. In this lesson, you can find the words *sedent*, *gaudent*, *rident*. These are the same verbs, except that this time, they're in the 3rd person plural (they), because Marcus no longer sits / laughs alone, his friends do so, too. You can easily form the plural of every verb you learned in the last lesson by taking off the -t, which gives you the verb stem, and then adding -nt, the 3rd person plural ending (e. g. *ridet* -> *ride* -> *rident*). This converts the sentence *ride-t* (he laughs) into *ride-nt* (they laugh).

Unfortunately this does not work with the verb "to be". Just as in English, it is an irregular verb in Latin. The 3rd person singular is *est* (he/she/it is) and the 3rd person plural is *sunt*

(they are). The verb "to be there" is derived from the verb "to be" and has according forms: *adest* and *adsunt*. *Adest* is really just the verb "to be" combined with the preposition "ad" (at, towards), so you can form any of its forms by just putting "ad" in front of the form of "to be". There are lots of similar cases, which make these words very easy to learn.

Another thing that I just slipped in because it's so easy: if you put "non"(not) in front of a verb, you make the sentence negative.

E. g. "Quintus adest" = "Quintus is there" / "Quintus non adest" = "Quintus is not there".

"Marcus ridet" = "Marcus laughs" / "Marcus non ridet" = "Marcus doesn't laugh".

If you want to say something like "Quintus isn't there **but** is ill", use "sed" for the "but".

So this sentence would be: "Quintus non adest, sed aegrotat."

Another addition for those who are bored: the personal pronoun "they" is "ii" for male or mixed groups, "eae" for groups of females and "ea" for collections of things.

Exercises

As usual, you will find the correct answers at the bottom of this page, beneath the information.

I) Add the correct endings:

1. Gaius et Claudia appropinqua_ et roga_ .
2. "Ubi Marcus et Cornelia hodie su_?"
3. Ibi Titus sta_ ; sed Aemilia non ades_ .
4. Subito Claudia ride_ : nam ibi Marcus es_ .
5. Nunc etiam Gaius et Tullia ride_ .

II) Fill in the blanks using either "nam", "sed" or "et".

1. Titus ___ Aemilia in Colosseo sunt.
2. Aemilia sedet, ___ Titus stat.
3. Titus et Aemilia gaudent, ___ ludus delectat.
4. Marcus non gaudet, ___ dolet, ___ Cornelia cessat.
5. Marcus adest, ___ Cornelia cessat.
6. Subito Marcus gaudet, ___ Cornelia ibi stat.
7. Nunc Titus gaudet ___ Marcus gaudet.

Information : Games in Rome

The Romans had 3 kinds of games: *chariot races* in the racing parcours (*circus*), *scenic plays* in the theatre and *gladiator games* in the amphitheatre. Since 105 BC gladiators were trained to do their bloody job. Brave fighters were pardoned by the people by showing the fist with the thumb pointing upwards; if the thumb pointed downwards, the gladiator was sentenced to death.



An aerial shot of Circus Maximus, the biggest chariot racing "circus", and a photo of a modern enactment of the ancient races.

Exercise answers:

I) 1. appropinqua-nt, roga-nt,

2. su-nt

3. sta-t, ades-t

4. ride-t, es-t

5. ride-nt

II) 1. et

2. sed

3. nam

4. sed, nam

5. sed

6. nam

7. et

Lesson 3: The gladiators arrive

Text

Marcus non ridet, sed **murmurat**: "Elephantus! Simia!
Ubi sunt Syrus et Barbatus? Cur tuba non sonat?"
Tum amica: "Fortasse adversarii hodie non pugnant."
Etiam populus **murmurat**, quod Syrus et Barbatus
nondum adsunt;
subito autem tubae sonant, populus tacet,
adversarii intrant, stant, salutant.
Nunc populus gaudet et clamat, et Marcus vocat:
"Me neque elephantum neque **simiam**,
sed ludi et gladii et tubae delectant."
Amici et amicae rident.

Reading vocabulary you needn't learn:

murmurat: (he) grumbles

simia: monkey

Vocabulary

clamat	he/she/it screams, shouts	claim, ac- clamation
intrat	he/she/it enters	
pugnat	he/she/it fights	pugnacious

sonat	he/she/it sounds	sonata
tacet	he/she/it is silent	tacit
amica	(female) friend, girlfriend	amicable; I: amica; E: amiga
amicus	(male) friend, boyfriend	I: amico; EO: amiko; E: amigo
tuba	tuba, trumpet	tuba
adversarius	opponent	adversary
gladius	sword	gladiator
populus	people, audience	popular
autem	but, however	
fortasse	perhaps	
neque / nec	and not, also not; but not	EO: nek
nondum	not yet	
quod	because,	

	that	
neque... neque	neither... nor	
nec... nec	neither... nor (short for "neque neque")	EO: nek... nek

Practise the vocabulary of this lesson by matching it.

Grammar

In the last lesson, we unconsciously used our first noun: *ludus*. It appeared in the sentence "*Ludus me delectat*", which literally means "The game delights me". In that case, it was the subject of the sentence (because you ask "who/what delights me?") and its case was Nominative Singular. All subjects have to be in the Nominative case, the case that you'll find in dictionaries, and obviously *one game* is singular. In lines 8/9 of the current text, you can find a sentence that means almost the same: "*Me [...] ludi [...] delectant.*". Apart from the fact that the "*me*" was put at a different

position for no particular reason, you notice that the verb now has the ending *-nt*, which means that at least two things

delight. In this case, Marcus talks about gladiator "games" in the plural, not just this particular game they're about to watch.

So he had to change the word "*ludus*"(singular) to "*ludi*"(plural). **All masculine words of the O-declension end**

in "-us" (like masculine names) in the Nominative singular and transform that to "-i" for the Nominative plural.

In the same sentence, you can find two more examples of such a transformation:

"*elephanti*"(singular: *elephantus*)

and "*gladii*"(singular: *gladius*). You can also find two words that don't fit into this scheme: "*simiae*" and "*tubae*". They are

feminine words, meaning they are subject to the A-declension. **In the A-declension, the Nominative singular form**

ends in "-a" (like feminine names) and the Nominative plural form ends in -ae.

Examples for this transformation: *amica* -> *amicae*, *tuba* -> *tubae*, *simia* -> *simiae*.

As you may have noticed by now, **neither the singular nor the plural forms use any type of article.**

It does not exist in Latin. Whether you want to say "the elephant" or "an elephant", it is always "*elephantus*" in Latin.

This part of the Latin grammar is easier in Latin than in all other Romance languages, where you have to worry about the right articles for every noun. Still it is important not to confuse masculine with feminine or neuter (not yet introduced) nouns, because, as explained in this lesson, the declensions are different.

Exercise

I) Put these sentences into the plural:

1. Amica vocat.
2. Amicus narrat.
3. Tuba sonat.

And these into the singular:

4. Amicae salutant.
5. Adversarii intrant.
6. Amici iam hic sunt.

Compare your answers to the correct answers, which are displayed at the bottom of this page.

II) Fill in the particles. The translation of the particle is in brackets, so that you know, which one is meant.

1. ___ (today) Gaius et Claudia in Colosseo sunt.
2. Ibi ___ (also) Quintus et Paula sedent.
3. ___ (then) Quintus rogat: "___ (where) adversarii sunt?"
4. Cur ___ (not yet) intrant?"
5. ___ (suddenly) ___ (however) tubae sonant.
6. ___ (now) Marcus tacet, ___ (because) adversarii adsunt.

Information : Gladiator equipment

There were many different types of gladiators and every type carried different weapons and armour. E. g.

Samnites fought with a short sword and defended themselves with a longish shield;

Thracians carried an oval shield and a dagger;

Retiarii carried a net (*rete*) and a trident.



Thracian against Retiarius

Exercise answers:

I) 1. Amicae vocant. 2. Amici narrant. 3. Tubae sonant.

4. Amica salutat. 5. Adversarius intrat. 6. Amicus iam hic est.

II) 1. hodie (today) 2. et / etiam (also) 3. tum (then), ubi (where)

4. nondum (not yet) 5. subito (suddenly) autem (however) .

6. nunc (now), nam / quod (because)

Lesson 4: The fight

Text

Iam Barbatus Syrum temptat.

Gladii crepant, populus adversarios incitat,
nam pugnae turbam valde delectant.

Etiam Marcus gaudet et clamat,
nam ludos et pugnas libenter spectat;

Corneliam autem ludi non delectant: itaque sedet et
tacet.

Marcus amicam rogat: "Cur pugna te non delectat?"

Cornelia non respondet.

Subito Syrus adversarium temptat, vulnerat.

Turba clamat, sed Cornelia lacrimas non iam tenet.

Neque Marcum nunc ludus delectat.

Vocabulary

crepat	he/she/it clanks, creaks, clashes	crepitation
incitat	he/she/it incites, provokes	incite
spectat	he/she/it watches	spectator
temptat	he/she/it	attempt,

	tries, attacks	temptation
vulnerat	he/she/it wounds, hurts	vulnerable
respondet	he/she/it answers	respond
tenet	he/she/it holds, holds back	tenant; F: tenir
lacrima	tear	lachrymose; I: lacrima
pugna	fight	pugnacious; L3: pugnāt
turba	crowd	turbulent
te	you (singular, Accusative)	F, I: te
itaque	therefore	
libenter	with pleasure, willingly, gladly	D: liebend gern
valde	very, very much, a lot	

non iam	not anymore	
quod	because, that	

Practise the vocabulary of this lesson by matching it.

Grammar

In this lesson, you're introduced to (Accusative-)Objects, which usually are a very important part of a sentence. **Even Roman names, such as Marcus or Cornelia, have to be put into the correct cases.**

As usual, there's a difference between the masculine words of the O-declension and the feminine words of the A-declension.

The O-declension takes the word stem and adds -um for Accusative singular and -os for Accusative plural. Examples: *lud-us* -> *lud-um* *lud-i* -> *lud-os*

The A-declension takes the word stem and adds -am for Accusative singular and -as for Accusative plural. Examples: *amic-a* -> *amic-am* *amic-ae* -> *amic-as*

You will later notice that the M as ending of the Accusative singular is very typical.

Let's analyse a sentence now, using the technique that will help you later to understand complex sentences

covering a quarter of a page, like Caesar likes to write them, or word salad à la Ovid. There are no rules pertaining to word order in Latin, so you will need to approach sentences the way they'll translate to meaningful English sentences. That means by translating the predicate first. Let's take the example sentence "**Subito adversarii Syrum temptant.**" The predicate is "*temptant*". It is 3rd person plural and the meaning of the stem is "to try, attack". Using both of this information, we can give the exact English translation of this word: "they try" or "they attack". Since "they" is plural, the subject (if there is one) has to be plural, too, and Nominative because all subjects are Nominative. Considering the declensions we know, the ending can be -i or -ae. The only possible subject in this sentence is therefore "*adversarii*", the opponents. That gives us "The opponents try" or "The opponents attack". If the first is right, we should find an infinitive (try TO DO), however there's none, so it's

the second translation: "The opponents attack." Now there's one question: WHOM do they attack? The Accusative object gives the answer. Of the remaining words, just *Syrum* has an Accusative ending. So "The opponents attack Syrus". The last remaining word, *subito*, is an adverbial of time meaning "suddenly". Accordingly, the whole sentence is "Suddenly the opponents attack Syrus." Even if this **structured approach at translating a sentence** isn't really necessary in order to translate the easy sentences you have been given so far, please keep it in mind for the future and **don't just translate sentences by translating the single words one by one in their dictionary form, pay attention to cases and especially singular/plural!**

Exercise

Determine the function of the words in the sentence and translate:

1. Populus Syrum et Barbatum salutat.
2. Populum Syrus et Barbatus salutant.
3. Nunc Syrus et Barbatus temptant et pugnant.
4. Gladios tenent et clamant.

5. Subito Syrus Barbatum vulnerat.

Compare your answers to the correct answers, which are displayed at the bottom of this page.

Information: Gladiator fights



At the beginning, there's a ceremony in honor of the Gods and the emperor.

Foreground: priests, referees and musicians,

Background: gladiators



The Retiarius is about to kill the Samnite, the referee makes sure that the Retiarius waits until the crowd has given the signal.

Exercise answers:

1. Populus = Subject, Syrus et Barbatus = (Accusative-)Object, salutatur = predicate (3rd person singular)

The audience greets Syrus and Barbatus.

2. Populum = (Accusative-)Object, Syrus et Barbatus = Subject, salutant = predicate (3rd person plural)

Syrus and Barbatus greet the audience.

3. Nunc = Adverbial of time, Syrus et Barbatus = Subject, temptant et pugnant = predicates (3rd person plural)

Syrus and Barbatus attack and fight now.

4. Gladios = (Accusative Plural) Object, tenent et clamant = predicates (3rd person plural)

They hold the swords and shout.

5. Subito = Adverbial of time, Syrus = Subject,
Barbatum = (Accusative-)Object, vulnerat =
predicate (3rd person singular)
Suddenly Syrus wounds Barbatus.

Test I:

If you have completed lessons 1-4, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have: Translate the following text and send the translation to

Visiting Claudius

Hodie Marcus et Cornelia amicum *visitant*. Iam *hortum* intrant.

Claudius amicos salutat. Rogat: "Ubi sunt Titus et Aemilia?"

Marcus respondet: "*In Colosseo* sunt, ubi pugnae turbam delectant.

Sed Corneliam ludi non delectant. Itaque *in Colosseo* lacrimas non tenet; nam ibi adversarii pugnant." Claudius ridet: "Ecce, hic

adversarii neque temptant neque vulnerant! Sed
hortus te fortasse
delectat!"

Reading vocabulary:

visitant - they visit

hortus - garden

In Colosseo - in the Colosseum

Lesson 5: Different interests

Text

Marcus forum amat;
nam ibi tot aedificia, templa, monumenta sunt.
Monumenta et templa et aedificia Marcus libenter
spectat;
imprimis autem *rostra* Marcum invitant.
Ibi diu stat et *auscultat*.
Et Corneliam forum delectat, nam ibi tot *tabernae*
sunt.
Corneliam *tabernae* invitant.
Gaudet, cum aurum et argentum videt.
Marcus autem cogitat: "Cur Cornelia gaudet et ridet,
cum aurum et argentum spectat? Certe aurum et
argentum
Corneliam delectant, certe dona exspectat!"

