

# **Latin as an Honour**

**Book 1**

**R C Bass**

September 2013



Latin as an Honour Book 1

First edition

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*... being so long in the lowest form I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. ... And when in after years my schoolfellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favour of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honour, and Greek as a treat. But the only thing I would whip them for is not knowing English. I would whip them hard for that.*

Sir Winston Churchill  
*My Early Life: A Roving Commission*  
(1930)

*nil sine magno vita labore*

*dedit mortalibus...*

Life gives nothing to us mortals without hard work.

Quintus Horatius Flaccus  
*Satires 1.9.59*  
(35 BC)

Celiae  
uxori carissimae

## Introduction

This volume is a token effort in a personal campaign to resist an insidious malaise spreading quietly through the country's latinists. A generation of young adults is emerging, even from the top universities, who, weaned on courses designed to impart fluency in reading the language and little else, are unable to write in basic, accurate, grammatical Latin. A parallel situation in a modern languages graduate would be unthinkable. I understand that some universities are having to introduce courses in grammar at first year undergraduate level because it is patently clear that their charges, on leaving school, do not 'know their stuff.' It may be the case, of course, that one of the reasons for this is that their teachers, having been through the same process themselves, do not 'know their stuff' either. The situation was reinforced to me at a lower level by a Year 6 boy who joined me after a term and a half's Latin at another prep school: he did not know what I meant by *amo, amas, amat...*, but he knew a lot about gladiators.

Hence *Latin as an Honour Book 1*, which offers from the outset plenty of practice in writing in Latin, but not to the detriment of the ultimate aim of gaining fluency in the reading of continuous Latin prose. The rationale is simple, and the same as that behind the way I learned the language in the late 1960s: if you learn to write in Latin from the word go, it does not become a big deal later on, and it demands an inescapable thoroughness and attention to detail which can, to a degree, be side-stepped when working out of the language.

I have a theory that we tend to patronise young children and that in our efforts to make everything easy and attractive for them we fail to stretch their intellects and bring out their best. I am about to enter my third year of piloting this material, and the results thus far are encouraging. We start Latin in Year 6, and even moderate achievers are, in a term and a half, writing Latin well beyond the standard demanded by Common Entrance question 3. The children derive great satisfaction from achieving success in something which is quite admittedly not easy: the emphasis is on not being disheartened by making mistakes, but on learning from them. After plenty of practice they soon stop making the same old errors, and things once considered too tricky become routine. They make the usual mistakes when they come across their first passages of Latin, like anyone else, but they soon get into the habit of recognising the significance of the endings which they have been using in their own composing, and of looking for the verb at the end.

The current volume covers the Common Entrance Level 1 prescription. The grammatical sequencing is the same as that of my *Latin Practice Exercises* (LPE) series, so if a lower ability set just cannot cope with this approach I can, after the first year, switch back to that, with no harm done. The moderate and high achievers, as usual, provide the most impressive results. With them I am adapting LPE2 to this new approach; this may eventually emerge as *Latin as an Honour Book 2*, with, who knows, Book 3 beyond that.

If you would like to see samples of some of the children's work – of all abilities – do visit my website and leave feedback. I am not intending to publish this material conventionally: it is too revolutionary. It is however available as a free pdf download. I would of course be interested to receive constructive criticism. If you would be interested in my similar approach to Greek – *Greek as a Treat* – let me know also.

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## §1 What is Latin?

---

Latin was the language spoken by the ancient Romans. The city of Rome was situated in the area of central Italy called Latium, which is where Latin gets its name from. There is still an Italian football team called Lazio.

Rome started off as a small settlement on the banks of the River Tiber. It gradually became more powerful by conquering surrounding areas, then all of Italy, then countries beyond Italy. The area ruled by Rome, which is about the same size as modern Europe and northern Africa, was called the Roman Empire.

When the Romans travelled abroad they took their language with them. The Latin spoken by people in different parts of the Roman Empire gradually altered over hundreds of years, to become modern languages like French, Italian, Spanish and Portuguese. These languages, based on the language of the Romans, are called Romance languages.

## §2 Why learn Latin?

---

*'It makes you good at everything else.'*

*- quote from Emily Wright, a Year 8 student when asked why she was continuing with Latin as an option.*

Latin was the main subject taught in this country for more than 500 years, but these days it is in decline, as it has been for some time. It is taught in 70% of independent schools, and not taught in 83% of state schools. You may not think so, but you are privileged to be learning it. Latin is certainly not an easy language to learn, and is not spoken as a modern language any more, so why do we learn it? Well, there are lots of reasons. They may not sound convincing individually, but when taken all together I can assure you that there's no other language quite like it, and certainly not as useful.

Firstly, it's fun. You won't realise this until you've done it for a few years. Then, if you continue with it at your next school, you will find the whole range of Latin literature, including some superb poetry, accessible to you. This is the essential reason for learning Latin – to be able to read what the Romans wrote. Along the way you will gain all sorts of incidental benefits.

It will equip you, as no other subject at school these days will equip you, with the language of language. You will learn the mechanics of language, how it

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operates, and be able to apply this to any language you decide to learn later in life – and not just those languages based on Latin. In other words, it will equip you with a sound knowledge of grammar, and of grammatical terms.

Many English words and phrases that we use come from Latin. From the very beginning you will be able to spot connections between Latin words and English words, and you will find that your spelling and understanding of English will improve as you do more Latin. If you study other languages you will be able to spot these connections also. Here are some examples:

<b>English</b>	<b>Latin</b>	<b>French</b>	<b>Italian</b>	<b>Spanish</b>
four	quattuor	quatre	quattro	cuatro
to sing	cantare	chanter	cantare	cantar
wine	vinum	vin	vino	vino
father	pater	père	padre	padre
good	bonus	bon	buono	bueno

Whilst doing all this, you will acquire accuracy and discrimination in your use of words.

The Latin language is the key which, apart from all the above, will also, of course, open a window in to the thoughts and ideas of the ancient Romans, who had such a widespread influence upon so many aspects of the modern western world.

These, then, are a few of the reasons why we learn Latin. You will begin to appreciate these as we go along. A word of warning, though. As I said earlier, Latin is not an easy language to learn. It demands logical thinking and application. But if you work hard, you will find it rewarding. Anyway, what's the point of being good at something that's easy?

So, let's get going. We're going to start with doing words – verbs.

### §3 Verbs, persons and number

---

Verbs are doing words – they describe actions. Here are some examples in English:

*I am crying. He is smiling. We run. You work. They play.*

In Latin, and in other languages you may learn, verbs are set out in groups of six words, each one telling who is doing the action. These are called the persons.

The first three persons are singular in number – there is only one person doing the action in each case.

The second three persons are plural in number – more than one person is doing the action in each case. The table below will make things clearer:

person	number	person doing the action	English example
1st	singular	I	I like
2nd	singular	You ( <i>one person</i> )	You like
3rd	singular	He or She or It	He/She/It likes
1st	plural	We	We like
2nd	plural	You ( <i>more than one person</i> )	You like
3rd	plural	They	They like

#### §4 Verbs in Latin: the present tense of *amo* (= I like)

---

Study this table of the present tense of *I like* in Latin. 'Tense' here means the time when the action happens, so 'present tense' means that the action is happening now, in the present.

Latin	English
<b>amo</b>	I like <i>or</i> I am liking
<b>amas</b>	You like <i>or</i> You are liking
<b>amat</b>	He/She/It likes <i>or</i> He/She/It is liking
<b>amamus</b>	We like <i>or</i> We are liking
<b>amatis</b>	You like <i>or</i> You are liking
<b>amant</b>	They like <i>or</i> They are liking

You will see that the front bit or stem of the verb - *am* - remains unaltered. This stem tells us that we are dealing with the act of *liking*.

However, you will see that the ending of the word – printed in **bold** – alters. This ending tells us who is doing the action of *liking*.

By adding these different endings (they are called 'personal endings' because they indicate who the person or persons doing the action is or are) onto different front bits or stems, we can construct lots of different words if we know a handful of Latin verbs which behave in the same way as *amo*.

## §5 How to translate a simple verb into Latin

---

Lots of Latin verbs end in -o. To translate a simple verb in to Latin all you have to do is follow three simple instructions:

1. Find the Latin verb in a dictionary, or word list, or in these pages!
2. Remove the -o from the end.
3. Add on the correct personal endings, as summarised in the table below:

Latin personal ending	English person doing the action
- o	I
- as	You ( <i>singular: one person</i> )
- at	He/She/It
- amus	We
- atis	You ( <i>plural: more than one person</i> )
- ant	They

Right. Now it's time to expand your Latin vocabulary. Read aloud these Latin verbs – they all behave exactly like *amo*.

Vocabulary Box 1	
I like <i>or</i> I love	amo
I live	habito
I look at <i>or</i> I watch	specto
I shout	clamo
I sing	canto
I walk	ambulo

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### Exercise 5.1

Translate into Latin.

Your Latin sentences do NOT have to start with a capital letter.

- |                         |                      |
|-------------------------|----------------------|
| 1. He likes.            | 11. We are watching. |
| 2. They walk.           | 12. She is singing.  |
| 3. You (singular) sing. | 13. I am watching.   |
| 4. He is shouting.      | 14. They sing.       |
| 5. He lives.            | 15. We are shouting. |
| 6. You (plural) watch.  | 16. They live.       |
| 7. We are looking at.   | 17. He walks.        |
| 8. They shout.          | 18. They watch.      |
| 9. We walk.             | 19. She is loving.   |
| 10. They love.          | 20. They look at.    |

## §6 Nouns in Latin

---

A noun is the name of a person, place or thing. Lots of Latin nouns end in -a.

Here are some Latin nouns:

Vocabulary Box 2	
daughter	filia
farmer	agricola
girl	puella
queen	regina
sailor	nauta
woman	femina

When a noun is doing an action, the verb must have a *he/she/it* ending: -at.

### Examples:

The farmer is shouting.      agricola clam**at**.

A woman is singing.      femina cant**at**.

(Note: There is no word in Latin for the English words *a*, *an* or *the*)

**Exercise 6.1**

Translate into Latin. Each answer will consist of two words.

- |                             |                              |
|-----------------------------|------------------------------|
| 1. The girl is watching.    | 6. The woman is walking      |
| 2. The queen loves.         | 7. The girl shouts.          |
| 3. The sailor is shouting.  | 8. A sailor is singing.      |
| 4. The daughter is singing. | 9. The queen watches.        |
| 5. A farmer is living.      | 10. The daughter is walking. |

**§7 Plural nouns**

---

Plural means more than one.

In English most plural nouns are formed by added the letter s to the singular:

**Examples:** dog plural: dogs  
 cat plural: cats

In Latin, the nouns we have met, which end in -a, form their plurals by replacing the -a with -ae. So:

singular		plural	
Latin	English	Latin	English
agricola	farmer	agricolae	farmers
femina	woman	feminae	women
filia	daughter	filiae	daughters
nauta	sailor	nautae	sailors
puella	girl	puellae	girls
regina	queen	reginae	queens

As we have already seen, when a singular noun is doing an action, the verb must have a *he/she/it* ending: -at.

**Examples:**

The farmer is shouting.	agricola clamat.
A woman is singing.	femina cantat.

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When plural nouns are doing an action, the verb must have a *they* ending: *-ant*.

### Examples:

The farmers are shouting.      agricolae clamant.  
The women are singing.      feminae cantant.

Here are some more words to learn. The first five are verbs which behave like *amo*. The second five are nouns ending in *-a* (so what will their plurals be?).

Vocabulary Box 3	
I carry	porto
I enter <i>or</i> I go in	intro
I fight	pugno
I hurry	festino
I work	laboro
goddess	dea
homeland	patria
inhabitant	incola
poet	poeta
water	aqua

### Exercise 7.1

*Translate into Latin. Each answer will consist of two words.*

1. The poet is working.
2. The poets are working.
3. The goddess enters.
4. The inhabitants are fighting.
5. The girls enter.
6. The farmer is hurrying.
7. The farmers are hurrying.
8. The daughter is fighting.
9. The sailors work.
10. The women are fighting.

## §8 And in Latin

---

Here is a very simple vocabulary box:

Vocabulary Box 4	
and	et

The word *et* behaves just like in English. Study the following examples – especially the verb endings.

### Examples:

cantamus et clamamus.	<i>We are singing and (we are) shouting.</i>
nauta clamat et pugnat.	<i>The sailor is shouting and (he is) fighting.</i>
nauta ambulat.	<i>The sailor (he) is walking.</i>
nauta et puella ambulat.	<i>The sailor and the girl (they) are walking.</i>

### Exercise 8.1

*Translate into Latin. Be careful of the verb endings!*

1. He shouts and sings.
2. The queen works.
3. The queen and the poet work.
4. The inhabitants and the sailors are fighting.
5. The daughters hurry and enter.
6. The farmer and the sailor are shouting.
7. The woman is hurrying and shouting.
8. The sailors and farmers are watching.
9. You (singular) are shouting and fighting.
10. The woman and daughter are walking and singing.

## §9 Word order in Latin

---

Things are going well so far, aren't they? You're more or less working from left to right in both English and Latin. That's about to change. The thing is, Latin word order is usually not the same as English word order. This will become clear when we look at the next grammatical topic, *subjects and objects*. But before we deal with these in Latin, we'll need to make sure that you know what they mean in English first.

It's quite simple:

The *subject* of a verb is the person doing the action – the doer.

The *object* of a verb is the person or thing on the receiving end of the action – the receiver.

So, in a sentence like:

Tom chases Jerry.

Tom is the subject of the verb – he's the one doing the chasing.

Jerry is the object of the verb – he's the one being chased.

## §10 Subject and object in Latin

---

The nouns we have met so far end in *-a* in the singular.

**Example:**

puella spectat. *The girl is watching.*

In this sentence, *puella* is the subject of the verb – she's doing the watching.

But what happens when someone is watching her; in other words, when she becomes the object of the verb, or the receiver of the action? How would you say, in Latin, *He is watching the girl.* ?

What happens is this. To show that the noun, ending in *-a*, is not the subject (doer) but the object (receiver) of the verb, its ending changes from *-a* to *-am*. In other words, you stick the letter *m* on the end.

So:

puell**am** spectat.      *He is looking at the girl.*

Similarly:

aquam portamus.      *We are carrying water.*

and:

reginam amo.      *I like the queen.*

Note that the Latin verb – unlike English – stays at the end of the sentence. This is where you will usually find the verb in a Latin sentence – **at the end.**

Beware – Latin word order is usually not the same as English word order!

### **Exercise 10.1**

*Translate into Latin. Your answer will consist of two words.*

*Make sure that the Latin verb comes at the end of your sentence!*

1. I like water.
2. We watch the queen.
3. They carry the farmer.
4. They love the homeland.
5. You (singular) are looking at the goddess.
6. I am carrying the inhabitant.
7. You (plural) are watching the water.
8. They love the queen.
9. He is carrying water.
10. I am looking at the girl.

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Here is some more vocabulary for you to learn. The first five words are verbs which behave like *amo*. These are followed by four nouns ending in *-a*.

Vocabulary Box 5	
I build	aedifico
I call	voco
I kill	neco
I praise	laudo
I prepare	paro
island	insula
money	pecunia
road	via
slave girl	ancilla

### Exercise 10.2

*Translate into Latin. Your answer will consist of two words.*

*Make sure that the Latin verb comes at the end of your sentence!*

1. We love money.
2. He is calling the slave girl.
3. They are building a road.
4. We are preparing water.
5. You (plural) carry money.
6. They look at the island.
7. You (singular) kill the girl.
8. I praise the goddess.
9. He loves the homeland.
10. She is killing the farmer.

## §11 Summary of noun endings.

---

We have now come across three kinds of noun endings:

**-a** This indicates a single subject (doer of an action):

Example:

puella **amat**.     *The girl is shouting.*

**-ae** This indicates a plural subject (doers of an action):

Example:

puellae **clamant**.     *The girls are shouting.*

**-am** This indicates a singular object (receiver of an action):

Example:

puellam **amat**.     *He likes the girl.*

## §12 More about word order.

---

Sometimes a sentence will contain a named subject (doer) as well as an object (receiver). In this case the usual Latin word order is:

**subject** (singular ending in *-a* or plural ending in *-ae*)

+ **object** (ending in *-am*)

+ **verb at the end**

**Examples:**

nauta puellam **amat**.

*The sailor (he) likes the girl.*

nautae puellam **amant**.

*The sailors (they) like the girl.*

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**Exercise 12.1**

*Translate into Latin. Your answer will consist of three words. Make sure that the Latin verb comes at the end of your sentence!*

1. The farmer likes money.
2. Farmers like money.
3. The queen kills the slave girl.
4. The inhabitant praises the goddess.
5. The inhabitants praise the goddess.
6. The sailors are building a road.
7. The poet watches the money.
8. The queen likes the daughter.
9. The goddesses praise the homeland.
10. The poets are calling the goddess.

### §13 Vocabulary Revision

---

Make sure you know the meaning of the following words:

Verbs		Nouns	
I like <i>or</i> I love	amo	daughter	filia
I build	aedifico	farmer	agricola
I call	voco	girl	puella
I carry	porto	goddess	dea
I enter <i>or</i> I go in	intro	homeland	patria
I fight	pugno	inhabitant	incola
I hurry	festino	island	insula
I kill	neco	money	pecunia
I live	habito	poet	poeta
I look at <i>or</i> I watch	specto	queen	regina
I praise	laudo	road	via
I prepare	paro	sailor	nauta
I shout	clamo	slave girl	ancilla
I sing	canto	water	aqua
I walk	ambulo	woman	femina
I work	laboro		
<b>Other word:</b>		and	et

### Exercises for Revision

#### Exercise 13.1

1. They live.
2. We hurry.
3. You (singular) work.
4. We are entering.
5. He is walking.

#### Exercise 13.2

1. The slave girl is working.
2. The sailors fight.
3. The poet is hurrying.
4. The homeland is calling.
5. The girls shout.

**Exercise 13.3**

1. I like money.
2. We are building a road.
3. He looks at the slave girl.
4. You (plural) call the queen.
5. They praise the goddess.

**Exercise 13.4**

1. The woman loves money.
2. The girls are looking at the island.
3. The inhabitants are building a road.
4. The women are carrying water.
5. The farmer kills the woman.

**Exercise 13.5 (Extension)**

1. The slave girl and the poet are hurrying.
2. Women and girls love money.
3. We praise and love the girl.
4. The sailor kills the farmer and the inhabitant.
5. The goddess and the queen call the sailor and the farmer.

**§14 Negatives in Latin**

---

Negative means 'not'.

The Latin word for 'not' is *non*.

The *non* is positioned immediately in front of the verb (and the verb, as you know, will usually be found at the end of the sentence).

**Examples:**

agricola laborat.	<i>The farmer is working.</i>
agricola <u>non</u> laborat.	<i>The farmer is <u>not</u> working.</i>
puellae cantant.	<i>Girls sing.</i>
puellae <u>non</u> cantant.	<i>Girls do <u>not</u> sing.</i>

**Exercise 14.1**

*Translate into Latin.*

*Remember to put the word for 'not' in the correct place.*

1. You (plural) are not hurrying.
2. They are not singing.
3. The slave girl is not working.
4. The sailors are not shouting.
5. We are not looking at the queen.
6. I do not like money.
7. The farmers are not building the road.
8. The woman does not love the homeland.
9. Poets do not hurry.
10. The girl and the queen do not praise the goddess.

Vocabulary Box 6	
not	non
I ask, I ask for	rogo
I attack	oppugno
I overcome	supero
I sail	navigo
anger	ira
arrow	sagitta
crowd	turba
land	terra
spear	hasta

## §15 Objects

---

If you remember, we have come across three kinds of noun endings:

**-a** This indicates a single subject (doer of an action):

**Example:**

puella **clamat**. *The girl is shouting.*

**-ae** This indicates a plural subject (doers of an action):

**Example:**

puellae **clamant**. *The girls are shouting.*

**-am** This indicates a singular object (receiver of an action):

**Example:**

puellam **amat**. *He likes the girl.*

To make this complete, we now need to add the ending for plural objects.

This is **-as**. So:

**-as** This indicates a plural object (receivers of an action):

**Example:** puellas **amat**. *He likes the girls.*

## §16 Nominatives and Accusatives; cases

---

There are special words used to refer to subjects (doers) and objects (receivers) in Latin.

The word *nominative* is used to refer to a subject.

The word *accusative* is used to refer to an object.

Words like *nominative* and *accusative* are called **cases**. The case of a Latin noun indicates what job that noun is doing in the sentence.

The four noun endings we have met can be set out as a table, like this:

		singular	plural
nominative	subject (doer)	puella	puellae
accusative	object (receiver)	puellam	puellas

As you may be coming to realise by now, word endings are vitally important in Latin!

### Exercise 16.1

*Translate into Latin.*

*Think carefully about the noun ending.*

*Ask yourself two questions:*

- 1. Is this noun subject (doer) or object (receiver)?*
- 2. Is this noun singular or plural?*

*Then use the table at the top of this page to add the correct ending.*

*Oh – and remember to put the verb **at the end!***

1. He likes the girl.
2. He likes the girls.
3. We ask the poet.
4. We ask the poets.
5. They are looking at the crowd.
6. They are looking at the crowds.
7. You (singular) are preparing the arrow.
8. You (singular) are preparing the arrows.
9. We attack the land.
10. We attack the lands.

**Exercise 16.2**

*Translate into Latin.*

*Think carefully about the noun endings, using the table on the opposite page.*

1. The arrow kills the farmer.
2. The arrow kills the farmers.
3. Arrows kill the farmer.
4. Arrows kill the farmers.
5. Sailors like spears.
6. The sailor likes the spear.
7. Farmers attack the land.
8. The woman asks the goddess.
9. The women do not ask the goddess.
10. Sailors and farmers like women.

**§17 Talking about verbs: number and person**

---

Just as there are grammatical terms like *nominative* and *accusative* to describe the different parts of nouns, there are terms also which apply to verbs. These terms are used in all languages, not just Latin.

You know already that Latin verbs have six possible endings, as in this table:

Latin	English
<b>amo</b>	I like <i>or</i> I am liking
<b>amas</b>	You like <i>or</i> You are liking
<b>amat</b>	He/She/It likes <i>or</i> He/She/It is liking
<b>amamus</b>	We like <i>or</i> We are liking
<b>amatis</b>	You like <i>or</i> You are liking
<b>amant</b>	They like <i>or</i> They are liking

## Number

The grammatical term *number* is used to describe whether the doer of an action is *singular* (one) or *plural* (more than one).

Look at the table of *amo* at the foot of the previous page.

1. The top three words of the table describe an action done by a single person. This is called *singular*.
2. The bottom three words of the table describe an action done by more than one person. This is called *plural*.

## Person

In describing verbs there are three persons:

The 1st person is when *I* or *we* are doing an action.

The 2nd person is when *you* (singular) or *you* (plural) are doing an action.

The 3rd person is when *he*, *she*, *it* or *they* are doing an action.