Reading vocabulary you needn't learn:

rostrum: beak, rammer of a ship; rostra (Plural):

rostrum, platform (*on the forum in Rome, its walls were ornamented with captured rammers*)

auscultat: he/she/it listens (to the speakers who talked to the crowd)

taberna: shop

Vocabulary

amat	he/she/it loves	I: amare; EO: ami
cogitat	he/she/it thinks, intends	cogitate
expectat	he/she/it waits, waits for sb.	expect; L4: spectat
invitat	he/she/it invites	invite
videt	he/she/it sees	video
aedificium	building	edifice
argentum	silver	Argentina
aurum	gold	auriferous [derived]

		from aurum + ferre ("carry"); F: or
donum	present, donation	F: donner
forum	Forum, marketplace	forum
monumentum	monument	monument
templum	temple, holy site	temple
tot	so many	
certe	certainly, surely	certain
cum	(always) when	
diu	long, for a long time	
imprimis	especially, mainly	

Practise the vocabulary of this lesson by matching it.

Grammar

In the vocabulary of this lesson, you have found words that end in -um in their dictionary form. These words are neuter, and they belong to the O-declension, so you'll later see that they behave very similarly to the masculine words of the

O-declension. **Neuter words of the O-declension have the ending -um in Nominative AND ACCUSATIVE**

singular and they have the ending -a in Nominative AND ACCUSATIVE plural. You will see that this is a

universal trait of neuter Latin nouns: their Nominative and Accusative are always the same and their plural

always ends in -a (however there are neuter nouns whose Nominative singular doesn't end in -um, we'll deal with them later).

Now you can say that the Nominative/Accusative plural -a could be confused with the Nominative singular -a of the

A-declension (words like *amica*). Practically, that isn't possible because 1) the verb tells you whether the subject is

singular or plural and 2) if you have learned your vocabulary well, you know that there's e. g. the word "*amica*" but

not the word "*amicum*", which should be the Nominative singular of *amica* if *amica* was neuter. Similarly, you can't confuse -um as neuter Nominative or Accusative with -um as masculine Accusative if you have learned the dictionary form, the Nominative singular.

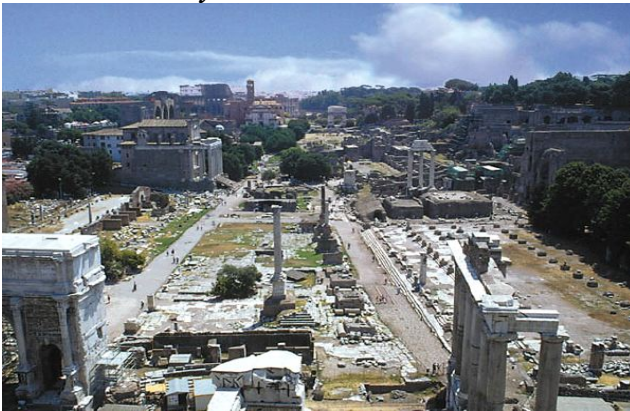
Exercise

Create the Accusative of the following words, in the same Numerus (->If the word is plural, create the Accusative plural; if the word is singular, create the Accusative singular):

tuba, templa, amicae, ludus, pugna, adversarii, aedificia, lacrima, fora, monumenta, aurum



*in Roman
time Nowadays.*



Nowadays

Information: The Forum Romanum

Exercise answers:

tubam, templa, amicas, ludum, pugnam, adversarios,
aedificia, lacrimam, fora, monumenta, aurum

Lesson 6: A foolish prejudice

Text

Marcus magnas divitias non possidet,
itaque neque multa neque magna dona *dare* potest.
Marcus non est *Croesus*; sed Cornelia puella est,
et "cunctae puellae diu et libenter *tabernas* spectant,
aurum et argentum valde amant
saepeque multa dona exspectant".
Sic Marcus cogitat, sed stultus est;
nam Cornelia neque magna neque multa dona
exspectat.
Grata et contenta est,
quod Marcus amicus bonus et fidus est,
quod non solum ludos, sed etiam theatra
amat.
Nam theatra Corneliam imprimis delectant:
Gaudet et ridet, cum fabulas spectat,
et cum populus clamat, clamat et Cornelia.

Reading vocabulary you needn't learn:

dare: to give

Croesus: legendary rich king of Lydia

taberna: shop

Vocabulary

possidet	he/she/it possesses	
----------	------------------------	--

potest	he/she/it can	potency
divitiae (<i>always plural</i>)	treasures, riches, wealth	
fabula	story, theatre play	fable; fabulous
puella	girl	
theatrum	theatre	theatre
bonus, -a, -um	good, efficient	bonus; F: bon
bonum	the good, possession	
contentus, -a, -um	content, satisfied	content
cunctus, - a, -um	complete, whole; <i>Plural</i> : all	
fidus, -a, -um	loyal, reliable	fidelity
gratus, -a, -um	grateful; comfortable, dear, welcome	grateful
magnus, - a, -um	big, important	magnify; magnanimous

		[magnus + animus (soul, spirit)]
multus, - a, -um	much, many, abundant	multitude
stultus, - a, -um	stupid, foolish	stultify
-que (<i>attached to a word</i>)	and	
saepe	often	
sic (<i>with verbs</i>)	so, this way	sic

Practice the vocabulary of this lesson by matching it.

Usage of words

The particle "-que"(and) will appear appear strange to you, at first. It is usually added to the word that comes after the "and" in English. For example:
Marcus Corneliaque = Marcus and Cornelia, the Romans would never write this as "Marcusque Cornelia".

Grammar

This lesson is the first to use **adjectives**. You can find a lot of adjectives in the vocabulary: *bonus*, *contentus*, *cunctus*,

fidus, *gratus*, *magnus*, *multus* and *stultus*. Guess what they all have in common? The ending -us, which should remind

you of the Nominative ending of the masculine O-declension. In the text however, in the first line, you don't see

"*magnus*" but "*magnas*", so -as was added to the word stem (word stem = word without its variable endings, in this case "*magn*"). Just like -us, you have seen -as before: It's the Accusative plural ending of the feminine A-declension.

Now, how do endings from different genders get to the same word? Very simple. **Adjectives always belong to the noun**

that they describe, e. g. "*magnus*"(big) alone doesn't make much sense, you have to add a noun, for example

"*lacrima*"(tear). **The adjective then has to adapt to the noun and place itself into the same gender, same**

number (singular or plural) and same case. Fortunately, adjectives don't have their own declensions but use the ones you already know: O-Declension for masculine and neuter words, A-Declension for feminine words.

In this case, *magnus* has to become feminine Nominative singular, just like *lacrima*. So you subtract the current (masculine Nominative singular) ending, which gives you the word stem: *magn*. Then you add the ending for

feminine Nominative singular, -a. The result is "*magna lacrima*" (big tear).

Let's have another example: "*bonus*"(good) and "*amici*"(friends). *Bonus* has to become masculine Nominative plural,

like friends, so the ending to add is -i. *Bonus* minus -us equals *bon* plus -i equals *boni*. *Boni amici*, good friends.

This agreement between adjectives and nouns is very helpful when there is more than one adjective in a sentence,

like in "*Amicus fidus magnas divitias possidet*." *Fidus* is masculine Nominative singular, like *amicus*, and *magnas* is

feminine Accusative plural, like *divitias*, so the translation is "The loyal friend possesses big treasures."

The word order isn't important, because there are no rules for it in Latin. If the writer prefers it, he can write

the same sentence as "*Magnas amicus possidet fidus divitias*." (and Ovid is known to have placed his words even

more chaotically, in longer sentences), in which case you have to depend on your knowledge of cases in order to

understand that the friend is "*fidus*", loyal, and not "*magnas*", big.

Exercise

Add the correct endings to the adjective stems in these sentences:

1. Cornelia non solum mult___ tabernas, sed etiam theatra amat.
2. Content___ est, cum fabulas bon___ spectat.
3. Fabulae stult___ Corneliam non delectant.
4. Marcus gaudet, quod amica content___ est, cum in theatro sedet,
quod non magn___ divitias amat, sed amicum fid___ .

Information: Roman shops



On the left: Roman Wine shop. On the right: Roman groceries store.

Exercise answers:

1. multas tabernas
2. Contenta (Cornelia); fabulas bonas
3. fabulae stultae
4. amica contenta; magnas divitias; amicum fidum

Lesson 7: Good friends

Text

(Cornelia waits in front of the Marcellus theatre for Marcus.

Suddenly her friends Tullia and Aemilia appear...)

T: Cur hic sedes, Cornelia? Num Marcum exspectas?

C: Non erras, amica. Marcum exspecto, sed iam timeo, quod *cessat*.

(Tullia et Aemilia rident)

C: Cur ridetis, amicae? Cur vos tam laetae estis?

A: Ridemus, quod tam stulta es, quod hic sedes et amicum exspectas.

T: Nos numquam amicos exspectamus, nos non tam stultae sumus.

Amici nos exspectant.

C: Libenter Marcum exspecto, quod amicus fidus et bonus est.

A: Amici fidi et boni rari sunt. Fortasse Marcus iam aliam amicam amat;

nam non solum ludi clari et forum antiquum et theatra Marcum invitant,

sed etiam *formosae* puellae! (Cornelia tacet)

T: Cur taces, Cornelia? Num erro?

C: Certe erras, *pessima*, nam ibi Marcus stat, me exspectat!

Oh, quam laeta sum! - Hic sum, Marce, hic te exspecto!

Reading vocabulary you needn't learn:

cessat: he/she/it has people wait

formosae: pretty, beautiful

pessima: "you snake" (pessimus: the worst)

Vocabulary

errat	he/she/it errs, is wrong	err
timet	he/she/it is afraid	timid
alius, alia, aliud	a different one	alias
antiquus, -a, -um	old, venerable	antique
clarus, -a, -um	light, clear, famous	clarity; D: klar
laetus, -a, -um	happy	
rarus, -a, -um	rare, isolated	rare
nos	we; us (<i>Accusative</i>)	F: nous, I: noi
vos	you (<i>Plural</i>);	F: vous, I: voi

	you (<i>Plural Accusative</i>)	
num?	by chance? Hopefully not? (<i>question particle that suggests the answer "No"</i>)	
numquam	never	
tam (<i>with adjectives and adverbs</i>)	so, to such degree, in such manner	tantamount; F: tant
quam (<i>with adjectives and adverbs</i>)	how	

Practise the vocabulary of this lesson by matching it.

Grammar

You can find a lot of new verb forms in this lesson's text, because this is a conversation

and during conversations, you address people directly, using the 2nd person singular or plural ("you"). You also talk about yourself, using the 1st person singular ("I"), or your group, using the 1st person plural ("we"). Just like most European languages, Latin requires a different verb form for each of these persons. In order to build the correct form for a different person, you do just like you did for the 3rd person plural: You take the word stem as basis (that means you subtract the person ending that is already on the verb, usually -t) and add the person ending for the person you want. Here's a table with all person endings that can be found in the text, including the ones you know already:

Person	Ending	Examples
1st person singular ("I")	-o	sede o , exspect o (if the last letter of the word stem is an a, the ending isn't -ao but -o, likely for sound)

		reasons)
2nd person singular ("You" / "Thou")	-s	sedes, exspectas
3rd person singular ("He/she/it")	-t	sedet, exspectat
1st person plural ("We")	-mus	sedemus, exspectamus
2nd person plural ("You")	-tis	sedetis, exspectatis
3rd person plural ("They")	-nt	sedent, exspectant

This is one of the most basic schemes in Latin and it's complete now, so try to memorise it.

It explains the forms sedes, exspectas, erras, exspecto, timeo, cessat, ridet, ridetis, etc...

...but not "estis" and "es" in lines 5/6, and also not "sumus" (line 8) and "sum" (line 16).

These are the forms of the irregular verb "to be", of which we already learned "est" and

"sunt". By the endings, you can probably guess how the **conjugation of "to be"** goes:

**sum - I am; es - you are (singular); est -
he/she/it is;**

**sumus - we are; estis - you are (plural); sunt -
they are;**

You now know everything there is to know about the verbs in -are and -ere in the present tense. You might want to print [this card](#), which shows you all the present tense endings at once (and even those of the Consonantic Conjugation, and some irregular verbs which will be introduced later). With this card, you can revise the conjugations everywhere you go.

One more explanation for today: there's the concept of a Vocative case, which should be used when addressing somebody, as in "Where are you, **Marcus**?". This concept was already obsolete in Roman times, so **nearly all Vocative forms are exactly the same as the Nominative ones, with one exception: words ending in -us transform it to -e.**

So the translation of this question should be "Ubi es, **Marce**?". You can notice this change in the last line of this lesson's text, so no, Cornelia doesn't have another boyfriend, by the

name of Marce.

Now would be a good time to review translation technique, taking into account the new grammar you have learned since lesson 4.

Exercise

Transform the verbs according to the instructions.

Example:

rogo: into 2nd person (rogas) -> into plural (rogatis) -
> into 3rd person (rogat)

-> into singular (rogat) -> into 1st person (rogo).

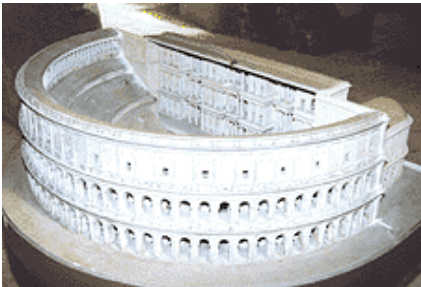
1. timeo: into 3rd person -> into plural -> into 1st person -> into 2nd person

-> into singular -> into 1st person.

2. sum: into 2nd person -> into plural -> into 1st person -> into 3rd person

-> into singular -> into 1st person

Information: Marcellus theatre



Exercise answers:

1. timeo: timet -> timent -> timemus -> timetis -> times -> timeo

2. sum: es -> estis -> sumus -> sunt -> est -> sum

Test II:

If you have completed lessons 5-7, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have:

Invitation to the theatre

Aemilia: "Hodie te invito, Tite! Fabula bona est!" -

"Oh, quam gratus et

laetus sum, Aemilia! Amica bona es, et amicae bonae rarae sunt." (later)

Iam Titus et Aemilia theatrum clarum intrant. Subito

Titus vocat: "Ecce,

ibi est Quintus." Aemilia autem Quintum rogat:

"*Salve*, Quinte! Certe

Paulam exspectas?" - "Erras! Paulam non iam

exspecto; iam adest; ibi

stat. Hodie non nos amicas invitamus, sed amicae nos (invitant)."