We can now enlarge the table of *amo* to include these new terms, as follows:

person	number	Latin	English
1st	singular	<b>amo</b>	I like <i>or</i> I am liking
2nd	singular	<b>amas</b>	You like <i>or</i> You are liking
3rd	singular	<b>amat</b>	He/She/It likes <i>or</i> He/She/It is liking
1st	plural	<b>amamus</b>	We like <i>or</i> We are liking
2nd	plural	<b>amatis</b>	You like <i>or</i> You are liking
3rd	plural	<b>amant</b>	They like <i>or</i> They are liking

*Latin as an Honour 1*

**Exercise 17.1**

Give the person of the following:  
(Your answer must be  
1st or 2nd or 3rd)

1. amamus
2. vocat
3. necas
4. navigant
5. clamatis
6. cantas
7. specto
8. intras
9. rogamus
10. festinat

**Exercise 17.2**

Give the number of the following:  
(Your answer must be  
singular or plural)

1. oppugnatis
2. supero
3. paramus
4. vocas
5. necat
6. pugnant
7. portas
8. intrans
9. clamat
10. laboro

**Exercise 17.3**

Give the person and number of the following:

1. navigamus
2. rogas
3. superatis
4. oppugnat
5. aedifico
6. laudant
7. paramus
8. vocatis
9. necant
10. pugnat

**Exercise 17.4**

(Your answer to each of the following questions will be a single Latin word only).

Give the:

1. 3rd person singular of *supero*
2. 1st person plural of *amo*
3. 2nd person plural of *habito*
4. 1st person singular of *ambulo*
5. 3rd person plural of *oppugno*
6. 2nd person singular of *navigo*
7. 1st person plural of *rogo*
8. 1st person singular of *specto*
9. 3rd person singular of *canto*
10. 2nd person plural of *clamo*

**§18 Conjugations: families of verbs**

---

- A conjugation is a family of verbs which behave in the same way.
- All the verbs we have met so far behave like *amo*, I love.
- This conjugation, or verb group, is called the *first conjugation*.
- In dictionaries and word lists verbs which behave like *amo* will have a number 1 in brackets after it, to show that it belongs to the first conjugation, like this:

navigo (1) I sail

## §19 The second conjugation

---

It's now time to meet a second family of verbs – the second conjugation.

These verbs behave in a slightly different way from those which go like *amo*.

person	number	Latin	English
1st	singular	moneo	I warn or I am warning
2nd	singular	mones	You warn or You are warning
3rd	singular	monet	He/She/It warns or He/She/It is warning
1st	plural	monemus	We warn or We are warning
2nd	plural	monetis	You warn or You are warning
3rd	plural	monent	They warn or They are warning

- As you can see, the letter *e* between the stem and the ending is a distinctive feature of this second conjugation.
- Remember to pronounce the Latin letter *e* like the *ay* in *may*.
- It's easy to spot verbs which belong to the second conjugation – the 1st person singulars (the *I*-form of the verb) all end in *-eo*.

Here are some new verbs. They all go like *moneo*, second conjugation, so a (2) appears after them.

Vocabulary Box 7	
I destroy	deleo (2)
I fear	timeo (2)
I frighten	terreo (2)
I have	habeo (2)
I hold	teneo (2)
I move	moveo (2)
I see	video (2)
I warn	moneo (2)

**Exercise 19.1**

*Translate into Latin.*

1. We warn.
2. You (singular) see.
3. They hold.
4. I destroy.
5. He fears.
6. We frighten.
7. You (plural) have.
8. She is destroying.
9. They move.
10. He sees.

**Exercise 19.2**

*Translate into Latin.*

1. The queen warns.
2. Spears frighten.
3. The poet sees.
4. Arrows destroy.
5. The girl fears.

**Exercise 19.3**

*Translate into Latin.*

1. We warn the girl.
2. I see crowds.
3. They destroy the land.
4. You (singular) fear the goddess.
5. He is holding spears.

**Exercise 19.4**

*Translate into Latin.*

1. The arrows destroy the land.
2. The farmer is moving the spears.
3. The women see the queen.
4. The crowd (it) frightens the girls.
5. The slave girl has a daughter.

## §20 Adverbs

---

Adverbs are words which describe verbs. They usually tell you when, how or where something happens. They do not change their endings like nouns and verbs do.

Here are some examples:

Vocabulary Box 8	
always	semper
bravely	fortiter
for a long time	diu
never	numquam
often	saepe
well	bene

You have already met one adverb: *non*, meaning 'not'.

Position: these adverbs go just before the main verb at the end of a sentence, in the same order as they occur in English.

### Examples:

The sailor works well. *nauta bene laborat.*

The sailor does not work well. *nauta non bene laborat.*

The sailor does not often work well. *nauta non saepe bene laborat.*

### Exercise 20.1

*Translate into Latin.*

*Remember: some verbs go like amo, and others go like moneo.*

1. The farmer often shouts.
2. The slave girls never work.
3. The poet works well for a long time.
4. Sailors always sail well.
5. The inhabitants always fight bravely.

**Exercise 20.2**

*Translate into Latin.*

1. The queen often frightens the girls.
2. The farmer never carries a spear.
3. Slave girls never have money.
4. Girls always fear arrows.
5. The sailor never prepares the spears well.

**Exercise 20.3**

*Translate into Latin.*

1. The queen always has money.
2. The sailors never work well.
3. The girl always fears the queen.
4. The farmers hold (their) spears for a long time.
5. The farmer often carries spears and arrows.

**§21 Revision**

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**Exercise 21.1**

*Translate into Latin.*

1. He is holding.
2. We are sailing.
3. They fear.
4. They watch.
5. You (singular) praise.

**Exercise 21.2**

*Translate into Latin.*

1. He is moving the money.
2. We praise the goddess.
3. They are preparing arrows.
4. I am asking the queen.
5. You (plural) are frightening the slave girls.

### Exercise 21.3

Translate into Latin.

1. The girl and woman often hurry.
2. Farmers never build roads well.
3. Sailors always fight bravely.
4. Poets never fear women.
5. The sailor is building a road.

### Exercise 21.4

Give the:

1. 3rd person singular of *teneo*
2. 1st person plural of *aedifico*
3. 2nd person singular of *video*
4. 3rd person plural of *intro*
5. 1st person plural of *moveo*

## §22 The irregular verb *to be*

---

The verbs we have met so far belong to either the first conjugation (like *amo*) or the second conjugation (like *moneo*).

Some verbs don't follow such regular patterns. These are called 'irregular' verbs, and the most common irregular verb in most languages is the verb *to be*. Here it is in Latin:

person	number	Latin	English
1st	singular	<b>sum</b>	I am
2nd	singular	<b>es</b>	You are (singular)
3rd	singular	<b>est</b>	He is/She is/It is
1st	plural	<b>sumus</b>	We are
2nd	plural	<b>estis</b>	You are (plural)
3rd	plural	<b>sunt</b>	They are

Special rule

If a noun follows the verb *to be* it stays in the **nominative** case. It does not go in to the accusative (object/receiver) case, which is what happens with the other verbs we have met, because the verb *to be* is not really an action – it just describes a state of being.

**Examples:**

He is a sailor. *nauta est.* (singular)  
They are sailors. *nautae sunt.* (plural)  
The woman is a slave girl. *femina ancilla est.* (singular)  
The inhabitants are women. *incolae feminae sunt.* (plural)

**Exercise 22.1**

*Translate into Latin.*

1. I am a farmer.
2. We are poets.
3. They are goddesses.
4. You are a sailor.
5. You are sailors.
6. She is a slave girl.
7. It is an island.
8. We are women.
9. They are poets.
10. The slave girl is the queen.

**Exercise 22.2**

*Translate into Latin.*

1. They are the inhabitants.
2. She is a woman.
3. You are a farmer.
4. You are farmers.
5. She is a girl.
6. They are girls.
7. You are the queen.
8. We are sailors.
9. They are slave girls.
10. The girls are not farmers.

### §23 The genitive case: of

---

The case of a noun, if you remember, indicates what job that noun is doing in a Latin sentence. We have met two cases so far, the nominative (subject or doer) case and the accusative (object or receiver) case. Here is a reminder of their endings:

<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
<b>nominative</b>	subject (doer)	puella	puellae
<b>accusative</b>	object (receiver)	puellam	puellas

We are now going to meet a third case. It is called the **genitive** case. The genitive case is the 'of' or 'of the' case – it indicates the owner of something.

The genitive singular ending is **-ae**. So 'of the girl' is *puellae*.

The genitive plural ending is **-arum**. So 'of the girls' is *puellarum*.

A genitive word will usually follow another noun, this first noun indicating what is being possessed. Study the following examples, paying attention to the endings of the nouns.

#### Examples:

The money of the poet.

*pecunia poetae.*

The money of the poets.

*pecunia poetarum.*

The daughter of the sailor.

*filia nautae.*

The daughters of the sailor.

*filiae nautae.*

A crowd of girls.

*turba puellarum.*

Crowds of girls.

*turbae puellarum.*

I like the daughter of the farmer. *filiam agricolae amo.*

If we add these genitive endings to our table of the endings of *puella*, we now have this:

<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
<b>nominative</b>	subject (doer)	puella	puellae
<b>accusative</b>	object (receiver)	puellam	puellas
<b>genitive</b>	<i>of the</i>	puellae	puellarum

You will have spotted that the genitive singular ending is the same as the nominative plural ending. Don't panic! Just remember, your first word will have a nominative ending to indicate what is being possessed; your second word will have a genitive ending to indicate the possessor.

**Exercise 23.1**

*Translate into Latin.*

1. The money of the queen.
2. The money of the queens.
3. The daughters of the sailor.
4. The daughters of the sailors.
5. The inhabitants of the island.
6. The crowd of slave girls.
7. The spear of the farmer.
8. The queen of the island.
9. The arrows of the farmers.
10. The slave girl of the poet.

**Exercise 23.2**

*Translate into Latin.*

1. The daughter of the farmer loves the sailor.
2. The sailors of the island are holding spears.
3. I move the money of the poet.
4. We are building the roads of the island.
5. A crowd of girls is singing.

**Exercise 23.3**

*Translate into Latin.*

1. The inhabitants of the island always fight bravely.
2. The goddess of the island never frightens the inhabitants.
3. The daughter of the goddess is a slave girl.
4. Sailors never attack the island of the queen.
5. The daughters of the queen like the sailors of the land.

## §24 Third and fourth conjugation verbs

---

We have already met first conjugation verbs like *amo*, and second conjugation verbs like *moneo*. There are two more conjugations – third and fourth. They are quite similar to each other, so we can deal with both of them together.

The third conjugation sample verb is *mitto*, meaning 'I send.'

The fourth conjugation sample verb is *audio*, meaning 'I hear', or 'I listen', or even 'I listen to.'

Compare the following two tables carefully:

### Third conjugation

person	number	Latin	English
1st	singular	rego	I rule <i>or</i> I am ruling
2nd	singular	regis	You rule <i>or</i> You are ruling
3rd	singular	regit	He/She/It rules <i>or</i> is ruling
1st	plural	regimus	We rule <i>or</i> We are ruling
2nd	plural	regitis	You rule <i>or</i> You are ruling
3rd	plural	regunt	They rule <i>or</i> They are ruling

### Fourth conjugation

person	number	Latin	English
1st	singular	audio	I hear <i>or</i> I am hearing
2nd	singular	audis	You hear <i>or</i> You are hearing
3rd	singular	audit	He/She/It hears <i>or</i> is hearing
1st	plural	audimus	We hear <i>or</i> We are hearing
2nd	plural	auditis	You hear <i>or</i> You are hearing
3rd	plural	audiunt	They hear <i>or</i> They are hearing

Vocabulary Box 9	
I drink	bibo (3)
I lead	duco (3)
I read, I choose	lego (3)
I rule	rego (3)
I run	curro (3)
I send	mitto (3)
I write	scribo (3)
I come	venio (4)
I hear, I listen, I listen to	audio (4)
I sleep	dormio (4)

### Exercise 24.1

*Translate into Latin.*

1. They rule.
2. We drink.
3. You (singular) are writing.
4. You (plural) sleep.
5. We send.
6. He is running.
7. I hear.
8. You (singular) come.
9. They are leading.
10. We read.

### Exercise 24.2

*Translate into Latin.*

1. Spears are coming.
2. Sailors never drink.
3. The poet is always writing.
4. A crowd of girls is running.
5. The queen does not always rule well.

**Exercise 24.3**

*Translate into Latin.*

1. The sailor is drinking water.
2. Poets always read well.
3. The farmers do not listen to the girls.
4. The slave girl is sending money.
5. The queen and daughter rule the homeland well.

**§25 Some question words**

---

Here are four common words used to introduce questions in Latin.

The word for 'because' is also given – this usually answers questions which are introduced by 'why?'

In Latin, they work just as you would expect them to.

Vocabulary Box 10	
what?	quid?
where?	ubi?
who?	quis? (+verb with he/she/it ending)
why?	cur?
because	quod

**Examples:**

Who is calling?

*quis vocat?*

Where are the girls?

*ubi puellae sunt?*

What are we carrying?

*quid portamus?*

Why are they running?

*cur currunt?*

They are running because they are afraid.

*currunt quod timent.*

**Exercise 25.1**

*Translate into English.*

1. quid legis?
2. ubi est dea?
3. quis clamat?
4. cur incolae currunt?
5. incolae currunt quod deam timent.
6. quis aquam bibit?
7. ubi puellae sunt?
8. quid paras, ancilla?
9. cur hastas portatis, agricolae?
10. hastas portamus quod pugnamus.

**Exercise 25.2**

*Translate into English.*

1. quid times, puella?
2. ubi sumus?
3. quis audit?
4. cur nautae pugnant?
5. nautae pugnant quod puella agricolam amat.
6. quid poeta scribit?
7. ubi agricolae dormiunt?
8. quis deam timet?
9. cur semper laboramus?
10. quid nautae bibunt?

**Exercise 25.3**

*Translate into Latin.*

1. Where is the money?
2. Where are the farmers?
3. Who is the queen?
4. Who is listening?
5. Why do you run, girl?
6. Why do you run, girls?
7. What is the poet reading?
8. What are you writing, slave girl?
9. Why are you carrying a spear, sailor?
10. I am carrying a spear because I often fight.

### Exercise 25.4

Translate into Latin.

1. What are the sailors drinking?
2. The sailors are drinking water.
3. Why are you looking at the slave girl, sailor?
4. I am looking at the slave girl because I like the slave girl.
5. Why are you not running, farmers?

### §26 Nouns again: the rest of the cases

---

We have met three cases of nouns so far: nominative, accusative and genitive.

If you remember, the case of a noun tells you what job that noun is doing in a sentence. Here is a reminder of all the case endings we have met:

<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
<b>nominative</b>	subject (doer)	puella	puellae
<b>accusative</b>	object (receiver)	puellam	puellas
<b>genitive</b>	<i>of the</i>	puellae	puellarum

We are now going to complete the table of *puella* by adding the three remaining case endings, as follows:

	<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
	<b>nominative</b>	subject (doer)	puella	puellae
*	<b>vocative</b>	person spoken to	puella	puellae
	<b>accusative</b>	object (receiver)	puellam	puellas
	<b>genitive</b>	<i>of the</i>	puellae	puellarum
*	<b>dative</b>	<i>to or for</i>	puellae	puellis
*	<b>ablative</b>	<i>by or with or from</i>	puella	puellis

The three new cases are indicated by the double asterisks - \*

**Exercise 26.1**

Translate into Latin.

1. For the poet.
2. For the poets.
3. With a spear.
4. With spears.
5. To the queen.
6. To the queens.
7. Of the road.
8. Of the roads.
9. From the island.
10. From the islands.

**Exercise 26.2**

Translate into Latin.

1. Queen! (spoken to)
2. Slave girls! (spoken to)
3. By water.
4. For money.
5. With arrows.
6. From the goddess.
7. With anger.
8. To the poets.
9. Of the inhabitants.
10. From the crowd.

**§27 Practising datives (to or for)**

---

Nouns in the dative case often follow verbs of giving, showing or replying – you usually give something, show something, or reply **to** someone.

<b>Vocabulary Box 11</b>	
I give	do (1)
I reply	respondeo (2)
I show	ostendo (3)

Study these examples (the datives are underlined):

I give the spear to the farmer.  
*hastam agricolae do.*

The girl gives the money to the queen.  
*puella pecuniam reginae dat.*

The poets show the island to the inhabitants.  
*poetae insulam incolis ostendunt.*

The farmer replies to the goddess.  
*agricola deae respondet.*

## *Latin as an Honour 1*

### **Exercise 27.1**

*Translate into Latin.*

1. We give money to the girls.
2. I am showing the arrows to the sailor.
3. The queen replies to the farmers.
4. He gives a slave girl to the woman.
5. You (singular) show the money to the crowd.

### **Exercise 27.2**

*Translate into Latin.*

1. The slave girl is preparing arrows for the sailors.
2. Women never give money to the goddess.
3. The farmers show the island to the women.
4. The goddess does not reply to the queen.
5. The queen of the island never gives spears to slave girls.

## **§28 Your first Latin passage**

---

Well done! – you have now reached the stage where you are ready to tackle your first Latin passage, rather than just a set of sentences. One of the main points of learning Latin is to be able to read what the Romans wrote about – and they wrote about all sorts of things!

As you read more Latin passages you will learn all kinds of useful hints to look out for, and ways in which to translate sentences so that they sound like decent English.

The layout will be new to you. Here are three things you will notice:

- 1) The passage will always have a title, to help you understand what's going on. Read the title carefully – it will give you clues about the meaning of some words, and may help with you with some English spellings.
- 2) The lines of Latin are numbered down the left, so we can refer quickly to a section of the passage in class.
- 3) Some words in the passage are underlined. The meanings of these words, or information about them, are given down the right, in the margin. There is a smart term for these notes in the right-hand margin: they are called 'marginal glosses'! Right. Here we go.

**Exercise 28.1**

*The Roman general Julius Caesar decides to attack Britain.*

- |  |   |
|--|---|
| <p>1 Britannia insula est. Britannia <u>magna</u> insula est. multos incolas habet. <u>multi</u> incolae in Britannia habitant. patriam <u>suam</u> amant. incolae, quod Britanniam amant, <u>laeti</u> sunt.</p>                    | <p>magna = big<br/>multos/multi = many<br/>suam = their own<br/>laeti = happy</p>   |
| <p>5 Iulius Caesar <u>Romanus</u> est. incolas Britanniae non amat. <u>copias igitur</u> parat. <u>deinde Romani trans</u> aquam navigant et Britanniam oppugnant. <u>Britanni, ubi Romanos</u> vident, <u>magnopere</u> timent.</p> | <p>Romanus = Roman<br/>copias = troops<br/>igitur = therefore<br/>deinde = then, next<br/>Romani = Romans<br/>trans = across<br/>Britanni = the Britons<br/>ubi = when<br/>Romanos = Romans (accusative)<br/>magnopere = greatly/very</p> |

Vocabulary Box 12	
greatly, very	magnopere
then, next	deinde
therefore	igitur
when	ubi

**Note on *ubi***

We have already come across *ubi* as a question word meaning *where?*  
*ubi est puella? Where is the girl?*

When *ubi* is NOT followed by a question mark at the end of the sentence, it means *when*.

*ancilla, ubi dominum videt, timet.*  
*When the slave girl sees the master, she is afraid.*

## §29 Conjugations, Declensions and Cases

---

As you know, verbs are divided into four groups called conjugations. Verbs in the same conjugation behave the same way and have the same endings. The model verbs of the four conjugations we have met are, if you remember:

amo – first conjugation  
moneo – second conjugation  
rego – third conjugation  
audio – fourth conjugation

Nouns have groups which behave in the same way as well. These groups are called **DECLENSIONS**. So far all the nouns we have met end in the letter –a (like the word for girl, *puella*). This group of nouns is called the **FIRST DECLENSION**.

You are very familiar by now with how the endings of nouns show you what sort of job the noun is doing in a sentence. These are the six **CASES** (nominative, vocative, accusative, genitive, dative and ablative). Here is a reminder of all the cases of the first declension noun, *puella*.

### *puella* = girl

<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
<b>nominative</b>	subject (doer)	puella	puellae
<b>vocative</b>	person spoken to	puella	puellae
<b>accusative</b>	object (receiver)	puellam	puellas
<b>genitive</b>	<i>of the</i>	puellae	puellarum
<b>dative</b>	<i>to or for</i>	puellae	puellis
<b>ablative</b>	<i>by or with or from</i>	puella	puellis

All the nouns you have met which end in –a have a set of endings exactly like those of *puella*, above.

### §30 Second declension nouns in *-us*

---

Not surprisingly, the second family of nouns we are meeting is called the **SECOND DECLENSION**. Second declension nouns are easy to spot: they all end in *-us*.

The model noun we use for this declension is the word for a slave, *servus*.

***servus* = slave**

<b>case</b>	<b>job</b>	<b>singular</b>	<b>plural</b>
<b>nominative</b>	subject (doer)	<b>servus</b>	servi
<b>vocative</b>	person spoken to	serve	servi
<b>accusative</b>	object (receiver)	<b>servum</b>	<b>servos</b>
<b>genitive</b>	<i>of the</i>	servi	<b>servorum</b>
<b>dative</b>	<i>to or for</i>	servo	servis
<b>ablative</b>	<i>by or with or from</i>	servo	servis

The next vocabulary box consists of nouns whose endings are exactly the same as those of *servus*. As usual, you may be able to spot connections between some of these new words and words you already know in English.

<b>Vocabulary Box 13</b>	
food	cibus
friend	amicus
god	deus
horse	equus
master	dominus
slave	servus
son	filius
sword	gladius
wall	murus

## *Latin as an Honour 1*

There now follow some exercises to get you used to practising these new endings.

### **Exercise 30.1**

*Translate into Latin.*

1. Friends.
2. Horses.
3. Slaves.
4. Swords.
5. Walls.

### **Exercise 30.2**

*Translate into Latin.*

1. For food.
2. Of the master.
3. For the son.
4. Friends! (being spoken to)
5. With swords.

### **Exercise 30.3**

*Translate into Latin.*

1. Food.
2. To the friends.
3. To the friend.
4. Master! (spoken to)
5. With food.

### **Exercise 30.4**

*Translate into Latin.*

1. The master has a horse.
2. The master has horses.
3. The masters have food.
4. The masters have swords.
5. We do not have food.

**Exercise 30.5**

*Translate into Latin.*

1. The slaves listen-to (= *hear*) the master.
2. The slave is building wall.
3. The son has friends.
4. The horses run well.
5. The friend fears swords.

**Exercise 30.6**

*Translate into Latin.*

1. The friends praise the gods.
2. The slaves of the master run.
3. The master of the slave is shouting.
4. The slave gives food to the horse.
5. Masters never give food to slaves.

**Exercise 30.7**

*Translate into Latin.*

1. The friends love food.
2. The master frightens the slaves with a sword.
3. The slave shows the sword to (his) friend.
4. The slaves of the masters are holding spears.
5. We are fighting with the swords of friends.

**§31 Practising first and second declension nouns together**

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**Exercise 31.1**

*Translate into Latin.*

1. He likes food.
2. We fear the slaves.
3. They praise god.
4. You (plural) are drinking water.
5. They have swords.

**Exercise 31.2**

*Translate into Latin.*

1. You (singular) send money.
2. I have a son.
3. We are asking the gods.
4. He rules the land.
5. They like slave girls.