Reading vocabulary:

Salve - Hello (literally: be well!)

Lesson 8: Marcus as tourist guide

Text

Epicharmus et Demaratus amici Corneliae et Marci sunt.
Patria Epicharmi et Demarati Graecia est, sed cunctos Graecos iuvat
terrās alienas videre, diu ibi esse, templa dearum et deorum spectare,
monumenta clara oppidorum antiquorum visitare.
Itaque libenter antiqua aedificia populi Romani spectare solent -
et Marcus cuncta templa deorum, cuncta monumenta Romanorum
monstrare properat.
Marcum iuvat fabulas antiquas narrare;
neque amici dubitant miram Marci scientiam laudare.

Vocabulary

dubitare	to doubt, hesitate	dubious
iuvare	to please, delight	
iuvat	it pleases, it is fun	
laudare	to praise	laud

monstrare	to show	de- monstrate
properare	to hurry	
visitare	to visit	visit
solere	to be used to, be in the habit	
esse	to be	I: essere
dea	goddess	deity
patria	native country, home, home town	patriot
scientia	knowledge, science	science
terra	land, earth	terrestrial
deus	god	deity
oppidum	town, fortress	
alienus, - a, -um	strange, alien; disinclined	alien
mirus, -a, -um	wonderful, strange, amazing	miracle

Graecia	Greece	
Graeci	the Greek people	
Graecus	Greek (<i>adjective</i>), a Greek man	Graecum
Roma	Rome	Rome
Romani	Romans	Romans
Romanus	Roman (<i>adjective</i>), a Roman man	Roman

Practise the vocabulary of this lesson by matching it.

Grammar

I'm sure you have noticed these strange, long, unexplained words like "*dearum*", "*deorum*", "*oppidorum*" etc. when reading the text. They are part of today's grammar: the Genitive.

The Genitive is the case that answers the question "whose?", as in the example "Whose bike is this?" - "**Peter's**". In Latin and some other European languages, like e. g.

German, the Genitive consists of more than just adding an s or an apostrophe.

In the O-declension (both masculine and neuter!), the Genitive singular ending is -i and the Genitive plural ending is -orum. Examples from the text: *amici Marci* (Marcus' friends), *templa deorum* (temples of the gods).

In the A-declension, the Genitive singular ending is -ae and the Genitive plural ending is -arum. Examples from the text: *amici Corneliae* (Cornelia's friends), *templa dearum* (temples of the goddesses).

It is very important to know of which word the Genitive is an attribute (Marcus' friends or Marcus' house?) and unfortunately the Genitive doesn't show you to which noun it belongs (unlike the adjectives). Fortunately, you can usually find it directly after the noun that it describes, and sometimes between two words it describes. For example "miram Marci scientiam". Miram is an adjective attribute for scientiam, "wonderful/amazing knowledge", and Marci is a genitive attribute telling you WHOSE knowledge is wonderful or amazing: Marcus'.

Another new, though not as difficult, part of grammar introduced in this lesson is the infinitive. In

the vocabulary, you no longer see verbs ending in -t (the 3rd person singular) but -re. **-re is the infinitive ending in Latin. The infinitive is the dictionary form of a verb. It does not indicate any person** ("I am, (you) are, (he/she/it) is" aren't infinitives, but "to be" is). In English and Latin alike, **the infinitive is often used in expressions** like "I like **to do...**", "It is fun **to do...**"(Latin: *iuvat* + infinitive)

"Hurry **to do...**"(Latin: a form of *properare* + infinitive), etc. in which case **to do** stands for any verb in the infinitive. Very often you'll need to convey more than just a verb, for example the sentence

"It is fun to see foreign countries"(Latin: *Iuvat terras alienas videre*), in which "to see foreign countries" (*terras alienas videre*) is fun, not just "to see"(*videre*). This means that the sentences can be more complex than before. However, to make things easier, **you can usually find the additional information belonging to the infinitive between the predicate (=conjugated verb, e. g. "iuvat") and the infinitive.**

Exercise

Put the following words into the Genitive and insert them into the text at the right places:

aedificium, Cornelia, deus, dea, divitiae, Marcus, populus Romanus, templum, Vesta.

Example: Epicharmus amicus __ et __ est.

The logical words to insert in this sentence are Marcus, Cornelia, because Epicharmus is **Marcus'** and

Cornelia's friend. First, put these two words into the Genitive: Marci, Corneliae. Then, insert them into the blanks: Epicharmus amicus Marci et Corneliae est. Every word from the list above can only be used once. The words "Marcus" and "Cornelia" have just been used for the example, so don't insert them below.

1. Fabulae __ et __ Romanos imprimis delectant.
2. Tullia et Cornelia templum __ intrant.
3. Nam iuvat ibi copiam(=*amount, abundance*) __ spectare.
4. Divitiae __ magnae sunt.
5. Etiam adversarii __ magnificentiam(=*magnificence*) __ laudant.

Information: Roman religion

Originally, the Romans had a peasant religion, in which very many gods and goddesses each had a very limited accountability, for example there were gods for ploughing, for

horses, for cattle, etc. Very early, foreign gods were imported, especially from Ancient Greece, which had a great cultural influence on the merely militaristically-superior Romans.

Some important ones, with the Greek equivalents in brackets: Jupiter (= Zeus),

Juno (= Hera), Minerva (= Athene), Mars (= Ares),

Vesta (= Hestia), Saturn (= Kronos),

Vulcan (= Hephaistos), Cupid (= Eros), Neptune (= Poseidon).

Jupiter was the highest amongst the gods, the father of the gods;

Juno was Jupiter's wife and queen of the gods;

Minerva was goddess of war, weaving and science;

Mars was god of war;

Vesta was goddess of the fireplace, 6 Vesta-priestesses guarded the holy flame in her temple;

Saturn was god of agriculture;

Vulcan was god of forging;

Cupid was god of love;

Neptune was god of the sea and sailing.

You can find more information on these gods and some other mythological beings at

<http://www.messagenet.com/myths/names.html>

Of course there were more and more gods as the Roman Empire expanded. The legions brought home cults originating from Egypt to Britain, from Portugal to Germany and Persia.

And in some places, the ancient peasant religion still survived, in the form of house gods for example.

Exercise answers:

- | | | |
|-------------------|------------------|----|
| 1. deorum, dearum | 2. Vestae | 3. |
| divitiarum | | |
| 4. templi | 5. populi Romani | 6. |
| aedificii | | |

Lesson 9: On the Capitol

Text

Marcus Epicharmo et Demarato hodie Capitolium monstrare studet.

"Ecce, hic populus Romanus summo deo immolare solet, ibi Minervae reginaeque deorum."

Tum Epicharmus: "Capitolio igitur unus deus et *duae* deae *praesident*."

Et Marcus: "Non erras, amice; hic feminae multum valent. Itaque

Marcus Porcius 'Romani', inquit, 'cunctis populis imperant, Romanis autem feminae imperant - et Romani feminis parent.'
"

Tum Demaratus: "Igitur Marco quoque Cornelia imperat, et Marcus

Corneliae parere debet ut *servulus*."

Amici Graeci diu et valde rident. Tandem et Marcus ridet.

Reading vocabulary you needn't learn:

duae (*Nominative Plural Feminine*): two

praesidere: to give shelter

Marcus Porcius: famous Roman politician, also known as Cato

servulus: (small) slave

Vocabulary

immolare	to sacrifice	
imperare	to order, command; rule	Imperative; emperor
debere	must, to have to; to owe	debt, debenture
parere	to obey	
studere	to endeavour, exert oneself, take pains	study
valere	be healthy;	value, F:

	have influence, be of value	valoir
inquit (<i>inserted in speech</i>)	he/she says; he/she said	
femina	woman	feminine
regina	queen	
summus	the uppermost, supreme	sum, summit
unus	one, a single one	union
igitur	therefore, and so, accordingly	
multum	much, very	L6: multus
quoque	also, too	
tandem	finally	
ut	like, as	
multum valere	have a lot of influence	

Practise the vocabulary of this lesson by matching it.

Usage of words

The verb "inquit" (he/she says/said) is usually put into a sentence of direct speech, so it separates words that form a sentence together. When translating it, make sure you place "he/she says/said" before the speech and treat the direct speech as if it wasn't separated. It is possible to use "he said" in a similar way in English, but it's not at all common, whereas the Romans loved to do this. They used this in order to stress the part of speech that was left of the inquit. For example:

Marcus Porcius "Romani", inquit, "cunctis populis imperant."

Literal translation: Marcus Porcius: "The Romans", he said, "rule over all people."

Normal translation: Marcus Porcius said: "The Romans rule over all people."

Grammar

In this lesson, you'll learn yet another important case: the Dative. **The Dative is a case used for grammatical objects, like the Accusative. However, it can only refer to beings, not things.** An example: "Marcus gives the present to Cornelia."

(Latin: *Marcus donum Corneliae dat.*). In this sentence, Marcus is the subject and

therefore Nominative and "gives"(*dat*) is the predicate, in the 3rd person singular.

The present (*donum*) is the (Accusative-)Object, because it answers the standard question for the Accusative: "whom/what?"; in this case, it's: "What does Marcus give?".

Cornelia is a second object, she is the recipient of the present. In order not to confuse

Cornelia as the person/thing that is given, **the English put the word "to" in front of her name("to Cornelia"), whereas Latin simply uses the Dative (*Corneliae*).** There are

occasions when the English don't put the word "to" but still the Dative is used in

Latin, for example "They obey the Romans"(*Romanis parent*).

You can recognise most of these occasions by trying to put a lifeless thing into the place of the object (e. g. try to replace "Romans" by a thing); **if that is not possible,**

Latin most likely uses the Dative. In contrast to languages like French or German, where it is very important to know whether an object should be Accusative or Dative, it is rather unimportant in Latin because most of the time you'll try to translate sentences, not form them, so you'd just have to recognise **that** the Romans used Dative in the

sentence, not know that they use Dative with this verb and Accusative with that verb and so on.

The O-declension (both masculine and neuter words!) uses the ending -o for Dative Singular, whereas the A-declension uses the ending -ae. In the plural, all these declensions use -is.

Do you remember the conjugation of the verb "to be" (*esse*), which you learned in lesson 7? The forms are *sum, es, est, sumus, estis, sunt* (I am, you are, he/she/it is, we are, you are, they are). Do you also remember that I said that **there are a lot of verbs that behave just like the verb they derived from**, like *adesse* (*adsum, ades, adest,...*)? I think it's time to introduce another one of these, which is very important: *posse* (can, to be able to). ***Posse* is slightly irregular because the ending of the stem changes from -s to -t all the time, see its forms: *pos-sum, pot-es, pot-est, pos-sumus, pot-estis, pos-sunt*.** (The - is just there to separate the root and the ending for you, normally it isn't written). Originally, it was a regular verb like *adesse*, with

the forms *pot-sum*, *pot-es*, *pot-est*, *pot-sumus*, *pot-estis*, *pot-sunt*. However, due to quick pronunciation, the t-s quickly melted into ss, which explains the current forms. The original t only survived where it was connected to the e (of *es*, *est* and *estis*).

Exercise

Find the left-out Dative for each sentence and translate.

Datives: *adversariis*, *Barbato*, *cunctis populis*, *reginae deorum et dearum*, *summo deo*

1. Romani ___ magna dona debent.
2. Populus Romanus ___ imperat.
3. Saepe ___ immolat.
4. Romani ___ numquam parent.
5. Syrus ___ gladium monstrat.

Information: The Capitolium

On the Capitoline hill there was the Jupiter-temple, in which the three gods Jupiter, Juno and Minerva were worshipped. That way, the Capitolium was the center of religious life in Rome, just like the Forum was the center of political life.



The Capitolium, seen from the Tiber river.

Exercise answers:

1. Romani reginae deorum et dearum magna dona debent.

The Romans owe big presents to the queen of gods and goddesses.

2. Populus Romanus cunctis populis imperat.

The Roman people rules over all peoples.

3. Saepe summo deo immolat.

It always makes sacrifices to the supreme god.

4. Romani adversariis numquam parent.

Romans never obey the foes.

5. Syrus Barbato gladium monstrat.

Syrus shows the sword to Barbatus

Lesson 10: Sacrifices and festivals

Text

Postea amici cum Marco in foro Romano magnam

pompam

exspectant. In *Via Sacra* stant, aedificia clara fori

spectant,

multa rogant.

Iam pompa praeclara ex templo Vestae appropinquat,
et

Marcus amicis de deis et templis et sacrificiis

Romanorum

narrat.

Epicharmus autem: "Romani", inquit, "deos deasque

magna

cum diligentia curant, in aris deorum multas *hostias*

immolant.

Certe Romani iram deorum dearumque non minus

timent quam

servi iram dominorum."

Reading vocabulary you needn't learn:

pompa: procession

Via Sacra: the Holy Street (from the Forum to the
Capitolium)

hostias: (animal) sacrifice

Vocabulary

curare	to care for; worship; nurse, cure	cure
ara	altar	
diligentia	care, diligence, conscientiousness	diligence
ira	anger, rage	irate, ire
via	road, street	via
dominus	mister, master	dominant
servus	slave	serve, servant
sacrificium	sacrifice	sacrifice
praeclarus	shining, wonderful, excellent	L7: clarus
minus	less	minus
postea	afterwards, later	
cum	with, together with	magna cum laude
de	from, about	F: de
ex (<i>also:</i> e)	from, out of..., since	deus ex machina, ex-

		patriate
in	in, on	in
magna cum diligentia	with a lot of diligence	
non minus... quam	not less... than	

Practice the vocabulary of this lesson by matching it.

Grammar

In this lesson, you'll learn the last Latin case: the Ablative. **The Ablative case doesn't exist in any modern European language I know. It is often used after prepositions (like *cum*, *de*, *ex*, *in*) but it can stand alone, too (see next lesson).**

Fortunately, the Ablative is very often like the Dative. In the declensions you know, the only exception to that is the feminine Ablative singular, which is -a, not -ae like the Dative. So here's the complete declension scheme for the O- and A-Declensions:

	Male O-Declension	Neuter O-Declension	A-Declension (feminine)
Singular			
Nominative	amic-us	templ-um	femin-a
Genitive	amic-i	templ-i	femin-ae
Dative	amic-o	templ-o	femin-ae
Accusative	amic-um	templ-um	femin-am
Ablative	amic-o	templ-o	femin-a
Plural			
Nominative	amic-i	templ-a	femin-ae
Genitive	amic-orum	templ-orum	femin-arum
Dative	amic-is	templ-is	femin-is
Accusative	amic-os	templ-a	femin-as
Ablative	amic-is	templ-is	femin-is

I want you to pay attention to several things in this table, which will make learning easier for you:

1) Notice the neuter declension: Nominative and Accusative are always the same;

Nominative plural ends in -a. This is a universal rule.