**Exercise 31.3**

*Translate into Latin.*

1. The slaves are drinking.
2. The sailors attack.
3. The farmers and horses are running.
4. The sailor and (his) son are hurrying.
5. The sailors and (their) friends are sailing.

**Exercise 31.4**

*Translate into Latin.*

1. Slaves love money.
2. Horses do not like walls.
3. The farmer is leading the horses.
4. The queen has a son and a daughter.
5. The inhabitants are holding spears and swords.

**Exercise 31.5**

*Translate into Latin.*

1. Gods do not fear girls.
2. The slave girl fears the master.
3. Slaves and slave girls like food.
4. The farmer has a sword and a spear.
5. The master and (his) friends are moving the money.

**TRIPLE STINKERS**

**Exercise 31.6**

*Translate into Latin.*

1. The horses of the farmer are always drinking water.
2. The queen never gives money to the slaves.
3. The master frightens the slave girls with swords.

**Exercise 31.7**

*Translate into Latin.*

1. The sons of the slave girl fear the master.
2. A crowd of slaves is attacking the island.
3. The slaves of the master often give food to the horse.

### **§32 Answering grammar questions**

---

One of the topics you will need to know for Common Entrance are the grammatical terms used to describe the various bits of the language. You should be familiar with many of these already from English or French – but you will find that you will need to go into much greater detail in Latin. It's as well to get used to answering these sorts of grammatical questions as soon as possible, so that you are well prepared for your exams at the end of Year 8.

Do you, for example, know what the following grammatical terms mean?

conjugation

person

number

case

subject

object

noun

verb

**Exercise 32.1**

*Translate into English.*

*Julius Caesar and his Romans attack the Britons.*

- |   |  |  |
|---|--|--|
| 1 | Britanni in <u>ora stant</u> . Romanos spectant.<br>Romanos timent. Romani, ubi gladios et<br>hastas et equos parant, <u>ad</u> Britannos<br>currunt. clamant. Romani et Britanni fortiter                         | ora = shore<br>sto = I stand<br><br>ad = towards   |
| 5 | et diu pugnant. Romani <u>multos</u> Britannos<br>necant. <u>tandem</u> Britanni, quod <u>fessi</u> sunt,<br><u>fugiunt</u> . Romani <u>iam laeti</u> sunt. quod bene<br>pugnant, Iulius Caesar <u>eos</u> laudat. | multos = many<br>tandem = finally<br>fessi = tired<br>fugio = I flee<br>iam = now<br>laeti = happy<br>eos = them |

**Exercise 32.2**

*Answer these questions. They are based on the passage above. Complete English sentences are not required.*

1. From the passage, give, in Latin, one example of each of the following:
  - a. a first conjugation verb;
  - b. a second conjugation verb;
  - c. a third conjugation verb;
  - d. an adverb.
2. **stant** (line 1). Explain the connection between this word and the English word *stationary*.
3. **spectant** (line 1). Give the person and number of this verb.
4. **Romanos** (line 2). Give the case of this noun.
5. **currunt** (line 4). Give the Latin subject of this verb.

Vocabulary Box 14	
finally	tandem
now	iam
I stand	sto (1)
I flee	fugio (4-ish)

### §33 Prepositions

---

Prepositions are little words – like *in*, *with*, *towards* – which go just in front of nouns. In other words, they are pre-positioned (geddit?).

In Latin, some prepositions have to be followed with nouns which have accusative endings, and other prepositions have to be followed by nouns which have ablative endings. Which prepositions take which endings will be made clear in wordlists.

In your reading passages we have already come across the following prepositional phrases:

in Britannia	in Britain	(in + ablative = in)
trans aquam	across the water	(trans + accusative = across)
in ora	on the shore	(in + ablative = on)
ad Britannos	towards the Britons	(ad + accusative = towards)

Vocabulary Box 15	
across	trans + accusative
against	contra + accusative
away from	a or ab + ablative
out of	e or ex + ablative
towards	ad + accusative
with (=in company with)	cum + ablative
in, on	in + ablative
into	in + accusative

Be very careful with the Latin preposition **in**: its meaning depends on the case of the word following it. Look at the following examples:

The girl is standing **on** the wall. puella **in muro** stat. (in + abl.)

The girl is running **into** the wall. puella **in murum** currit.(in + acc.)

Right. Lots of exercises practising prepositions coming up. When you are doing these exercises make sure you have your noun tables sheet in front of you – that's the one with all the endings of *puella* and *servus*.

### Exercise 33.1

1. Across the water.
2. Across the waters.
3. Towards the horse.
4. Towards the horses.
5. On the wall.
6. On the walls.
7. Away from the island.
8. Away from the islands.
9. Against the god.
10. Against the gods.

### Exercise 33.2

1. With friends.
2. Into the crowd.
3. Out of the land.
4. Towards the homeland.
5. With horses.
6. With the girls.
7. Away from the island.
8. Across the road.
9. On a horse.
10. Against the goddess.

### Exercise 33.3

1. The sailors are sailing towards the island.
2. The slave is sleeping on the road.
3. The slave girl is running towards the girls.
4. The poet never hurries across the road.
5. The slaves are fighting against the masters.

### Exercise 33.4

1. The horses are drinking water on the island.
2. The slave girls are preparing food in the road.
3. The slaves are leading horses into the road.
4. The master sends money to (*use ad + accusative*) his friends.
5. The poet often works with (*= in company with*) slave girls and slaves.

## TRIPLE STINKER

### Exercise 33.5

1. The slave girl always prepares food for the slaves of the island with (= *in the company of*) her friends.
2. The master of the homeland is sending a horse to(wards) the son of the god.
3. The slaves of the island are fighting against the masters with (= *by means of: use an ablative but without a cum!*) spears and swords.

### §34 Second declension nouns in -r

---

We have already met some second declension nouns ending in –us. These are words which go like *servus*.

Study the new tables (*boy*, *man* and *field*) below – see how similar they are to the table of *servus*. What are the differences?

<b>case</b>	<b>job</b>	<b>slave</b>	<b>boy</b>	<b>man</b>	<b>field</b>
<b>SINGULAR</b>					
<b>nom</b>	subject (doer)	<b>servus</b>	puer	vir	ager
<b>voc</b>	person spoken to	serve	puer	vir	ager
<b>acc</b>	object (receiver)	<b>servum</b>	puerum	virum	agrum
<b>gen</b>	<i>of the</i>	servi	pueri	viri	agri
<b>dat</b>	<i>to or for</i>	servo	puero	viro	agro
<b>abl</b>	<i>by or with or from</i>	servo	puero	viro	agro
<b>PLURAL</b>		<b>slaves</b>	<b>boys</b>	<b>men</b>	<b>fields</b>
<b>nom</b>	subject (doer)	servi	pueri	viri	agri
<b>voc</b>	person spoken to	servi	pueri	viri	agri
<b>acc</b>	object (receiver)	<b>servos</b>	pueros	viros	agros
<b>gen</b>	<i>of the</i>	<b>servorum</b>	puerorum	virorum	agrorum
<b>dat</b>	<i>to or for</i>	servis	pueris	viris	agris
<b>abl</b>	<i>by or with or from</i>	servis	pueris	viris	agris

#### Things to note:

- The endings of *puer*, *vir* and *ager* are the same as those of *servus*, except for the nominative and vocative singular.
- *puer* keeps its –e– all the way through.
- *ager* drops its –e– after the nominative and vocative singular.

Vocabulary Box 16	
field	ager
book	liber (goes like ager: drops its -e-)
teacher	magister (goes like ager: drops its -e-)
boy	puer
man	vir

## §35 Revision

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### Exercise 35.1

1. The boys sail.
2. You (singular) are a boy.
3. You (plural) fear teachers.
4. The teacher is sleeping.
5. We like books.

### Exercise 35.2

1. I do not like the teacher.
2. The boys are running.
3. The men are afraid.
4. You (singular) are holding a book.
5. Teachers often read.

### Exercise 35.3

1. The poet is reading a book.
2. Girls always like boys.
3. The man warns the teacher.
4. Farmers have fields.
5. The teacher frightens the man.

### Exercise 35.4

1. Farmers often work in fields.
2. We are giving a book to the boy.
3. I never write in books.
4. The horses are standing in the field.
5. Teachers never frighten boys and girls.

## TRIPLE STINKER

### Exercise 35.5

1. A crowd of slaves is frightening the boys with their swords.
2. Men never give food to slaves on the road.
3. The teacher of the boys is always reading books in the field.

### §36 Romulus and Remus (Part 1)

---

#### Exercise 36.1

Translate the following passage into good English.

*Amulius decides to take drastic action against Rhea's two little boys.*

- |  |   |
|--|---|
| 1 Rhea femina <u>pulchra</u> est. in Italia habitat. <u>duo</u>          | pulchra = beautiful<br>duo = two                |
| filios habet. filii sunt <u>parvi</u> . <u>pater</u> filiorum est deus   | parvi = small<br>pater = father                 |
| Mars. <u>sed</u> Rhea non <u>laeta</u> est. non <u>laeta</u> est quod    | sed = but<br>laeta = happy                      |
| <u>rex</u> patriae, Amulius, pueros <u>parvos</u> non amat.              | rex = king                                      |
| 5 Amulius deos magnopere timet. pueros igitur                            | parvos = small                                  |
| <u>necare</u> <u>constituit</u> . <u>nomina</u> puerorum <u>parvorum</u> | necare = to kill<br>constituo (3) = I<br>decide |
| sunt Romulus et Remus.   | nomina = names<br>parvorum = small              |

#### Exercise 36.2

- From the passage (Ex 36.1), give, in Latin, an example of:
  - a second conjugation verb;
  - a part of the verb 'to be';
  - a preposition;
  - an adverb;
  - a noun in the genitive case.
- Italia** (line 1). In which case is this noun? Why is this case used?
- habitat** (line 1). Give the person and number of this verb.
- timet** (line 5). Give the Latin object of this verb.

### §37 Infinitives: *to*-words

---

We came across the following sentence in the last reading passage:

pueros igitur **necare** constituit. *He therefore decides **to kill** the boys.*

The words highlighted in **bold underlined print** are called infinitives. Such words are *to*-words (e.g. **to** run, **to** laugh, **to** play). In Latin they usually end in **-re**.

Here is a table of the four verb groups (conjugations), and the irregular verb *to be*, showing their infinitives.

<b>Conjugation</b>	<b>Present</b>	<b>English</b>	<b>Infinitive</b>	<b>English</b>
1	amo	<i>I love</i>	am <b>ARE</b>	<i>to love</i>
2	moneo	<i>I warn</i>	mon <b>ERE</b>	<i>to warn</i>
3	rego	<i>I rule</i>	reg <b>ERE</b>	<i>to rule</i>
4	audio	<i>I hear</i>	aud <b>IRE</b>	<i>to hear</i>
irregular verb	sum	<i>I am</i>	esse	<i>to be</i>

Position: you will usually find these infinitives **just before the main verb** at the end of a Latin sentence.

They will come just in front of verbs of preparing, ordering, deciding and wanting. We've already met the verb *I prepare* – *paro* (1) – but the other three verbs will be new to you. Here they are:

<b>Vocabulary Box 17</b>	
I order	iubeo (2)
I decide	constituo (3)
I want	cupio (4-ish)

#### **Examples**

puella currere parat.

*The girl prepares **TO** run.*

dominus servum laborare iubet.

*The master orders the slave **TO** work.*

vir pugnare constituit.

*The man decides **TO** fight.*

puer scribere cupit.