2) Notice that the male and neuter forms are practically the same, which is why

we say that both of them belong to the O-Declension. The only difference is that little habit of all neuter words, which is mentioned above.

3) Notice that the Accusative singular ends in -m (-um or -am), this is a very characteristic sign of Accusative singular in all declensions.

4) Notice that the Dative and Ablative plurals of all declensions you know end in -is, so you can easily recognise words in those cases.

You now know everything there is to know about the A- and O-Declensions.

You might want to print [this card](#), which shows you all the case endings together.

With this card, you can revise the declensions everywhere you go.

There's one more thing that I should mention at this point: in the lesson text, you will find the sentence "multa rogant". In this sentence, "multa" is neuter Accusative plural and it answers the question "what do they ask?". So it should be translated as "a lot" or "much", even without a noun that accompanies it.

Examples:

"Amici **multa** rogant." = "The friends ask **a lot (of questions).**"

"Marcus **cuncta** narrare properat." = "Marcus hurries to tell **everything.**"

"Et **multa** monstrat." = "He (Marcus) shows **many things**, too."

"Turba **cuncta** videt." = "The crowd sees **everything.**"

Exercise

Transform the nouns according to the instructions (like the exercise in lesson 7).

servus: Ablative -> Plural -> Dative -> Singular -> Genitive -> Accusative

-> Plural -> Nominative -> Singular

forum: Accusative -> Plural -> Ablative -> Genitive -> Singular -> Ablative

-> Dative -> Nominative

Information: Processions and sacrifices

Processions (pompa) and sacrifices (sacrificia) played an important role

in the life of the Romans. For example, the chariot races in the Circus Maximus

always started with a procession. These processions started at the Capitolium,

went through several boroughs and ended on the race track of the Circus

Maximus, in front of the VIP box.

There were also processions for other events, for example when victorious generals returned, or when a politician wanted to impress the public.

Here's an image of a triumph procession:



Sacrifices: The Romans usually sacrificed cattle, sheep or pigs. The gods received male animals as sacrifice, the goddesses female animals. The sacrifices were made by a priest, who was supported by servants, mostly slaves.

Exercise answers:

servus, servo, servis, servis, servo, servi, servum,
servos, servi, servus
forum, forum, fora, foris, fororum, fori, foro, foro,
forum

Lesson 11: "Just to the Gods"

Text

(The conversation from last lesson is continued)

Sed Marcus: "Sine dubio templa deorum summa
diligentia curamus,

deos sacrificiis praeclaris placamus.

Certe nos ceteros populos iustitia superamus.

Nam nos iusti sumus *in* deos.

Vos Graeci autem deos fabulis irridetis.

Pro veris deis *scurras* habetis."

Tum Demaratus: "Cur nos vituperas, Marce, quod
deos interdum

fabulis irridemus?

Sine dubio veri dei ira vacant, et certe bonis iocis
gaudent et rident."

Reading vocabulary you needn't learn:

in (with Accusative): to, towards

scurra: clown

Vocabulary

placare	to calm, appease; reconcile	placate
superare	to excel, outdo, beat	superior
vacare	lack, to be free of	vacant, vacuum
vituperare	to blame, criticise	vituperate
habere	to have, hold, possess	D: haben
irridere	to laugh at, deride	L1: ridere
iustitia	justice	justice
iocus	jest, joke, fun	joke
dubium	doubt	dubious
vinum	wine	I: vino, F: vin
ceteri (<i>Plural</i>)	the rest, all others	et cetera = etc.
iustus	just, legal	just
verus	true	F: verité
interdum	sometimes	
pro	for; instead	pro

	of; pro	
sine	without	EO: sen
sine dubio	without doubt, doubtlessly	
iustitia superare	to excel in justice	

Practise the vocabulary of this lesson by matching it.

Grammar

As promised in the last lesson, in this lesson we'll deal with Ablatives that are not behind a preposition. Some examples from the text: *summa diligentia*, *fabulis*, *ira*, *bonis iocis*.

Let's deal with them one by one and in context.

Ablatives always have to be translated in context.

First: "*templa summa diligentia curamus*". *Templa* and *curamus* is clear:

"We take care of the temples". *Summa diligentia* means literally "highest diligence". Now, how can we combine the two? "We take care of the temples with highest diligence" or, more freely, "We take care of the temples very

diligently." So we have translated the Ablative as **mode**, the way we take care of the temples.

Second: "*deos fabulis irridetis*". *Deos irridetis* -> "You laugh at/deride the gods", *fabulis* -> "stories". Logically combined, this can be translated as "You deride the gods in (your) stories", or "You deride the gods with (your) stories". This time, there's the possibility to translate the Ablative as a **place or means**.

Next: "*dei ira vacant*". *Dei vacant* -> "the Gods lack/are free ", *ira* -> "anger, rage". Translation: "the Gods lack/are free of anger". The Ablative is there to show the **separation** between gods and anger.

Last: "*bonis iocis gaudent*". *Gaudent* -> "they are happy". *Bonis iocis* = "good jokes". Translation: "they are happy about good jokes" or "they enjoy good jokes".

In this case, the Ablative shows the **reason** (why the Gods are happy).

Let's summarise this: **The Ablative can be translated as:**

mode (modalis) - how is something done?

e. g. "*Laborat summa diligentia*" -> he works **very diligently**.

means (instrumentalis) - with what (with which help) is something done?

e. g. "Deos **donis** placant" -> they reconcile the gods **with presents**.

separation (separationis) - without what is something done?

e. g. "Dei **ira** vacant" -> Gods are free **of anger**.

place (localis) - where is something done?

e. g. "Colosseo sedet" -> He sits **in the Colosseum**.

reason (causalis) - why is something done?

e. g. "Dei **donis** gaudent" -> The gods are happy **about the presents**.

The Ablative case takes the place of the English prepositions in many cases.

Since there are so many different ways to translate an Ablative (as shown above), you need to consider the sentence and the Ablative separately and try to form the logical connection, as shown above.

Now would be a good time to [review translation technique](#), taking into account the new grammar you have learned since lesson 7, especially the Ablative.

Exercise

Translate these sentences:

1. Femina cum amicis templum intrat.
2. Sacrificio deam placant.

In both cases, you could translate the Ablative with "with".

What is the difference between these Ablatives?



A mosaic of Roman theatre, that did not "ridicule" the gods.

Exercise answers:

1. The woman enters the temple with (her) friends.
2. They reconcile the goddess with a sacrifice.

In the first sentence, the Ablative is modalis, describing the way she enters.

In the second sentence, the Ablative is instrumentalis, describing with which means they reconcile the goddess.

Test III:

If you have completed lessons 8-11, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have:

Connoisseurs of wine

Claudius vina e Graecia *importat*; sine dubio vina bona sunt.

Itaque interdum amicos invitat; hodie quoque amici Claudium visitant.

Deos sacrificio placant; tum vino bono et multis iocis gaudent.

Claudius Epicharmo et Demarato narrat: "Magna diligentia vina

Graeca curo, quod bona sunt. Sed etiam vina Romana amo;

imprimis *Falernum* (vinum) cetera vina *elegantia* superat. Ecce!

Hodie vos *Falerno* delecto!" Cuncti scientiam

Claudii laudant,

vino bono gaudent.

.Reading vocabulary:

importare - to import

Falernum - Falernian wine (*wine sort from Northern Campagna*)

elegantia - taste, "bouquet"

Lesson 12: Gods on stage

Text

(The conversation from last lesson is continued)

Tum Epicharmus: "Et Cornelia et tu, Marce, in theatro libenter fabulas spectatis. Itaque tibi certe *Amphitruo* Plauti notus est: Iuppiter cum

Mercurio Alcmenae appropinquat..."

Et Marcus: "Mihi cunctae fabulae Plauti notae sunt cunctaeque me

delectant, imprimis autem Amphitruo.

Nihil magis rideo, quam cum Mercurius *scalas* portare debet."

Epicharmus autem: "Gaudemus igitur et ego et tu in theatro, et te et me iuvat fabulas Plauti spectare."

Nunc Marcus ridet et "Vos Graeci", inquit, "nos Romanos eloquentia

superatis. Non ignoro. Ecce, a vobis *victus* neque tamen maestus sum.

Vos non iam vitupero, sed vobiscum rideo."

Et Demaratus: "Gaudeo, quod nobiscum rides,
Marce; nam iuvat
ridere."

Reading vocabulary you needn't learn:

Amphitruo: name of a play (Nominative!)

scala: step; *Plural*: the ladder

victus: defeated

Vocabulary

ignorare	not know	ignore
portare	to carry, bring	portable
eloquentia	eloquence	eloquence
maestus	sad, grieved	
notus	well-known	noted
ego	I	egoism
tu	you	F, I: tu
nihil	nothing	nihilism
a / ab	from, since	abduct: ab (away from) + ducere (lead)

magis	more, in higher degree	magistrate
tamen	in spite of that, nevertheless, still, yet	EO: tamen
non ignorare	to know very well	
et...et	as well as, both... and...	
	additionally, see forms of the personal pronouns in the grammar section	

Practise the vocabulary of this lesson by matching it.

Grammar

This lesson introduces personal pronouns in all their form. As I have told you before, the Romans usually didn't put words like "I" or "you" in order

to show who the subject is, as it's obvious from the predicate ending. But in sentences in this lesson you saw a lot of pronouns. These were put into the sentences in order to stress the subject, e. g. "*ego supero*" -> "I win (not you or somebody else!)". Just like in English, the personal pronouns change for different cases. Here's a table with all forms of the personal pronouns *ego*, *tu*, *nos* and *vos* (pronouns for he/she/it/they don't exist, demonstrative pronouns take their place but you'll learn them later):

Nominative	ego (I)	tu (you)	nos (we)	vos (you)
Dative	mihi (to me)	tibi (to you)	nobis (to us)	vobis (to you)
Accusative	me (me)	te (you)	nos (us)	vos (you)
Ablative, e. g.	de me (from me); mecum (with me)	de te (from you); tecum (with you)	de nobis (from us); nobiscum (with us)	de vobis (from you); vobiscum (with you)

The preposition "*cum*" places itself at the end of the personal pronoun, instead of remaining in front of it (e. g. "*cum Marco*" but "*tecum*").

The expression "non ignorare", which is in the vocabulary list, is an example of a common Latin stylistic device: the double negative (not not-know) as substitution for a positive word (to know). In Latin, the double negative accentuates the positive, so "non ignorare" means not just "to know" but "to know very well".

Exercise

Put in the correct personal pronouns:

1. Cur ___ irrides, Demarate, cum erro?
2. Num ___ numquam erras, amice?
3. Forum Augusti ___ notum est, amice!
4. Cornelia: "Marcus ___ multa monumenta monstrat, Demarate
et Epicharme!"

Information: The antique comedy

The antique comedy developed in Athens from the cult of the God

Dionysos (Roman god: Bacchus), during whose processions it was normal to make coarse jokes. Aristophanes (445-386 BC), the master of the "Old Comedy" already knew how to make excellent cabaret about political events, for example in his works "The birds" or "The frogs". The actors wore grotesque masks. Spoken parts, arias and choir singing were part of the plays. The "New Comedy", which came into being around 300 BC, told about daily life using rolemodels like the young lover or the smart slave. The master of this type of comedy was Menander (342-290 BC) The comedies by the Roman poets Plautus (about 250-184 BC) and Terenz (about 195-160 BC) were mostly literal translations of Greek plays into Latin.

Exercise answers:

1. me 2. tu 3. mihi 4. nobis or vobis

Lesson 13: An unfriendly inn

Text

(Tired of walking and discussing, Marcus and his Greek friends enter an inn, where there seems to be lively talking going on:)

In *caupona* iam multi viri sedent valdeque clamant:

"Vita Romanorum liberorum nunc misera est!"

"*Graeculi* villas pulchras, multos agros, magnas divitias possident! Nos

nihil habemus nisi vitam miseram!"

"Vir bonus et integer hodie nihil valet. Itaque neque ego neque tu valemus."

"Et cur vos nihil valetis? Quod maestis et fessi hic sedetis, quod inviti

laboratis, quod scientia vacatis! Ecce *Graeculi* nos eloquentia et scientia

superant. *Graeculi* medici sunt et *magi* et *funambuli*.

Graeculi soli

nihil ignorant..."

"Cur non taces de medicis Graecis: Romanos laeti necare solent!"

"Nos non pueri sumus, sed viri. *Quin* cunctos Graecos fugamus?"

Reading vocabulary you needn't learn:

caupona: inn

Graeculi: "small Greeks" (*derogative, compared to Graeci*)

magus: magician

funambulus: rope-dancer

quin: why not?

Vocabulary

fugare	to drive away, chase away	
laborare	to work, endeavour; suffer	labour
necare	to kill	necropolis
villa, -ae	villa, country house	village
vita, -ae	life	vital
medicus, -i	doctor, physician	medicine
ager, agri	field, land; region	agriculture
puer, pueri	boy	F: puérile
vir, viri	man	virile
fessus	tired,	

	exhausted	
invitus	unwillingly, reluctantly	
solus	alone, just, solely	solo
integer, -gra, - grum	integer, untouched	integer
liber, - ra, -rum	free, independent	liberal
miser, - ra, -rum	miserable, unhappy	miserable
pulcher, -chra, - chrum	nice, beautiful	pulchritude
nisi	if not; except	
nihil ignorare	to know everything	
nihil valere	to have no influence	
nihil nisi	nothing but; just	

Practice the vocabulary of this lesson by matching it.

Grammar

I'm sure that you have noticed something strange in the vocabulary: adjectives and nouns that end in neither -us, nor -a, nor -um. They are the subject of this lesson. Fortunately, there isn't much to learn about them. These nouns behave just like words of the masculine O-Declension, that is to say that you just have to imagine that the word isn't e. g. "puer" but "puerus" when putting it into a different case. The adjectives behave in this manner as well, when they're used in their masculine forms. As to the other gender forms, they use the neuter O-Declension or A-Declension for the neuter or feminine forms, as usual.