*The boy wants **TO** write.*

**Exercise 37.1**

1. To live.
2. To see.
3. To drink.
4. To come.
5. To send.
6. To write.
7. To hold.
8. To enter.
9. To sleep.
10. To work.

**Exercise 37.2**

1. To look at.
2. To reply.
3. To run.
4. To read.
5. To fear.
6. To shout.
7. To build.
8. To move.
9. To lead.
10. To hurry.

**Exercise 37.3**

1. We are preparing to sing.
2. I want to shout.
3. We like to write.
4. They want to sleep.
5. You (singular) decide to drink.
6. I like to read.
7. They prepare to fight.
8. She prepares to reply.
9. They decide to fight.
10. He does not want to come.

**Exercise 37.4**

1. You (plural) prepare to attack.
2. She likes to shout.
3. He decides to come.
4. You (singular) want to run.
5. They like to drink.
6. We decide to listen.
7. He does not want to write.
8. She likes to read.
9. I am preparing to fight.
10. I do not want to ask.

**Exercise 37.5**

1. We order the slave to work.
2. They order the boy to fight.
3. He is ordering the poet to write.
4. You (sg) are ordering the horse to run.
5. I am ordering the farmers to attack.

**Exercise 37.6**

1. The master orders the slaves to work.
2. The teacher orders the boy to reply.
3. The boys order the girls to run.
4. The sailors order the friends to attack.
5. The queen orders the slave girl to hurry.

**TRIPLE STINKER**

**Exercise 37.7**

1. Girls never want to be sailors.
2. Masters are always ordering slaves to work in the fields.
3. The queen orders the slave girls to prepare the food well.

**§38 Vocabulary revision**

---

Amazingly, you should now have a vocabulary of about a hundred Latin words. Now is a good time to bring them all together into one place for easy reference. You will find it useful to refer back to these pages as we progress further.

Do you know them all?

Vocabulary Checklist

across	trans + acc.	I frighten	terreo (2)
against	contra + acc.	I give	do (1)
always	semper	I go in	intro (1)
and	et	I have	habeo (2)
anger	ira	I hear	audio (4)
arrow	sagitta	I hold	teneo (2)
away from	a/ab + abl.	I hurry	festino (1)
because	quod	I kill	neco (1)
book	liber	I lead	duco (3)
boy	puer	I like	amo (1)
bravely	fortiter	I listen	audio (4)
crowd	turba	I listen to	audio (4)
daughter	filia	I live	habito (1)
farmer	agricola	I look at	specto (1)
field	ager	I love	amo (1)
finally	tandem	I move	moveo (2)
food	cibus	I order	iubeo (2)
for a long time	diu	I overcome	supero (1)
friend	amicus	I praise	laudo (1)
girl	puella	I prepare	paro (1)
god	deus	I read, I choose	lego (3)
goddess	dea	I reply	respondeo (2)
greatly, very	magnopere	I rule	rego (3)
homeland	patria	I run	curro (3)
horse	equus	I sail	navigo (1)
I am	sum	I see	video (2)
I ask, I ask for	rogo (1)	I send	mitto (3)
I attack	oppugno (1)	I shout	clamo (1)
I build	aedifico (1)	I show	ostendo (3)
I call	voco (1)	I sing	canto (1)
I carry	porto (1)	I sleep	dormio (4)
I come	venio (4)	I stand	sto (1)
I decide	constituo (3)	I walk	ambulo (1)
I destroy	deleo (2)	I want	cupio (4-ish)
I drink	bibo (3)	I warn	moneo (2)
I enter	intro (1)	I watch	specto (1)
I fear	timeo (2)	I work	laboro (1)
I fight	pugno (1)	I write	scribo (3)
I flee	fugio (4-ish)	in, on	in + abl.

## *Latin as an Honour 1*

inhabitant	incola	son	filius
into	in + acc.	spear	hasta
island	insula	sword	gladius
land	terra	teacher	magister
man	vir	then, next	deinde
master	dominus	therefore	igitur
money	pecunia	towards	ad + acc.
never	numquam	wall	murus
not	non	water	aqua
now	iam	well	bene
often	saepe	what?	quid?
on	in + abl.	when	ubi
out of	e/ex + abl.	where?	ubi?
poet	poeta	who?	quis?
queen	regina	why?	cur?
road	via	with	cum + abl.
sailor	nauta	woman	femina
slave	servus		
slave girl	ancilla		

Using the vocabulary above, and your noun and verb tables, attempt the following.

**Exercise 38.1**

1. With swords.
2. We lead.
3. She replies.
4. Across the road.
5. We are.
6. I sing.
7. For money.
8. You (sg) attack.
9. They flee.
10. Books.

**Exercise 38.2**

1. He is writing.
2. Of arrows.
3. You (sg) see,
4. We are reading.
5. By food.
6. They are.
7. On a horse.
8. You (pl) move.
9. With friends.
10. We sleep.

§39 Romulus and Remus (Part 2)

---

Exercise 39.1

Translate the following passage into good English.

*Amulius' slaves carry out his cruel orders.*

- |    |   |   |
|----|---|---|
| 1  | Amulius, ubi Romulum et Remum videt, <u>iratus</u>                  | iratus = angry  |
|    | est. pueros <u>parvos</u> <u>statim</u> necare constituit.          | parvos = little<br>statim = immediately               |
|    | Amulius igitur servos vocat. servos pueros                          |   |
|    | <u>capere</u> iubet. servos pueros ad <u>fluvium</u> portare        | capio (4-ish) = I take,<br>capture<br>fluvius = river |
| 5  | iubet. servos pueros in aquam <u>iacere</u> iubet.                  | iacio (4-ish) = I throw                               |
|    | servi <u>tamen</u> pueros amant. Romulum et Remum                   | tamen = however                                       |
|    | necare non cupiunt. <u>sed</u> Amulium timent;                      | sed =but  |
|    | Amulium magnopere timent. pueros igitur                             |   |
|    | <u>capiunt</u> , <u>eos</u> ad fluvium portant, <u>eos</u> in aquam | eos = them  |
| 10 | iaciunt. deinde <u>discedunt</u> .                                  | discedo (3) = I depart                                |

**Exercise 39.2**

1. From the passage (Exercise 39.1 on the opposite page), give, in Latin, an example of:
  - a. an infinitive;
  - b. a preposition;
  - c. a conjunction.
  
2. **videt** (line 1). Give the Latin subject of this verb.
  
3. **vocat** (line 3). Give the Latin object of this verb.
  
4. **fluvium** (line 4). In which case is this noun? Why is this case used?
  
5. **cupiunt** (line 7). Give the person and number of this verb.
  
6. **portant** (line 9). Explain the connection between this word and the English word *portable*.

<b>Vocabulary 18</b>	
but	sed
however	tamen (usually the second word in a sentence)
immediately	statim
river	fluvius
I depart	discedo (3)
I take, I capture	capio (4-ish)
I throw	iacio (4-ish)

## §40 Second declension neuter nouns in -um

---

We have already met feminine nouns like *puella*, and masculine nouns like *servus*, *puer* and *ager*.

Latin has a third gender, called neuter (which means 'neither'). It is easy to spot neuter nouns – they end in **-um**.

Their endings are quite easy to learn, as you will see from the table below:

<b>case</b>	<b>job</b>	
<b>SINGULAR</b>		<i>war</i>
<b>nominative</b>	subject (doer)	<b>bellum</b>
<b>vocative</b>	person spoken to	<b>bellum</b>
<b>accusative</b>	object (receiver)	<b>bellum</b>
<b>genitive</b>	<i>of the</i>	<b>belli</b>
<b>dative</b>	<i>to or for</i>	<b>bello</b>
<b>ablative</b>	<i>by or with or from</i>	<b>bello</b>
<b>PLURAL</b>		<i>wars</i>
<b>nominative</b>	subject (doer)	<b>bella</b>
<b>vocative</b>	person spoken to	<b>bella</b>
<b>accusative</b>	object (receiver)	<b>bella</b>
<b>genitive</b>	<i>of the</i>	<b>bellorum</b>
<b>dative</b>	<i>to or for</i>	<b>bellis</b>
<b>ablative</b>	<i>by or with or from</i>	<b>bellis</b>

**Things to note:**

- The endings of the last three cases (genitive, dative and ablative) are the same as those of *servus*.
- The first three cases (nominative, vocative and accusative) are the same.
- Beware of neuter plurals ending in **-a**! They are often mistranslated as singulars, because people confuse them with feminine nouns like *puella*.

<b>Vocabulary Box 19</b>	
battle	proelium
danger	periculum
gold	aurum
help	auxilium
shield	scutum
sky	caelum
temple	templum
town	oppidum
war	bellum
wine	vinum
word	verbum

**Exercise 40.1**

1. With gold.
2. Of the temples.
3. With words.
4. With wine.
5. For battle.
6. By dangers.
7. With help.
8. Wines (subject).
9. With shields.
10. From the sky.

**Exercise 40.2**

1. Temples (object).
2. For the town.
3. Of war.
4. Of wines.
5. With a word.
6. Danger (subject).
7. Of the sky.
8. With words.
9. Of wine.
10. With a shield.

**Exercise 40.3**

1. The farmer is carrying a shield.
2. The farmer is carrying shields.
3. The farmers are carrying a shield.
4. The farmers are carrying shields.
5. Sailors like wines.

**Exercise 40.4**

1. The boys are drinking wine.
2. The boys are drinking wines.
3. The girl is looking at the temple.
4. The girl is looking at the temples.
5. The girls are look at the temples.

**Exercise 40.5**

1. The boys destroy the temples.
2. The slaves are holding shields.
3. The gods rule the sky.
4. The daughters ask for help.
5. The inhabitants destroy the towns.

**Exercise 40.6**

1. The master is sending help.
2. The slaves see the towns.
3. The boys are destroying the temple.
4. Women do not like wars.
5. Boys fear battles.

**Exercise 40.3**

1. The farmer is carrying a shield.
2. The farmer is carrying shields.
3. The farmers are carrying a shield.
4. The farmers are carrying shields.
5. Sailors like wines.

**Exercise 40.7**

1. The sailor likes the wine.
2. Sailors like wines.
3. The men are sending help.
4. The slave is moving the shields.
5. Battles frighten girls.
6. The master is preparing a shield and a spear.
7. The slaves are building towns and temples.
8. I do not fear the dangers of battle.
9. The girls are running out of the temple.
10. The boys are listening-to the words of the teacher.

**Exercise 40.8**

1. The man is writing a book in the temple.
2. The boys are carrying shields out of the town.
3. The poet sends books to(wards) the teacher.
4. The sailors are sailing out of danger.
5. Farmers often look at the sky in the fields.

**TRIPLE STINKER**

**Exercise 40.9**

1. The slaves decide to fight against the master with shields.
2. Inhabitants often ask for the help of the gods in temples.
3. With the help of the slaves we build towns.

## §41 Romulus and Remus (Part 3)

---

### Exercise 41.1

Translate the following passage into good English.

*Romulus and Remus are saved by the gods.*

- 1 Romulus et Remus in fluvio iam sunt. aquam magnopere timent. aqua alta eos per fluvium celeriter portat. pueri in magno periculo sunt. dei tamen, ubi pueros parvos in fluvio vident, eos
- 5 servare constituunt. undae pueros ad ripam portant et ibi ponunt. Romulus et Remus iam tuti sunt. in ripa dormiunt. ibi diu manent. sic dei Romulum et Remum servant.
- alta = deep  
eos = them  
celeriter = quickly  
magno = great, big  
parvos = small  
servo (1) = I save  
unda = wave  
ripa = bank (of river)  
ibi = there  
pono (3) = I put  
tuti = safe  
maneo (2) = I remain  
sic = thus, in this way

**Exercise 41.2**

1. From the passage (Exercise 41.1, on the opposite page) give, in Latin, an example of:
  - a. a preposition;
  - b. an adverb;
  - c. an infinitive.
  