There is one difficulty however: in some cases, like the noun "ager" or the adjectives "integer" or "pulcher", the Romans drop the e when adding other endings, so as to make it sound better. So the Genitive singular forms of these words are ~~ageri~~ agri, ~~integeri~~ integri, ~~pulcheri~~ pulchri. Of course this doesn't apply just to the Genitive singular but to all cases (and genders for the adjectives) except the masculine Nominative singular.

In order to show you whether a noun or adjective is regular or irregular, I told you

the Genitive singular of the nouns you learned in this lesson and the feminine and neuter forms of the adjectives you learned. If a vowel is left out in the Genitive and other forms, I marked this change in red. The words in black are regular in the sense that those in -us, -a and -um adhere to the O- and A-Declensions respectively and those like "puer" behave like they were "puerus".

Exercise

Explain the following words, using your knowledge of Latin words:

Video, egoist, study, vacuum, patriotic, feminine, vital

Information: Romans and Greeks I

Greeks settled in Southern Italy and Sicily since the 8th century BC.

It is in this fashion that the Italian tribes came into contact with Greek

culture very early and they were influenced by it.

Alphabet, weights,

measures, coins, many gods and cults as well as the building of temples

were derived from the Greeks.

The Romans took possession of Greek culture a second time during the conquest of Greece and the "Hellenistic countries" (countries that had been marked by Greek culture and language) in the 2nd and 1st century BC. The Romans, who had beaten Carthago but were still a society of peasants, saw in Hellenistic cities that daily life can contain so much more luxury. Formerly sparsely-ornamented houses got columns, statues, floor mosaics, tapestries and paintings on the walls. One didn't have dinner while sitting anymore, but while lying down, according to Greek custom.

Exercise answers:

Video from videre -> to see; something to see
egoist from ego -> I; somebody who wants everything for himself
study from studere -> to endeavour;
vacuum from vacare -> to lack, be free of
patriotic from patria -> home country; being fond of one's home country

feminine from femina -> the woman; concerning women

vital from vita -> life; important for life

Lesson 14: Always trouble with the Greeks

Text

(The Romans get angrier:)

"Cur superbiam Graecorum sustinemus?"

"Nos Romanos barbaros vocant,
se tantum humanos et doctos putant."

"Multi Graeci servi Romanorum sunt - servi?
Sine dubio multi servi Graeci dominis suis imperant,
et domini servis parent, inviti quidem, sed parent -
nam servi dominis eloquentia et industria sua cari
sunt."

"Quis liberos Romanorum docet? Graeci!

Cuius fabulas spectamus? Graecorum
fabulas!

Cui ut pueri paremus? Graecis!

Quem doctum et humanum putamus? Graecos!

De quo semper disputamus? De Graecis!

Et quid nobis *restat*? *Emigrare* e patria! Iam enim
Graeci

Romam occupant, iam nos fugare parant."

Reading vocabulary you needn't learn:

restare: to remain

emigrare: emigrate

Vocabulary

disputare	to discuss	dispute
occupare	to occupy	occupy
parare	to prepare, intend	D: parat
putare	to believe, consider	com- puter
docere	to teach	D: Dozent
sustinere	to sustain, endure	sustain
industria, -ae	diligence, industry	industry
superbia, -ae	haughtiness, arrogance, proudness	Old French: superbe
liberi, - orum	children	L13: liber
barbarus, -i	barbarian, foreigner; <i>adjective</i> : uneducated	barbarian; F: barbare

carus, -a, -um	dear, expensive, valuable	I: caro, EO: kara
doctus, - a, -um	educated, learned	doctor
humanus, -a, -um	human, humane, humanophile, learned	human
quis?	who?	
quid?	what?	
suus	his, her	I: suo
se	oneself (Accusative Singular / Plural)	I, F: se
sibi	oneself (Dative Singular / Plural)	
enim	namely, that is to say	
quidem	in truth, certainly, indeed, at least	

semper	always	I: sempre
tantum	only	

Practise the vocabulary of this lesson by matching it.

Grammar

In this lesson's text, you have seen how to ask the questions

"who", "what", "to whom", "about what" etc.

Unfortunately, the question word has to be put into the cases,

too, just like in German. Here's the scheme:

Nominative: Quis / Quid (who / what *asking for the subject*)

Genitive: Cuius (whose?)

Dative: Cui (To whom?)

Accusative: Quem / Quod (whom / what *asking for the object*)

Ablative: e. g. De quo (About whom/what?)

Exercise

Find the right answer for each question, then translate!

(*Slave Philippus talks about the Romans*)

1. Quis mihi et cunctis servis imperat? a) Virum romanum!

2. Cuius villam et agros curamus? b) Dominis romanis!
3. Cui multis cum lacrimis paremus? c) De domino romano!
4. Quem dominum vocamus? d) Vir romanus!
5. De quo cuncti servi *mala* narrant? e) Domini romani!

mala (Neuter Accusative plural): bad things

Information: Romans and Greeks II

As was mentioned in the previous lesson, the Romans gained from the Greek influence in many different areas, including the following: trade, banking, administration, art, literature, philosophy and nature science. In the last century BC, it was a must for every rich young man to study in Athens or Rhodos and perfect his knowledge of rhetorics at the huge philosophy schools. In Rome, it was also a must to speak Greek as well as one's mother tongue.

Exercise answers:

- 1 d: Who rules over me and all slaves? The Roman man
2 e: Whose houses and fields do we take care of? The Roman master's
3 b: (To) Whom do we obey with many tears? The Roman masters
4 a: Whom do we call master? The Roman man
5 c: About whom do all slaves tell bad things? About the Roman master

Lesson 15: Silence is golden

Text

Iam Epicharmus Marcum rogat: "Cur *isti* viri tantopere clamant?"

Cur nos Graecos contumeliis violant?"

Sed Marcus: "Tace, Epicharme! Tace et tu, Demarate!"

Ecce, *isti* viri iam quieti sunt. Vitae igitur *rixam*, amici!"

Sed unus e viris Romanis Graecos rogat:

"Num patria vestra Graecia est, pueri?"

Graeci nihil respondent, sed Marcus: "Graeci sunt, non nego,

sed amici mei! Es igitur quietus et abstine contumeliis et iniuriis!"

Ceteri autem viri clamant: "Cur vos iuvat in Italia nostra esse?"

Cur non in parvis oppidis vestris manetis? Cur
 Romam nostram
 intrare audetis? Properate *abire*, nisi..."
 "Este quieti" Marcus clamat, "este humani!"
 Viri autem "*Move te* cum amicis tuis! Nos neque
 Graecos neque
 amicos Graecorum amamus!"

Reading vocabulary you needn't learn:

isti: those there

rixa: quarrel

abire: go away

se movere: *here*: vanish

Vocabulary

negare	to deny, refuse	negative
violare	to injur, violate	violate
vitare	to avoid, shun	F: éviter
abstinere	to hold off, abstain	abstinence
audere	to dare	audacious, audacity

manere	to remain, stay, endure, abide by	per- manent
contumelia, -ae	insult, blow	
iniuria, -ae	injustice	
Italia	Italy	I: Italia
parvus, -a, -um	small, little	
quietus, -a, -um	quiet, calm	quiet; F: inquiet
meus, -a, - um	my	
tuus, -a, - um	your (singular)	
noster, -tra, -trum	our	F: notre; I: nostro
vester, -tra, -trum	your (plural)	F: votre; I: vostro
tantopere	so much, to such degree	
non negare	to admit openly,	

	claim (double negative - > positive)	
--	---	--

Practise the vocabulary of this lesson by matching it.

Grammar

This lesson contains two new aspects of grammar, both of which aren't difficult.

First, there are the possessive pronouns *meus* (*my*), *tuus* (*your, singular*), *noster* (*our*) and *vester* (*your, plural*).

There's a small change in the word stem of *noster* and *vester* for all

forms except the masculine Nominative singular, just like the change of the word

integer that you learned in lesson 13. So the feminine Nominative singular is *nostra*

and *vestra*. Apart from this change, the possessive pronouns behave just like

every other adjective you know, so you needn't learn anything new about them.

The other new aspect of grammar is the imperative.

In the singular, it is formed by

the verb stem (without -re or any ending). In the plural, -te is added.

Examples:

"Mane ibi, Marce!" -> "Stay there, Marcus!"

"Manete ibi, amici!" -> "Stay there, friends!"

"Es quieta, Tullia!" -> "Be quiet, Tullia!"

"Este quietae, amicae!" -> "Be quiet, (female) friends!"

Exercise

In each of the following rows, one of the forms doesn't fit. Find it and state your reason for choosing it.

1. lauda - mane - manes
2. doceo - doce - doces - docet
3. aude - manete - docetis - curate - fuga
4. sum - estis - est - sumus - este - sunt
5. audemus - audete - audetis - audent

Information: Romans and Greeks III

There were some voices who resisted this Greek influence on all parts of life. For example, Cato the Elder prophesied Rome's demise, he considered everything Greek to be suspect, he even mistrusted Greek doctors, claiming that they only wanted to poison Romans.

Indeed the Greeks would have had every reason to hate the Romans, who had devastated their homeland, pillaged temples and public buildings, decimated the population and brought many Greeks to Rome as slaves. Aemilius Paullus, the winner of the battle of Pydna in Greece in 168 BC, is said to have sold 150,000(!) Greeks to Rome as slaves all by himself.

By the advent of the imperial time, these events were long gone. Romans had caught up with the Greeks in terms of culture because of the Greeks who voluntarily or involuntarily lived in Rome. Greek cities like Ephesos or Athens flourished during the long time of peace (*Pax Romana*) more than ever. Because of the public wellbeing, there was no revolt against Roman rule, quite to the contrary, it was seen as something positive. As far as Greek slaves are concerned, they had been common amongst Greek cities already.

Exercise answers:

- 1: manes: the only form that's not imperative
- 2: doce: the only form that is imperative
- 3: docetis: the only form that's not imperative
- 4: este: the only form that is imperative
- 5: audete: the only form that is imperative

Lesson 16: The situation becomes critical

Text

Marcus autem: "Ego manebo et amicos meos adiuvabo!"

Tum Romani: "Si tu Graecos adiuvabis, et tibi et amicis tuis *malum* dabimus!"

"Tum vos non iam iuvabit hic esse! Immo vero timebitis et horrebitis."

"Gaudebimus, si maestis *vos movebitis*!"

"Nos cunctos Graecos fugabimus, Romam nostram liberabimus, nobis divitias parabimus. Tum demum laeti et contenti erimus."

"Cuncti Romani nobis grati erunt et gaudebunt!"

"Neque ego tum maestus et miser sedebo, sed opulentus ero. Nunc Graeci multas villas, multos agros possident: mox erunt Romanorum."

Nunc nobis nihil est nisi vita misera, mox autem et
 tibi et mihi magnae
 divitiae erunt! Tum nos vino bono et cibis iucundis
 implebimus!"
 Subito magnus *Molossus* in *caupona* stat, valde *latrat*,
 cunctos
 Romanos fugat.
 Et Marcus: "Ecce! Nunc unus Graecus - nam
Molossus sine dubio
 Graecus est - multos Romanos terret!"

Reading vocabulary you needn't learn:

malum: *here*: beating

se movere: to vanish

Molossus: bulldog (*huge race of dogs from Epirus, North-West Greece*)

caupona: inn

latrare: to bark

Vocabulary

adiuvare	to help, aid, assist	L8: iuvare
dare	to give	L5: donum
liberare	to liberate	liberate
horrere	to shudder at, be	horror

	horrified at	
implere	to fill	implement; F: plein
terrere	to frighten, terrify, scare away, deter	terror
cibus, -i	food	I: cibo
iucundus, -a, -um	agreeable, pleasant	L8: iuvare, F: Joconde
opulentus, -a, -um	wealthy, splendid	opulence
demum	finally	
immo	by all means; to the contrary	
mox	soon, then	
si	if	F: si
vero	in truth, indeed	F: vérité
immo vero	however, to the contrary	
tum	then	

demum	finally, only at that time	
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Practise the vocabulary of this lesson by matching it.

Grammar

This lesson's topic is the future. In Latin, the future tense is formed by inserting -bi- between verb stem (e. g. voca-) and personal ending (e. g. -mus). The result would be "voca-bi-mus" in this case. The other forms are formed accordingly, except that the Romans didn't like "vocabint" (you'll never find a Latin word ending in -int!) so they changed the i into an u. Another exception is the 1st person singular, that should end in -bio but this was reduced to -bo, just like -ao is reduced to -o for the 1st person singular of verbs whose stems end in -a. So the correct forms are: voca-bo, voca-bi-s, voca-bi-t, voca-bi-mus, voca-bi-tis, voca-bu-nt.

Unfortunately the verb "esse" (to be) is irregular in this respect, too, and prefers to take a different stem, er- (like in Italian), rather than adding -bi. The forms of "esse" in the future are: ero, eris, erit, erimus, eritis, erunt. Notice that here, too, the normal i became u for the 3rd person plural and adapted to the o for the 1st person singular.

There is one more particularity in text 16: the sentence "Nunc nobis nihil est nisi vita misera, mox autem et tibi et mihi magnae divitiae erunt!" can't be translated literally at all. You can probably guess the meaning, but the cases don't appear to be right. That is because Latin has the following special construction: **Dative + (a form of) esse** . This construction shows possession in the following manner: the possessed things are in the Nominative and the verb is in accordance with them, but the owner is in the Dative. So "Mihi villa est" (literally: (to) me is a villa / a villa is (to) me) has to be

translated as "I have a villa" or "I own a villa".
Actually, this construction is rather rare because there are other ways to express possession: using the verb "possidere" or the Genitive.

Exercise

Transform the words according to the following scheme:

1. maneo -> future -> 2nd person -> plural -> present
-> imperative
-> singular
2. sum -> 2nd person -> future -> plural -> present -> imperative
-> singular

Exercise answers:

- 1: maneo, manebo, manebis, manebitis, manetis, manete, mane
- 2: sum, es, eris, eritis, estis, este, es

If you have completed lessons 12-16, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have: Translate the following text.

Leonidas

(At the beginning of the 5th century BC, the Persians tried to extend their empire to the west. The Greeks fought against them. This is how Leonidas, the king of the Spartans, might have incited his men for that fight:)

Leonidas *Spartiatas* incitat: "Iam Persae patriae nostrae appropinquant. Iniuriis non abstinēt, amicos vestros contumeliis violant. Ceteri populi Graeciae, amici nostri, nos vocant neque *frustra* vocant. Itaque placate deos nostros sacrificiis! Parate gladios et *scuta* vestra et este *animosi*! Persae multi erunt, non nego, sed *disciplina* populi nostri cunctis Graecis nota est. Pugnabimus cum adversariis ut viri boni et fidi et fugabimus Persas e terra nostra!"

Reading vocabulary:

Spartiatas - Spartans (*don't worry about other forms of this word*)

frustra - in vain, mistakenly

scutum - shield

animosus - courageous

disciplina - discipline

Lesson 17: The good old days

Text

(Marcus and his friends remain at the inn. The bulldog is rather friendly to his "compatriots" and Demaratus talks about the time when his

country wasn't occupied by the Romans:)

"Multa saecula **Athenae**, patria mea, liberae erant.

Nos Graeci liberi eramus

cuncti, dum in nostris oppidis liberi habitabamus.

Interdum tyranni in nonnullis oppidis regnare

studebant, sed Graeci vitam

liberam valde amabant et tyrannos ut adversarios fugare solebant."

Tum Epicharmus: "Pisistratus quidem multos annos imperium **Athenarum**

obtinebat, quod bonus et iustus erat..."

Sed Marcus: "Dionysius autem **Syracusanis totidem** fere annos

imperabat, quamquam neque bonus neque iustus, sed iniustus et malus
erat: Populum enim iniuriis terrebat, multos viros integros necabat.
Dionysio quidem magnum regnum, magnae divitiae erant; neque tamen beatus, immo vero miser erat, quod semper insidias timebat."

Reading vocabulary you needn't learn:

Athenae (*plural*): Athens

Athenarum: (*here:*) over Athens

Syracusani: (*plural*) citizens of the antique city

Syracus on Sicily

totidem: as many

Vocabulary

habitare	to live	F: habiter
regnare	to reign, rule	reign
obtinere	to hold, keep, maintain; obtain	obtain
insidiae, - arum (<i>pl</i>)	treachery, ambushes, conspiracy	insidious

annus, -i	year	annals; Anno Domini
tyrannus, -i	tyrant	tyrant
imperium, -i	sovereignty, realm, command	imperialism
regnum, -i	kingdom, rule	reign; I: regno
saeculum, - i	century, era	F: siècle
beatus, -a, - um	happy	beatification
iniustus, -a, -um	unjust	L11: iustus; injustice; F: injuste
malus, -a, - um	bad, wicked, evil	malevolent; F: mal
nonnulli, - ae, -a (<i>pl</i>)	some, several	"not-zero"
dum	as long as, while	EO: dum
ferè	about, almost; generally	

quamquam	although	EO: kvankam
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Practise the vocabulary of this lesson by matching it.

Grammar

This lesson's topic is the simple past. In Latin, the simple past is formed by inserting -ba- between verb stem (e. g. voca-) and personal ending (e. g. -mus). The result would be "voca-ba-mus" in this case. The other forms are formed accordingly, except that the a of -ba- and the personal ending -o (for 1st person singular) should be combined to be "-bo". If you have paid attention in the last lesson, you know that the ending -bo is already claimed by the 1st person singular future. So the Romans decided to use -m as the personal ending for the 1st person singular in the simple past. So the correct forms are: voca-ba-m, voca-ba-s, voca-ba-t, voca-ba-mus, voca-ba-tis, voca-ba-nt.

The verb "esse"(to be) uses its future stem er- here too, the only difference to its future forms is that the vowel between er- and the personal ending is not i (as in -bi-)but a (as in -ba-) in this case. The forms of "esse" in the simple past tense are:
eram, eras, erat, eramus, eratis, erant. (*compare to the future forms:*
ero, eris, erit, erimus, eritis, erunt)
Notice that here, too, the normal o became m for the 1st person singular.

One more annotation: as you might have noticed already, the part of the sentence that answers the question "when?" is usually in the accusative. For example, see the sentences "**Multa saecula** Romani cum Germanis pugnabant." or "**Nonnullos annos** cum amicis in Sicilia habitabimus."

Exercise

Transform the words according to the scheme:

1. maneo -> past -> 2nd person -> plural -> future -> 3rd person
-> singular -> present -> imperative

2. sum -> past -> plural -> 3rd person -> future ->
singular -> 2nd person
-> present

Exercise answers:

1: maneo, manebam, manebas, manebatis, manebitis,
manebunt, manebit, manet, mane!

2: sum, eram, eramus, erant, erunt, erit, eris, es

Lesson 18: Damocles' sword

Text

"Ego", inquit Epicharmus, "cunctos tyrannos miseros
esse video. Quis enim
ignorat tyrannis semper insidias imminere? Itaque ne
tyranni quidem putant
vitam suam beatam esse. Si placebit, vobis parvam
fabulam de Dionysio
narrabo..."

Tum Marcus: "Placet, nam constat te semper pulchras
fabulas narrare."

Et Epicharmus: "Damocles, unus ex amicis Dionysii,
divitias tyranni semper
laudabat, Dionysium fortunae filium esse praedicabat.
Aliquando tyrannus: 'Quid, si demonstrabo te errare
meque non tam

beatum esse, quam tu putas? Te hodie *ad cenam* invito.'

Iam Damocles laetus *triclinium* intrat. Videt mensas bonis cibis abundare, gaudet servos verbis suis parere - subito autem horret: *Desuper* gladius imminet, et apparet gladium *saeta equina* pendere! Et Dionysius: 'Ecce fortuna tyrannorum! Num me esse beatum adhuc putas?'"

Reading vocabulary you needn't learn:

ad cenam: to a meal

triclinium: dining-hall

desuper: from above

saeta equina (*Ablative*): on a horse's hair

Vocabulary

abundare	to overflow, abound	abound
constat	it is certain	constant
demonstrare	to show, prove	demonstration
praedicare	to warn, admonish,	predicate, prédire

	foretell	
servare	to save, preserve	re-servation
apparere	to appear, to become obvious	appear
apparet	it is obvious, it is clear	apparent; F: il appert
imminere	to be imminent, threaten	imminent
placere	to please, be agreeable to	I: piacere
placet	it is agreed, it seems good	I: piacet, F: plait
pendere	to hang, depend, be suspended	pendant; pending
cena, -ae	food, meal	I: cenare, E: cena; F: la

		Cène
fortuna, -ae	fate, luck; fortune	fortune
mensa, -ae	table (<i>with food</i>)	D: Mensa; F: com-mensal
filius, -i	son	filial; I: figlio
verbum, -i	word	verbal; verb
adhuc	till then, till now, still, besides, yet	
aliquando	at any time, sometimes	
ne... quidem	not even...	
tam... quam	as... as possible	

Practise the vocabulary of this lesson by matching it.

Grammar

In this lesson you'll learn about a typically Latin construction, the *AcI*

(*Accusativus cum Infinito*). It means that there is an Accusative noun and a verb in the infinitive form that don't appear to fit anywhere. Let's take the example "*Apparet Dionysio insidias imminere*". In order to translate a Latin sentence, you first have to look at the verb, *apparet* in this case, which means "It is obvious". The logical question to ask is "what is obvious?" and in English the answer would be framed like "It is obvious, that ...". In Latin, an AcI is used for this type of clause. In contrast to languages like French or Italian, where the verb would probably be put into the subjunctive form, the Latin language uses a much simpler form: the infinitive (*imminere* in this case). When we translate an AcI clause, we have to find the correct form of the verb for ourselves because the infinitive doesn't give us any clue as to whether the verb refers to singular, plural, 1st, 2nd or 3rd person. Fortunately, there's the subject of the AcI that can most often solve this problem. The subject of the AcI has been put in the Accusative case.

In the example sentence, it would be "*insidias*". So as a first translation of "*apparet insidias imminere*" we get "it is obvious that a conspiracy threatens" or "it is obvious that a conspiracy is imminent". The name *Dionysio* is left over and it's either Dative or Ablative case, so one can add it to the sentence as "it is obvious that a conspiracy threatens Dionysius" or "it is obvious that a conspiracy against Dionysius is imminent".

When there are adjectives that belong to the subject of the AcI, they are put into the Accusative case, too, because the link would get lost if they stayed Nominative. For example, see the sentence "*Puto villam pulchram esse.*" -> "I think that the villa is beautiful."

When the subject of the AcI refers to the subject of the main sentence, the reflexive pronoun "*se*", which you learned in lesson 14, is used. "*Tyrannus putat se iustum esse.*" -> "The tyrant thinks that **he** is just."

Now would be a good time to [review translation technique](#), taking into account the new

grammar you have learned since lesson 11, especially the AcI.

Exercise

Take every second sentence and transform it into an AcI depending on the first sentence.

Example: Valde gaudemus: Amicos bonos adiuuate.

--> Valde gaudemus vos amicos bonos adiuuare.

1. Marcus gaudet: Cornelia adest.
2. Mox apparebit: Marcum ludi delectant.
3. Constat: Dei ira vacant.
4. Aliquando Titus videbit: Aemilia maesta est.

Information: Eating and drinking

Romans ate their main meal (*cena*) around 4pm. This was actually the dinner, which could last 'til midnight if guests were invited. In the morning, one ate very little - some water, a piece of bread, olives, some cheese. Lunch (*prandium*) consisted of yesterday's cold left-overs.

One drank wine at all times of the day, warm or cold, with a lot of water and sometimes with honey.

The dining-room (*triclinium*) contained three couches. Up to three people fit on each couch. Wives were only allowed to participate in a guest's meal since imperial time.

The couches were arranged in the shape of a horseshoe, so that slaves could easily serve. Between the three couches there was a round table, on which the food was put one after the other. More tables for the beverages stood beside the couches. Since it was rather difficult to eat with the fingers while lying, every guest put a napkin in front of himself. It was also used in order to put the rests in it and to take them home. A custom that is foreign to us is that the Romans threw everything that couldn't be eaten, e. g. bones and shells, on the ground, where it was swept together by a slave.

In summer, it was popular to eat outside. Many houses in Pompeii had stone couches at a particularly beautiful spot in the garden just for that purpose.

One only ate while lying when the occasion was formal. If the meal was routine, one ate while sitting or even standing.

Exercise answers:

1. Marcus gaudet Corneliam adesse.
2. Mox apparebit Marcum ludos delectare.
3. Constat deos ira vacare.
4. Aliquando Titus videbit Aemiliam maestam esse

Lesson 19: Roaming Davus

Text

(While Marcus talks with his friends, he sees Davus, the slave of one of his friends, passing by the inn. Since that one likes to roam in the city, Marcus calls him:)

M: *Heus* tu, quo is?

D: Eo, *ehem*, immo vero ibam, nam nunc tu me tenes et rogas...

M: Quo ibas, *furcifer*?

D: Ibamus, Marce, nam Gallus mecum it...

M: Si Gallus tecum ibit, tutus ibis. Constat enim cunctos Gallos viros firmos esse.

D: Sed meus Gallus vir firmus non est. Ecce, ante templum stat neque

in templum ire audet propter te; timidus enim est.
M: Apparet nonnullos Gallos timidos esse. Sed satis de Gallis!

Quo nunc ibitis?

D: (tacet)

M: Respondebo pro te: "Per cunctas vias ibimus, cuncta templa

preateribimus, postremo ad circum adibimus, quo cuncti *otiosi* eunt."

D: (ridet)

M: Quid rides? Vos non in circum ibitis, sed statim ad dominos vestros

redibitis neque per cunctas vias errabitis.

Quid exspectatis? I, Dave! Abi, Galle! Properate! Abite!

Reading vocabulary you needn't learn:

heus: hey, hallo!

ehem: hmm, ahem...

furcifer: rascal

otiosus: do-nothing, idler

Vocabulary

ire	to go	EO: iri
abire	to go away	D: Abitur
adire	to approach;	

	attack	
praeterire	to pass (by), omit	
redire	to go back, return	
circus, -i	circus, circle	circus
firmus, - a, -um	strong, firm, solid	firm
timidus, -a, -um	fearful, timid	timid
tutus, -a, -um	safe	tutor
postremo	finally	
quo?	where? Whither? To which place?	quo vadis
satis	enough	satisfaction
statim	immediately	
ad (+ Acc.)	to	
ante (+ Acc.)	in front of	
in	into,	

	toward; against	
per	through; throughout; because of	
propter	near, on account of, because of	

Practise the vocabulary of this lesson by matching it.

Grammar

Do you remember what I said about irregular verbs like *esse* in lesson 2?

There aren't a lot of them and every combination of the verb and a preposition

uses the same forms as the verb from which it is derived. That is also the case

for "*ire*" and its varieties "*abire*", "*adire*", "*praeterire*" and "*redire*".

The forms of *ire* in the present tense are: *eo*, *is*, *it*, *imus*, *itis*, *eunt*. The imperative is *i* in the singular and *ite* in the plural. The future and past tenses are formed regularly by adding *-ba-* or *-bi-* after the word stem *i*.

Accordingly, the forms of *abire* in the present tense are: *abeo*, *abis*, *abit*, *abimus*,

abitis, abeunt. The forms of redire in the present tense are: redeo, redis, redit, redimus, reditis, redeunt. I think you now know what the forms of praeterire would be?

A peculiarity in Latin is that the direction of a movement is always put into the Accusative case, although it should normally be Ablative. However, this allows the distinction between "in the Colosseum"(within it) -> "in Colosseo" and "into the Colosseum"(moving into it) -> "in Colosseum".

It's similar in Esperanto, because although Esperanto doesn't have an Ablative case, the noun showing the direction of a movement adds an -n (the Accusative sign).

Exercise

Fill in the blanks with fitting forms of ire, adire, abire or redire:

1. Amici e Colosseo ____.
2. Diu per vias Romae ____.
3. Tum ad villam Claudii ____ iuvat.
4. Cras(*tomorrow*) quoque Colosseum ____.
5. Claudius amicos vocat: "____ mecum, amici!"

Information: The shortest letter

This is a small anecdote that might help you to memorise the peculiarity of ire:

Two Romans were discussing who of them could write the shortest letter and they made it a bet. The first Roman wrote:

"Villam eo.". The second Roman replied: "I".