2. **sunt** (line 1). Give the first person singular of this verb.
  
3. **timent** (line 2). Give the Latin object of this verb.
  
4. **ripam** (line 5). Give the case of this noun. Why is this case used?
  
5. **dormiunt** (line 7). Explain the connection between this word and the English word *dormitory*.
  
6. **manent** (line 7). Give the person and number of this verb.

<b>Vocabulary 20</b>	
bank (of river)	ripa
wave	unda
I put	pono (3)
I remain	maneo (2)
I save	servo (1)
quickly	celeriter
there	ibi
thus, in this way	sic

## §42 Adjectives in –us.

---

Adjectives are words which describe nouns. English examples are: small, happy, angry, beautiful, many, big, tired.

You may have spotted in recent reading passages some Latin adjectives, like:

magna (big), multi (many), laeti (happy), Romani (Roman), fessi (tired), pulchra (beautiful), iratus (angry).

An adjective in Latin has different endings, according to the noun which it is describing. More of this later. First, look at the different endings in the table of *bonus* (good) below. Where have you met these endings before?

		GENDER		
number	case	masculine	feminine	neuter
<b>SINGULAR</b>	nominative	bonus	bona	bonum
	vocative	bone	bona	bonum
	accusative	bonum	bonam	bonum
	genitive	boni	bonae	boni
	dative	bono	bonae	bono
	ablative	bono	bona	bono
<b>PLURAL</b>	nominative	boni	bonae	bona
	vocative	boni	bonae	bona
	accusative	bonos	bonas	bona
	genitive	bonorum	bonarum	bonorum
	dative	bonis	bonis	bonis
	ablative	bonis	bonis	bonis

### Things to note:

- The masculine endings are like those of *servus*.
- The feminine endings are like those of *puella*.
- The neuter endings are like those of *bellum*.

## Listings

When adjectives are listed in dictionaries or wordlists, you will find three words given – as below.

The first word is the nominative masculine singular;  
the second word is the nominative feminine singular ending;  
and the third word is the nominative neuter singular ending.

Here are some adjectives which behave like *bonus*:

Vocabulary Box 21	
angry	iratus, -a, -um
bad	malus, -a, -um
big	magnus, -a, -um
famous	clarus, -a, -um
good	bonus, -a, -um
happy	laetus, -a, -um
high, deep	altus, -a, -um
many	multi, -ae, -a (plural endings mostly)
safe	tutus, -a, -um
small, little	parvus, -a, -um

## 'Agreement'

An adjective must have the same gender, case and number as the noun it is describing. This is called 'agreement' – the adjective must agree with its noun. Study the following examples, and note that the adjective usually comes after the noun it is describing – though this is not always the case.

**servus iratus** clamat.     *The angry slave is shouting.*  
**servi irati** clamant.     *The angry slaves are shouting.*

**puella laeta** cantat.     *The happy girl is singing.*  
**puellae laetae** cantant.     *The happy girls are singing.*

**oppidum** est magnum.     *The town is big.*  
**oppida** sunt magna.     *The towns are big.*

### §43 Practising adjectives in –us.

---

#### Exercise 43.1

1. A small girl.
2. Small girls.
3. A famous man.
4. Famous men.
5. A bad word.
6. Bad words.
7. An angry master.
8. Angry masters.
9. A big temple.
10. Big temples.

#### Exercise 43.2

1. Good wines.
2. A safe island.
3. Safe islands.
4. A happy sailor.\*
5. Happy sailors.\*
6. The angry slave girl.
7. Angry slave girls.
8. Many boys. (put the Latin for 'many' first)
9. Many shields. (put the Latin for 'many' first)
10. Many arrows. (put the Latin for 'many' first)

Careful! – sailor in Latin is masculine, despite having endings like *puella*.

#### Exercise 43.3

1. The boy is small.
2. The boys are small.
3. The girl is small.
4. The girls are small.
5. The temple is big.

#### Exercise 43.4

1. I read many books.
2. He has an angry master.
3. We like the good queen.
4. They love good wines.
5. He has a small son.

#### Exercise 43.5

1. The little boys are carrying big shields.
2. Good slaves fear angry masters.
3. The angry goddess frightens the bad farmer.
4. Many teachers drink good wines.
5. The good slave likes the happy master.

**Exercise 43.6**

1. Many women are looking at the big temples.
2. The horse is walking in the deep river.
3. The sailors are attacking the island with many spears.
4. The words of the angry teacher are bad.
5. The poet gives help to the good boy.

## §44 Romulus and Remus (Part 4)

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### Exercise 44.1

Translate the following passage into good English.

*Romulus and Remus are helped by a she-wolf and a woodpecker.*

1 Romulus et Remus in ripa sunt. pueri aquam

bibunt, sed cibum non habent. in magno periculo

igitur adhuc sunt. prope fluvium habitat lupa.

lupa, ubi per ripam ambulat, subito pueros parvos

5 videt. eos servare constituit. Romulum et Remum

a ripa domum portat. lupa amicum bonum habet.

amicus est picus. lupa et picus pueros diu curant.

lupa lac, picus cibum Romulo et Remo dat. pueri

iam tuti et laeti sunt.

adhuc = still  
prope + acc. = near  
lupa = she-wolf  
per + acc. = along  
subito = suddenly  
eos = them

domum = (to) home

picus = woodpecker  
curo (1) = I look after  
lac = milk

iam = now, already

**Exercise 44.2**

1. From the passage (Exercise 44.1 on the opposite page), give, in Latin, an example of:
  - a. a preposition;
  - b. an infinitive;
  - c. an adverb.
2. **ripa** (line 1). In what case is this noun? Why is this case used?
3. **bibunt** (line 2). Give the Latin subject and the Latin object of this verb.
4. **sunt** (line 3). Give the first person singular of this verb.
5. **portat** (line 6). Give the person and number of this verb.

Vocabulary Box 22	
along	per + accusative
near	prope + accusative
now, already	iam
suddenly	subito

**Exercise 44.3**

1. The she-wolf is good.
2. The boys are now safe.
3. The boys are sleeping near the river.
4. The woodpecker has many friends.
5. The she-wolf gives milk to the boys.
6. The woodpecker gives food to the boys.
7. The boys like the food.
8. They like the she-wolf and the woodpecker.
9. The boys drink the milk of the she-wolf and eat the food of the woodpecker.
10. The boys are happy because they are not now in danger.

## §45 Verb Tenses

---

'Tense' means 'time', and refers to when an action (verb) takes place. Actions take place in future time, present time or past time.

All the verbs we have met so far describe actions which are going on at the moment; in other words, they are happening in the present:

e.g. ambulat. *He is walking.*  
dormiunt. *They are sleeping.*

These verbs are said to be in the **present tense**.

We are about to meet a couple of tenses which relate to actions taking place in the past. You will meet them a lot. The first of these tenses is called the **imperfect tense**.

## §46 The Imperfect Tense

---

This tense is not called the imperfect because there is something wrong with it.

'Imperfect' actually means 'incomplete' or 'not finished.' It describes a **continuous action or a habit in the past**.

Here are some English examples:

The boy was walking.  
The poets were writing.  
The slave used to work hard.

In Latin the personal endings of these verbs are:

-bam	I was doing / I used to do something
-bas	You were doing / You used to do something
-bat	He/She/It was doing/ He/She/It used to do something
-bamus	We were doing / We used to do something
-batis	You were doing / You used to do something
-bant	They were doing / used to do something

These endings are linked to the verb stems by a vowel or two, as you will see in the following table. The verb 'to be' of course is, as usual, irregular – but it's very common!

### The Imperfect Tense

person	number	English	1 amo loving	2 moneo warning
1st person	singular	<i>I was</i>	amabam	monebam
2nd person	singular	<i>You were</i>	amabas	monebas
3rd person	singular	<i>He was</i>	amabat	monebat
1st person	plural	<i>We were</i>	amabamus	monebamus
2nd person	plural	<i>You were</i>	amabatis	monebatis
3rd person	plural	<i>They were</i>	amabant	monebant
			3 rego ruling	4 audio hearing
1st person	singular	<i>I was</i>	regebam	audiebam
2nd person	singular	<i>You were</i>	regebas	audiebas
3rd person	singular	<i>He was</i>	regebat	audiebat
1st person	plural	<i>We were</i>	regebamus	audiebamus
2nd person	plural	<i>You were</i>	regebatis	audiebatis
3rd person	plural	<i>They were</i>	regebant	audiebant
			irregular verb sum was/were	key endings
1st person	singular	<i>I</i>	eram <i>I was</i>	<b>-bam</b>
2nd person	singular	<i>You</i>	eras <i>You were</i>	<b>-bas</b>
3rd person	singular	<i>He, She, It</i>	erat <i>He was</i>	<b>-bat</b>
1st person	plural	<i>We</i>	eramus <i>We were</i>	<b>-bamus</b>
2nd person	plural	<i>You</i>	eratis <i>You were</i>	<b>-batis</b>
3rd person	plural	<i>They</i>	erant <i>They were</i>	<b>-bant</b>

## **§47 Practising the imperfect tense**

---

### **Exercise 47.1**

1. He was living.
2. I was holding.
3. They were drinking.
4. You (sg) were sleeping.
5. We were.
6. They used to live.
7. She was moving.
8. We were reading.
9. You (pl) were coming.
10. He was.

### **Exercise 47.2**

1. They used to fight.
2. I was watching.
3. We were putting.
4. She was departing.
5. You (pl) were frightening.
6. They used to drink.
7. We were running.
8. He was listening.
9. You (sg) were leading.
10. They were ordering.

### **Exercise 47.3**

1. The sailors were fighting bravely.
2. The inhabitant was walking along the road.
3. The farmers were carrying shields.
4. The slave girl used to have money.
5. The boy was often drinking water.
6. The men were attacking the island.
7. The slaves were throwing arrows.
8. The farmers were not afraid of (= were not fearing) the gods.
9. Women did not used to like wars.
10. The girls used to like the farmer.

### **Exercise 47.4**

1. Why were the boys running?
2. The boys were running because they were afraid of the master.
3. The sailors often used to drink wine.
4. Farmers used to build roads quickly.
5. The inhabitants were holding many swords and many arrows.

**TRIPLE STINKER**

**Exercise 47.5**

1. Many sailors were sleeping on the big island.
2. The slaves were leading the small horses into the field.
3. The bad boy was frightening many girls with (his) big sword.

## §48 Romulus and Remus (Part 5)

---

### Exercise 48.1

Translate the following passage into good English. You will find lots of verbs in the imperfect tense in this: be careful to translate them accurately and sensibly.

- *A shepherd finds Romulus and Remus.*

1	Romulus et Remus cum <u>lupa</u> et <u>pico</u> diu <u>manserunt</u> . cibum <u>pici</u>  <u>consumebant</u> et <u>lac lupae</u> bibebant. <u>prope fluvium habitabat pastor</u> ,	lupa = she-wolf picus = woodpecker manserunt = (they) stayed  consumo (3) = I eat lac = milk  pastor = shepherd
5	<u>nomine</u> Faustulus. <u>uxor</u> Faustuli erat Acca. Faustulus et Acca in <u>casa</u> parva habitabant. Acca Faustulum amabat. Faustulus Accam amabat. <u>liberos</u> tamen non habebant. <u>olim</u>	nomine = named uxor = wife  casa = cottage
10	Faustulus, <u>dum</u> prope fluvium ambulat, pueros parvos in ripa <u>forte</u> <u>conspexit</u> . <u>attonitus</u> erat. ad <u>casam</u> <u>festinavit</u> . celeriter <u>cucurrit</u> . <u>mox</u> <u>casam intravit</u> .	liberi (pl) = children olim = one day/once upon a time  dum+ present tense = while  forte = by chance  conspexit = (he) caught sight of attonitus = amazed festinavit = he hurried cucurrit = he ran mox = soon intravit = he entered

**Exercise 48.2**

1. From the passage (Exercise 48.1 on the opposite page), give, in Latin, an example of:
  - a. an adverb;
  - b. a preposition;
  - c. a conjunction.
2. **lupa** (line 1). In what case is this noun? Why is this case used?
3. **consumebant** (line 3). Give the Latin object of this verb.
4. **Faustuli** (line 5). Give the case of this noun.
5. **erat** (line 5). Give the first person singular of the present tense of this verb.
6. **ambulat** (line 11). Give the tense of this verb.
7. **pueros** (line 11). Give the gender of this noun.