Exercise answers:

1. eunt 2. redeunt 3. ire 4. adibunt 5. ite

Lesson 20: Davus lies

Text

(Having returned home, Davus now has to explain to his master where he

had been all the time - and he tells an amazing tale:)

Modo *Via Lata* ibam, sed ecce: Gallus, vir firmus, me capessit et clamat:

"Quo vadis, *furcifer*?"

Ego trepido et: "Va-vado", inquam, "vadebam..."

Gallus autem: "Nunc vade mecum! Nisi vades, te traham!"

Ego a nonnullis viris auxilium peto, virique e Gallo quaerunt: "Quo puerum ducere paras?"

Tum Gallus: "*Fugitivus* est, dominusque puerum suum repetit. Officia quidem spernit, sed mox in agris laborabit!"

Statim viri rident et: "Pete ab aliis auxilium, et tu, Galle, trahe puerum! Vadite!"

Cedebam igitur cum Gallo, diuque me trahebat; ego autem a deis auxilium petebam - et ecce: Evado, ad dominum meum propero, cunctisque deis gratus sum!

Reading vocabulary you needn't learn:

Via Lata (*Ablative*): on the Via Lata (a street in Rome)

furcifer: rascal

fugitivus: slave who fled

Vocabulary

trepidare	to tremble	trepidation
capessere	to catch	
cedere	to go, give	cede

	way, yield	
ducere	to lead; draw; consider	con-duct; I: Duce
petere	to ask; to strive; to demand	petition
repetere	to request back; to repeat	repetition
quaerere	to seek; examine; ask; obtain	question
spernere	to reject	spurn
trahere	to drag	tractor
vadere	to go, walk	e-vade
evadere	to go out, escape	evade
inquam	I say; I said	L9: inquit
auxilium, - i	help, support	auxiliary
exemplum, -i	example	example
officium, - i	office; obligation;	office

	duty	
modo	only; now; just now	
auxilium petere	to request support	

Practise the vocabulary of this lesson by matching it.

Grammar

So far, you have learned about three forms of verbs: those of the A-Conjugation ending in -are, those of the E-Conjugation ending in -ere and irregular ones (like *esse* or *ire*). There is no difference to talk about between verbs ending in -are like *vocare* and verbs ending in -ere like *sedere*, except that the -ao for the first person singular of verbs ending in -are is contracted to -o. In this lesson, you will learn about a third type however, verbs of the Consonantal Conjugation. It is called the Consonantal Conjugation because there really is no sound between the last consonant of the stem and the infinitive ending -re. Since these words would be hard to pronounce without any vowel in between, the Romans later added vowels

that are very short. Unfortunately, that means these verbs act a bit different from those you know.

First of all, I'll conjugate one in the present tense and give you verbs of the A-Conjugation and the E-Conjugation for comparison:

ducere	vocare	sedere
duc- o	voc-o	sede-o
duc- i -s	voca-s	sede-s
duc- i -t	voca-t	sede-t
duc- i -mus	voca-mus	sede-mus
duc- i -tis	voca-tis	sede-tis
duc- u -nt	voca-nt	sede-nt

Imperative: Duc(e)! Voca! Sede!
Ducite! Vocate! Sedete!

Note: the final e in the singular imperative of ducere and dicere, as well as two verbs that you don't yet know (facere and ferre) is normally dropped.

Now the past tense: the extra vowel -e- is placed between verb stem and the past tense sign -ba- with the personal endings, so that the verb looks like it's from the E-Conjugation.

Examples: duc-e-ba-m, pet-e-ba-tis, quaer-e-ba-s.

The future tense: instead of adding -bo, -bi- or -bunt, the future form of verbs of the Consonantal Conjugation is formed by changing the extra vowel to e. Since there is no extra vowel in the first person singular, the -o is changed into -am instead (like in the past tense). Compare the future forms of "ducere" with the present ones above:
duc-**am**, duc-**e**-s, duc-**e**-t, duc-**e**-mus, duc-**e**-tis, duc-**e**-nt.

If you didn't know that ducere was a verb of the Consonantal Conjugation, you'd assume that the form "ducet"(he/she will lead) was the present tense, like "videt"(he/she sees). So it's useful to memorise which words are from the E-Conjugation and which ones are from the Consonantal Conjugation. All verbs you have learnt so far, except those in -are of course, are from the E-Conjugation. From now on, I'll indicate verbs of the E-Conjugation in the vocabulary list by placing a hat (^, also called circumflex accent) on the last e before the infinitive ending -re. That indicates that the e is not an extra vowel but a long e. Example: you'll see "vidêre" because videre is of the E-Conjugation, but "ducere" doesn't get an

accent because the e is short, it's a verb of the Consonantal Conjugation.

Note that you won't get this help in the texts, because in original texts and most modern prints you don't have it either.

You now know everything there is to know about the A-, E- and Consonantal Conjugation in the present tense. You might want to print [this card](#), which shows you all the present tense endings at once. With this card, you can revise the conjugations everywhere you go.

Exercise

Create the equivalent form of petere for each of these words:

imus - valeo - audent - imminebunt - abundabat -
praedicabo -
obtimebitis - habitate - liberat - terrebitis - implere -
i - regnant - adiuvant - vitabit - negabit

Exercise answers:

petimus - peto - petunt - petent - petebat - petam
petetis - petite - petit - petemus - petere -
pete - petunt - petent - petet - petebant

Test V:

If you have completed lessons 17-20, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have: Translate the following text.

(Marcus tells Cornelia a story:)

Ibam **forte** in Via Appia; quaerebam Titum amicum. Subito adit me **garrulus** Licinius. Me quaerit: "Quo vadis, Marce? Iam diu te quaerebam; cogito enim nonnulla tecum disputare. Certe non ignoras me doctum esse neque scientia vacare." Insidias **garruli** evadere non possum; itaque "Quid", inquam, "petis? Officia me tenent. Nunc a te cedam, sed mox te videbo!"

Reading vocabulary:

forte - by chance, accidentally

garrulus - chatterbox

Lesson 21: Tyrants, enemies, foreign rulers

Text

(While few people believe in Davus' story, Demaratus tells Marcus

more about Greek history:)

"Tandem *Syracusani* filium Dionysii tyranni fugaverunt, et *Athenis* viri *intrepidi* filiis Pisistrati insidias paraverunt.

Hipparchum necaverunt,

Hippias fugam capessivit. Mox autem patria mea in summo periculo

fuit; iam Persae cum magnis copiis adibant, oppida et templa delebant.

Sed nos e patria exiimus, feminas liberosque in insulam propinquam

transportavimus. Tum a deis auxilium petivimus, arma capessivimus

Persasque superavimus, quamquam copiae nostrae parvae, Persarum

copiae magnae fuerunt."

Tum Marcus: "Vobis summam gloriam paravistis, quod tot adversarios

tanta victoria superavistis."

Et Demaratus: "Tum concordia Graecorum magna erat, neque Graeci

cum Graecis pugnabant. Mox autem alii alios laccessiverunt, multis bellis

debilitaverunt, postrema praeda Philippi, Alexandri, Romanorum fuerunt.

Fuimus viri liberi!"

Marcus autem: "Multa narravisti, amice, ego quoque iam multam narraui.

Iuvat narrare, sed etiam *ambulare* iuvat. Itaque nunc *ambulabimus*."

Reading vocabulary you needn't learn:

Syracusani: citizens of Syracus

Athenis: in Athens

intrepidus, -a, -um: unshaken, undaunted

debilitare: to weaken, exhaust

ambulare: to walk

Vocabulary

transportare (transportavi)	to carry across, send across	transport
delêre (delevi)	to destroy, wipe out	delete
laccessere (laccessivi)	to incite, challenge	
ex-ire	to go out	L19: ire
concordia, -	harmony,	concord

ae	agreement	
copia, -ae	supply; possibility; <i>plural:</i> troops	copy
fuga, -ae	flight, exile	L13: fugare
gloria, -ae	glory	glory
insula, -ae	island; block of apartments	
praeda, -ae	booty, prey, spoils of war	I: preda
victoria, -ae	victory	victory
arma, -orum (<i>plural</i>)	weapons	army
bellum, -i	war	I: bello
periculum, -i	danger	I: pericolo
propinquus, - a, -um	near, adjacent; related	
tantus, -a, -	so big, so	

um	important	
insidias parare	to prepare an ambush, lie in wait	
alius alium (iuvat)	one (supports) the other	
alii... alii...	some... others...	

Practise the vocabulary of this lesson by matching it.

Grammar

Just like in most Romance languages, you can express the past in more than one way in Latin. You already know the first possibility: the insertion of -ba- in order to form the simple past, which you learnt in lesson 17. This lesson deals with another past tense: the perfect. It is most often formed by adding -v- to the verb stem and then adding the following personal endings: -i, -isti, -it, -imus, -istis, -erunt

Let's take the verb "narrare"(to tell) as example. The verb stem is narra- , so the

forms of narrare in the perfect tense are these:

narra-v-i (I have told);

narra-v-isti (You have told);

narra-v-it (He/she has told);

narra-v-imus (We have told);

narra-v-istis (You have told);

narra-v-erunt (They have told);

The Consonantic Conjugation is very easy to handle here, they always

use -i- as extra vowel between the verb stem and -v-,

e. g. pet-i-v-it (He/she has demanded).

Just like in English there are Latin verbs whose

perfect stems are irregular,

however you just have to learn the first person

singular of these words

because their use of the perfect personal endings is regular, e. g.

The perfect of "esse"(to be) is "fui" (fui, fuisti, fuit, fuimus, fuistis, fuerunt).

The perfect of "ire"(to go) is "ii" (ii, isti, iit, iimus, istis, ierunt).

Do you recall what I said about verb like adesse, who are made up of

an affix like ad- and an irregular verb like esse? Their advantage is that

you needn't learn new forms, you just add the affix to the appropriate

form of the irregular verb. That is the case with these perfect forms, too.

Ad-esse has the perfect form ad-fui, ex-ire the perfect form ex-ii, red-ire the perfect form red-ii, and so on.

You now know everything there is to know about the perfect of verbs like narrare, and even some irregular verbs. You might want to print [this card](#), which shows you all the perfect tense endings at once (and even those of verbs who don't form their perfect like narrare, which will be introduced much later). With this card, you can revise the conjugations everywhere you go.

Exercise

Determine the form of the verb according to the known criteria

(person, number, tense).

Example: terreo - first person singular present

laccesses, rediit, delevistis, vocabam, paraverunt, fuisti, capessam,

ierunt, trahebas

Exercise answers:

laccesses - second person singular future

rediit - third person singular perfect

delevistis - second person plural perfect

vocabam - first person singular simple past

paraverunt - third person plural perfect

fuisti - second person singular perfect

capessam - first person singular future

ierunt - third person plural perfect

trahebas - second person singular simple past

Lesson 22: Poor Delia

Text

(Since Marcus has left with his friends, Cornelia visits her rich

friend Atia, who proudly shows her her numerous slaves:)

A: Ecce *lecticarii* mei! Firmi sunt, nam eos servos imprimis curo.

Interdum eis etiam vinum do!

Ibi Diodotus stat, magister liberorum meorum. Is eos linguam

Graecam bene docet, quamquam Syrus est.

Pueri autem clamant

eum severum esse. Itaque eum non amant semperque mala de eo

narrant.

Servas multas habeo easque laudo, si bene laboraverunt. Neque tamen industria earum magna est frustraue eas moneo.

Ecce Delia! *Serva* nova est et semper maesta. Eam *servam* numquam laetam videbis.

C: Lacrimas in oculis eius esse apparet. Fortasse dolet se a patria sua abesse, sibi in terra aliena amicas non esse?

A: Ego eam superbam esse credo: Dicit se *ingenuam* esse! Ego autem superbiam eius brevi frangam! Modo eam *verberavi*!

C: Id non laudo...

A: Quid ei nocebit? *Serva* est!

C: Immo vero femina est ut tu!

Reading vocabulary you needn't learn:

lecticarius: slave whose job is to carry sedans

serva: female slave, servant

ingenuus, -a, -um: noble

verberare: to beat

Vocabulary

monêre	to warn, admonish; remind	
nocêre	to harm, inflict an injury	
credere	to believe, trust	credo; credit
dicere	to say, speak, call	I: dire (lui dice)
frangere	to break (in pieces), shatter	fracture, infringement
ab-esse	to be absent, be away, be missing	L7: esse
lingua, - ae	language, tongue	linguistics; I: lingua
oculus, -i	eye	ocular
magister, magistri	teacher, master	
novus, - a, -um	new, unusual	I: nuovo

severus, -a, -um	stern, harsh	severe
superbus, -a, -um	arrogant, haughty, proud	L14: superbia
is, ea, id	he, she, it; this one	
bene	well	I: bene
brevi	in short time, soon	
frustra	in vain, mistakenly, wantonly	frustrating

Practise the vocabulary of this lesson by matching it.

Grammar

In lesson 12 you learned about the personal pronouns *ego*, *tu*, *nos* and *vos*, which the speaker uses to refer to himself (*ego* -> "I"), to his group (*nos* -> "We"), to a person he talks to (*tu* -> "You") or a group he talks to (*vos* -> "You"). That means one set of pronouns is still missing: those referring to one person or several people

that the speaker does not talk to. In English, the pronouns *he*, *she*, *it* or *they* would be used. Just like the other pronouns, these pronouns can also be put into cases, so I'm going to write down the declension scheme, with the English equivalents and untranslated English words in blue italic letters (they are there as examples where a pronoun would be used). In the case of the word "they", Latin keeps the distinction of a group of males (beneath "he"), a group of females (beneath "she") or a group of things (beneath "it"), but that distinction is lost when translating to English.

Nominative	is (he <i>is nice</i>)	ea (she <i>is nice</i>)	id (it <i>is nice</i>)
Genitive	eius (his <i>name</i>)	eius (her <i>name</i>)	eius (its <i>name</i>)
Dative	ei (<i>give sth.</i> to him)	ei (<i>give sth.</i> to her)	ei (<i>give sth.</i> to it)
Accusative	eum (<i>to</i>	eam (<i>to</i>	id (<i>to like</i> it)

	<i>like</i> him)	<i>like</i> her)	
Ablative	cum eo (with him)	cum ea (with her)	cum eo (with it)
Nominative	ii (<i>or</i> <i>ei</i>)	eae	ea (they <i>are nice</i>)
Genitive	eorum	earum	eorum (their <i>names</i>)
Dative	iis (<i>or</i> <i>eis</i>)	iis	iis (<i>give</i> <i>sth.</i> to them)
Accusative	eos	eas	ea (<i>to</i> <i>like</i> them)
Ablative	iis (<i>or</i> <i>eis</i>)	iis	iis (with them)

These pronouns and the *se* pronoun allow an interesting distinction in AcI clauses.

Compare these two example:

1) Marcus et Titus amici sunt. Marcus eum beatum esse putat.

2) Marcus et Titus amici sunt. Marcus se beatum esse putat.

Both examples can be translated as "Marcus and Titus are friends. Marcus considers him fortunate." However, the reflexive pronoun "se" is used in the second example, which makes it clear that Marcus considers himself (not Titus) fortunate; whereas the pronoun "eum" in the first example shows that Marcus considers Titus fortunate. This distinction is not always made in English, so that sentences like the example above can have two meanings in English but only one meaning in Latin.

This is carried on through all cases. Apart from the usage in AcIs, there's another case in which it's interesting to have this distinction: when it's used in the Genitive.

Compare:

1) Marcus et Titus amici sunt. Marcus amicam eius amat.

2) Marcus et Titus amici sunt. Marcus amicam suam amat.

In the second sentence, Marcus loves his (own) girlfriend. In the first sentence, Marcus loves his (Titus') girlfriend!

Another thing you should notice in this example: eius remains the same, whereas

suus, which works like an adjective, has to be adapted to the gender, number and case of the word it's referring to.

Exercise

Connect the pronouns from list A to the nouns from list B that have the same position in the declension table (same gender, case and number).

eius (2*), id, eis (2*), eo (2*), ea (2*), earum, is, ei	auxilia, magistris, vir, victoria, deae, argentum, regno, puellae, tubarum, liberis, anno, agri
--	---

Information: Slaves I

In the antiquity, there were generally two social groups: free people and unfree people. The free man belongs to himself and participates in social life, the slave belongs to somebody else, to a free person. He can't rule over his own life, he can't even marry by his decision alone. Slaves are humans without rights, law regards them as "thing". They are traded like goods and

have to work for their owner. The antique society can't be imagined without slaves. Whether as a rowing slave on a galley, a slave in a public mine, on a farm, as a craftsman, cook, teacher, doctor, secretary, bibliothecary - even as *servus publicus*, a policeman: slaves are employed everywhere. Many rich people have hundreds of slaves and of course they are more or less expensive, according to their "quality" and education.

To be a slave means for an adult to be totally dependent on somebody else, to be allowed to do just what the master (*dominus*) orders, not to have own money, no own house and no own family. Even a slave's name was given to him by his possessor.

Slaves, who lived in the household of their masters, have to do everything that he demands of them. That means, that they can't develop and realise own plans or goals. They're isolated from most of public life: they mustn't vote and

of course they mustn't run for office. The only area of social life that was open to slaves was religious cults and clubs.

Exercise answers (all possible ones, rather than one way to assign them):

eius deae, eius agri, eius puellae
id argentum
eis magistris, eis liberis
eo regno, eo anno
ea auxilia, ea victoria
earum tubarum
is vir
ei anno, ei regno, ei deae, ei puellae

Lesson 23: How to become a slave

Text

(Later Cornelia has the opportunity to ask Delia something;

however the girl can't speak much Latin yet:)

C: Cur tam maesta es, Delia?

D: Delia non vocor.

C: Quomodo nominaris?

D: Melissa dicor; in parvo oppido Asiae habitavi:
Assus vocatur.

Inde cum necessariis Pyrrham navigabam
- sed subito piratae
videntur; temptamur, captamur, in
servitium acerbum ducimur
... (Melissa tacet et Cornelia lacrimas in
oculis eius videt.)

C: Certe piratae vos Delum transportaverunt, ubi
multi servi

veneunt. Itaque hic Delia diceris.

D: Sic est; nunc *serva* Atiae sum. Ea domina dura est,
servas

servosque urgere et coercere et caedere
solet.

C: Num saepe a domina caedimini?

D: Saepe caedimur, saepe ab ea torquemur.

C: Et cur vos coerceri et caedi iubet?

D: Quod cuncti Romani duri sunt. Gaudent se a
servis timeri...

C: Erras, Melissa; non cuncti duri sunt. Fortasse mox
bonam

dominam habebis!

Reading vocabulary you needn't learn:

ven-ire (ven-eo): "to go to sale", to be sold

serva: female slave, servant

Vocabulary

captare	to catch, strive after, hunt	capture
navigare	to sail, navigate	navigate
nominare	to call	nomination
coercêre	to restrain, confine, punish	
iubêre	to order, command, let	
torquêre	to twist; torture, torment	torture
urgêre	to drive, urge	urge
caedere	to fell; to beat; to kill	
domina, -ae	lady, mistress	L10: dominus
pirata, -ae	pirate	pirate

(masculine)		
servitium, -i	slavery	L10: servus
acerbus, -a, -um	bitter, rigorous	D: herb
durus, -a, -um	hard, harsh, tough	music: Dur; I: duro
necessarius, -a, -um	necessary; close, related	necessary
necessarii, -orum	relatives	
inde	thence, from there	
quomodo	how? in what manner?	

Practise the vocabulary of this lesson by matching it.

Grammar

So far, we have always dealt with active verbs. In this lesson, you encountered your first passive verbs. Fortunately, making a verb passive in Latin is easier

than making it passive in English or most romance languages: You just have to exchange the known personal endings -o, -s, -t, -mus, -tis, -nt, which you learnt in lesson 8, with the following ones: -or, -ris, -tur, -mur, -mini, -ntur. The extra vowels in the Consonantic Conjugation are the same as those for the active endings, except for the 2nd person singular, where it is -e- and not -i-. The infinitive ending is -ri (instead of -re) for the A- and E-Conjugation and just -i for the Consonantic Conjugation. Let's have some examples of transforming active forms to passive ones:

voca-re / voca-ri (to call - to be called)
voc-o / voc-or (I call - I am called)
voca-s / voca-ris (You call - You are called)
voca-t / voca-tur (He/she/it calls - He/she/it is called)
voca-mus / voca-mur (We call - We are called)
voca-tis / voca-mini (You call - You are called)
voca-nt / voca-ntur (They call - They are called)

duc-e-re / duc-i (to lead - to be led)
duc-o / duc-or (I lead - I am led)
duc-i-s / duc-e-ris (You lead - You are led)
duc-i-t / duc-i-tur (He/she/it leads - He/she/it is led)

duc-i-mus / duc-i-mur (We lead - We are led)

duc-i-tis / duc-i-mini (You lead - You are led)

duc-u-nt / duc-u-ntur (They lead - They are led)

Easy, isn't it? Another new thing, which you might not have noticed, is the use

of the Accusative in order to show a direction, as in the sentence "Romam eo".

In this case, the Accusative of "Roma" does not mean that Rome is an object,

but that the speaker goes in that direction. When translating this peculiarity,

you have to say "I go **to Rome**".

The Accusative of direction is also used when there is already a preposition and

it can make a vital difference: "In Colosseo vado" has to be translated as "I walk

within the Colosseum" or "I walk around in the Colosseum", whereas

"In Colosseum vado" has to be translated as "I walk **into** the Colosseum".

Exercise

Find the corresponding passive form of each verb:

libero, frangunt, caedimus,

delet, vides, adiuvas, violare, terreo, ducere

Information: Slaves II

How to become a slave? There were several ways:

1. to become a war prisoner and be sold as "booty";

2. the child of a female slave is always a slave, no matter whether the father is

free or a slave;

3. many poor free people had to sell themselves or their children and

"voluntarily" make themselves slaves;

4. a lot of people became slaves because of piracy or kidnapping.

These people were sold like goods on slave markets; some cities, like the

Greek island Delos, specialised in slave trade. In

Rome, slaves were mainly

traded in front of the temple of Castor and Pollux and on the forum.

In the antiquity, slaves and free people were seen as very different humans,

so different, that there were different laws for them.

The master may sell

his slave anytime, he may beat him and punish him and the law won't

intervene. However, he mustn't kill him, unless the slave has committed a

lethal crime. Courts weren't allowed to torture free people but they were

allowed to torture slaves e. g. so that they would confess the crimes their master committed. Their master, a criminal but free citizen, mustn't be tortured.

Exercise answers:

liberor, franguntur, caedimur, deletur, videris, adiuvamini, violari, terreor, duci.

Lesson 24: Some hope remained

Text

Ac profecto non cuncti Romani duri et asperi erant, non cuncti servi a dominis caedebantur, torquebantur, contumeliis violabantur.

Multis servis a dominis humanis pecunia dabatur, interdum etiam sic monebatur: "Laborate magna cum diligentia, servi; nam servi dominorum contentorum aliquando servitio liberabuntur. Tu, Afer, officia semper bene explevisti. Itaque primus a me mitteris. Vos quoque, Lyde et Dace, testamento meo mittemini. Semper enim

fidi et impigri fuistis."

Tum Afer et Lydus et Dacus laeti clamaverunt:

"Aliquando fortuna nostra mutabitur, aliquando
negotiis molestis

solvemur et liberabimur!"

"Tum ego", inquit Afer, "[libertus](#) dicar; tu quoque,

Lyde, [libertus](#)

diceris, et tu, Dace!

Fortasse in patriam redibimus - aut hic manebimus et
inter Romanos

liberos liberi vivemus!"

Reading vocabulary you needn't learn:

[libertus](#): freed man (*a rank in Roman society*)

Vocabulary

mutare	to change, alter, exchange	mutate
explêre (explevi)	to fill, fulfill	L16: implere
mittere	to send; let go; free	
solvere	to solve; release, free; pay	solve

vivere	to live	I: vivere, F: vivre, EO: vivi
pecunia, -ae	money, wealth	
negotium, -i	business, task	
testamentum, -i	testament	testament
vinculum, -i	band, chain; Plural: prison	
molestus, -a, -um	troublesome, bothersome, annoying	D: lästig
primus, -a, - um	the first	prime
asper, aspera, asperum	rough, strict	
impiger, impigra, impigrum	indefatigable, assiduous, diligent, hard- working	I: pigro
ac / atque	and, and also (<i>very strong relation</i>)	
aut	or	

inter	between; during; under	inter- national
profecto	really, in fact, indeed, at all events, by any means	
vel	or; even	math: v
officium explere	to fulfill duty	
ac profecto	and indeed, and in fact	
aut... aut	either... or	

Practise the vocabulary of this lesson by matching it.

Grammar

As you might have noticed in the text, we're now ready to use the passive voice in other tenses, too, not just the present tense. It is actually quite easy:

In the past tense, you can use the active form up to the -ba- and then you don't add the normal verb ending (-m, -s, -t, -mus, -tis, -nt) but the passive

ones, which you learned in the last lesson. The only difference is that the o of -or melts with the a of -ba- for the first person singular, so the ending is just -r.

Example:

voca-ba-r (I was called)

voca-ba-ris (You were called)

voca-ba-tur (He/she/it was called)

voca-ba-mur (We were called)

voca-ba-mini (You were called)

voca-ba-ntur (They were called).

In the future tense, it is similar. Again, you can use the active form if you just switch the personal ending (that is why people say that Latin grammar works like a construction set). However, -be- replaces -bi- in the second person for no obvious reason except that the Romans didn't like the combination -biris. And in the first person singular of the Consonantic Conjugation, we see a melting again: duc-a-or becomes duc-a-r.

Examples, with the active forms in brackets:

voca-b-or (voca-b-o)

duc-a-r (duc-a-m)

voca-be-ris (voca-bi-s) s)	duc-e-ris (duc-e-
voca-bi-tur (voca-bi-t) t)	duc-e-tur (duc-e-
voca-bi-mur (voca-bi-mus) e-mus)	duc-e-mur (duc-
voca-bi-mini (voca-bi-tis) (duc-e-tis)	duc-e-mini
voca-bu-ntur (voca-bu-nt) e-nt)	duc-e-ntur (duc-

Exercise

Transform these verbs first into passive, then past tense and future tense:
demonstrat, torquetis, lacesso, nominas, monemus, dicunt

Information: Slaves III

That slaves were legally "unfree" didn't mean that they couldn't move freely. Many became their masters' trustees or assumed important positions. However, it occurred as often that slaves tried to run away or kill their master. Slave owners always had to live with that fear. So the fate and the life of a slave depended

on his masters' character and his area of work.

Accordingly, there were different moral criteria for judging slaves: A "good citizen" and a "good slave" are different. A slave is only good if he is obedient, hard-working, easily satisfied and loyal to his master.

Generally it was seen as a sad fate to become a slave. This threat was always there. The only hope, the only goal of any slave was to be liberated one day and escape this unworthy life. The big number of Freed People (*liberti*) in Roman society shows, that this possibility actually existed for many slaves.

Exercise answers:

demonstrat: demonstratur, demonstrabatur, demonstrabitur

torquetis: torquemini, torquebamini, torquebimini

laccio: laccio, laccio, laccio

nominas: nominaris, nominabaris, nominaberis

monemus: monemur, monebamur, monebimur

dicunt: dicuntur, dicebantur, dicentur

Test VI:

If you have completed lessons 21-24, please take some time to do this test, which will allow me to see whether you understood the explanations and to help you with problems you might have: Translate the following text .

(Romans accuse the Greeks of imperialism and provide this example of the violence against the inhabitants of the island Melos in the year 415BC:)

"Etiam a Graecis antiquis feminae et liberi in servitium dabantur, etiam ab eis imperium gladio et iniuria obtinebatur. Nam Melii ab Atheniensibus monebantur: "Parete imperio nostro! Alioquin fortuna vestra mutabitur; aut caedemini aut in servitium ducemini." Ac profecto Melii, quod parere dubitant, iniuriis violantur et caeduntur, feminae eorum cum liberis in servitium mittuntur."

Reading vocabulary:

[ab Atheniensibus](#) - by the Athenians

[alioquin](#) - otherwise

Naughty Words!

Stercum - Shit

Flocci non facio - I don't give a damn

tua mater - your mother

Dormi mecum - sleep with me

Tu es stultior quam asinus

- you are dumber than an ass

cunnus - cunt

irrumator - bastard

leno - pimp

mentula - penis

meretrix - prostitute

Orcae Ita! - Hells Yeah!

spucatum tauri - Bull shit

pudor tu - fuck you

Hey it's latin okay...