<b>Vocabulary Box 23</b>	
by chance	forte
I eat	consumo (3)
one day / once upon a time	olim
soon	mox

§49 Romulus and Remus (Part 6)

---

Exercise 49.1

Translate the following passage into good English.

*Faustulus and Acca save Romulus and Remus.*

- 1 Faustulus casam intravit. Accam vidit. ad  
Accam cucurrit. Accae clamavit: 'Acca,  
festina! veni statim! curre!'  
Acca Faustulum spectavit. Faustulo respondit:
- 5 'quid est, Faustule? cur clamas? responde!  
statim responde!'  
Faustulus omnia de pueris Accae narravit.  
'Acca, duo pueri in ripa sunt! pueri parvi sunt!  
in periculo sunt! veni! celeriter!'
- 10 Faustulus et Acca ad fluvium statim  
festinaverunt. ibi Romulum et Remum  
invenerunt. ad casam eos reportaverunt. sic  
Romulum et Remum servaverunt.
- casa = cottage  
intravit = (he) entered  
vidit = he saw  
cucurrit = he ran  
clamavit = he shouted  
spectavit = (she) looked at  
respondit = she replied  
omnia = everything  
de + abl = about  
narravit = (he) told  
duo = two  
festinaverunt = (they)  
hurried  
invenerunt = they found  
eos = them  
reportaverunt = they  
carried back  
servaverunt = they saved

Vocabulary Box 24	
about	de + ablative
I tell	narro (1)

## §50 Imperatives – giving orders

---

In §49 we came across Faustulus shouting to his wife:

Acca, festina! veni statim! curre!  
 Acca, hurry! Come immediately! Run!

The underlined words are parts of the verb called the **imperative**. Imperatives are used for giving orders to someone.

In Latin, giving orders to one person is expressed by a singular imperative; giving orders to more than one person is called a plural imperative.

Here is a table of imperatives for all the verb conjugations:

		<i>singular imperative</i>	<i>plural imperative</i>	<i>English</i>
1	amo (I like)	ama!	amate!	Like!
2	moneo (I warn)	mone!	monete!	Warn!
3	rego (I rule)	rege!	regite!	Rule!
4	audio (I listen, hear)	audi!	audite!	Listen!
4-ish*	capio (I take)	cape!	capite!	Take!
irregular	sum (I am)	es!	este!	Be!

(\*4-ish verbs, you will find, behave like 3rd conjugation verbs in some ways, but like 4th conjugation verbs in others.)

### Examples

audi, serve!      *Listen, slave!*      (singular imperative)  
 audite, servi!      *Listen, slaves!*      (plural imperative)

### Hints

The person being ordered will be in the vocative (person spoken to) case in Latin.

The person being ordered to do something will be separated from what he is being told to do by a comma. This comma is important – do not ignore it. *Boys run.* is different from *Boys, run!*

**Exercise 50.1**

1. Rule, queen!
2. Rule, queens!
3. Run, boy!
4. Run, boys!
5. Attack, friend!
6. Attack, friends!
7. Fight, slave!
8. Fight, slaves!
9. Sleep, girl!
10. Sleep, girls!

**Exercise 50.2**

1. Drink the wine, boy!
2. Drink the wine, boys!
3. Build a wall, slave!
4. Build a wall, slaves!
5. Prepare (your) spear, farmer!
6. Prepare (your) spears, farmers!
7. Fight well, friend!
8. Fight well, friends!
9. Enter the temple, goddess!
10. Enter the temple, goddesses!

**Exercise 50.3**

1. Prepare the shields, slaves!
2. Attack the town, sailors!
3. Throw the spears, farmers!
4. Take the money, boys!
5. Kill the inhabitants, sailors!

**Exercise 50.4**

1. Build a big wall, slave!
2. Choose a good book, boy!
3. Hear my words, queen!
4. Build a good road, slave!
5. Look at the great temple, girls!

**Exercise 50.5**

1. Come soon, friends!
2. Sing well, girls!
3. Reply immediately, boy!
4. Come quickly, master!
5. Depart immediately, boy!

**Exercise 50.6**

1. Stand on the wall, queen!
2. Sail away from the island, sailors!
3. Stay in the temple, girls!
4. Run across the road, boys!
5. Stay near the temple, girl!

**Exercise 50.7**

1. Always work well, boy!
2. Never shout, slaves!
3. Build many temples, girls!
4. Run quickly along the road, master!
5. Fight well in the battle, friend!

**Exercise 50.8**

1. Prepare the food well, slavegirl!
2. Eat the food quickly, boy!
3. Always read books, boys!
4. Always drink good wines, master!
5. Rule the land well, queen!

**TRIPLE STINKER**

**Exercise 50.9**

1. Lead the horses out of the fields, slaves!
2. Give food to the good slaves, master!
3. Always listen to the teacher's words, boys!

## §51 Romulus and Remus (Part 7)

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### Exercise 51.1

Translate the following passage into good English. You will find lots of imperfects in this: be careful to translate them sensibly.

*Romulus and Remus grow up but eventually  
decide to leave Acca and Faustulus.*

- |    |  |  |
|----|--|--|
| 1  | Romulus et Remus tuti iam erant. in <u>casa</u>                    | casa = cottage   |
|    | Accae et Faustuli diu <u>manserunt</u> . multos                    | manserunt = (they) stayed  |
|    | <u>annos</u> ibi <u>habitaverunt</u> . parvi pueri <u>iuvenes</u>  | annus = year<br>habitaverunt = they lived<br>iuvenes = young men |
|    | <u>validi</u> iam erant. <u>tandem</u> , quod oppidum              | validus = strong<br>tandem = at last, finally                    |
| 5  | <u>suum novum</u> aedificare <u>cupiverunt</u> , a <u>casa</u>     | suus = their own<br>novus = new<br>cupiverunt = they wanted      |
|    | discedere <u>constituerunt</u> . ubi igitur ad Accam               | constituerunt = they decided                                     |
|    | et Faustulum <u>appropinquaverunt</u> , Romulus                    | appropinquaverunt = they approached                              |
|    | <u>haec</u> verba <u>eis</u> <u>dixit</u> :                        | haec = these<br>eis = to them<br>dixit = (he) said               |
|    | 'Acca et Faustule, <u>nos vos</u> , <u>ut</u> bene <u>scitis</u> , | nos = we<br>vos = you (accusative)<br>ut = as                    |
| 10 | magnopere amamus. sed discedere                                    | scio (4) = I know  |
|    | cupimus. oppidum <u>novum</u> aedificare                           |  |
|    | cupimus. oppidum <u>nostrum</u> magnum et                          | noster = our<br>pulcher = beautiful                              |
|    | <u>pulchrum</u> et <u>notum erit</u> .'                            | notus = well known<br>erit = (it) will be                        |

Vocabulary Box 25	
beautiful	pulcher, pulchra, pulchrum
his, her, their (own)	suus, -a, -um
new	novus, -a, -um
our	noster, nostra, nostrum
strong	validus, -a, -um

### Exercise 51.2

1. From the passage (Exercise 51.1 on the opposite page), give, in Latin, an example of:
  - a. an adverb;
  - b. an infinitive;
  - c. a preposition.
2. **erant** (line 1). In what tense is this verb? Give the first person singular of the present tense of this verb.
3. **Accae** (line 2). Give the case of this noun.
4. **annos** (line 3). Explain the connection between this Latin word and the English word *annual*.
5. **dixit** (line 8). Give the Latin subject and the Latin object of this verb.

## §52 The Perfect Tense

---

I hope you remember the imperfect tense (the one with the *-bam, -bas, -bat, -bamus, -batis, -bant* endings) and that it indicates a continuous action in the past, e.g. *He was laughing, They were playing, I used to run*. Imperfect means 'not completed'.

We have already met verbs like:

respondit	<i>He replied</i>
cucurrit	<i>He ran</i>
habitaverunt	<i>They lived</i>
cupiverunt	<i>They wanted</i>

These verbs describe a single, one-off event which happened in the past. This is the **Perfect Tense**. 'Perfect' means 'completed.' You will meet this tense more than any other in your reading of Latin stories.

In Latin the personal endings are:

-i	I (did something)
-isti	You (singular) (did something)
-it	He /She / It (did something)
-imus	We (did something)
-istis	You (plural) (did something)
-erunt	They (did something)

It is easy to spot these perfect tense endings when translating out of Latin, but it is not so easy going in to Latin. The endings are the same, but the front bit of the verb (the 'stem' – the bit you have to stick the ending on to) is not always obvious.

Study the table of the perfect tenses of all the conjugations on the next page, and you'll see what I mean.

The Perfect Tense

			<b>1</b> <b>amo</b>	<b>2</b> <b>moneo</b>
<b>person</b>	<b>number</b>	<b>English</b>	<b>loved</b>	<b>warned</b>
1st person	singular	<i>I</i>	amavI	monuI
2nd person	singular	<i>You</i>	amavISTI	monuISTI
3rd person	singular	<i>He/She/It</i>	amavIT	monuIT
1st person	plural	<i>We</i>	amavIMUS	monuIMUS
2nd person	plural	<i>You</i>	amavISTIS	monuISTIS
3rd person	plural	<i>They</i>	amavERUNT	monuERUNT
			<b>3</b> <b>rego</b>	<b>4</b> <b>audio</b>
<b>person</b>	<b>number</b>	<b>English</b>	<b>ruled</b>	<b>heard</b>
1st person	singular	<i>I</i>	rexi	audivI
2nd person	singular	<i>You</i>	rexiISTI	audivISTI
3rd person	singular	<i>He/She/It</i>	rexiT	audivIT
1st person	plural	<i>We</i>	rexiMUS	audivIMUS
2nd person	plural	<i>You</i>	rexiISTIS	audivISTIS
3rd person	plural	<i>They</i>	rexiERUNT	audivERUNT
			<b>irregular verb</b> <b>sum</b>	<b>key</b> <b>endings</b>
<b>person</b>	<b>number</b>	<b>English</b>	<b>was/were</b>	
1st person	singular	<i>I</i>	ful <i>I was</i>	<b>-I</b>
2nd person	singular	<i>You</i>	fulISTI <i>You were</i>	<b>-ISTI</b>
3rd person	singular	<i>He/She/It</i>	fulT <i>He was</i>	<b>-IT</b>
1st person	plural	<i>We</i>	fulIMUS <i>We were</i>	<b>-IMUS</b>
2nd person	plural	<i>You</i>	fulISTIS <i>You were</i>	<b>-ISTIS</b>
3rd person	plural	<i>They</i>	fuERUNT <i>They were</i>	<b>-ERUNT</b>

You will see that the perfect stems (front bits) of the verb conjugations are not what you might expect:

- 1 amav- NOT am-
  - 2 monu- NOT mon- or mone-
  - 3 rex- NOT reg-
  - 4 audiv- NOT aud- or audi-
- to be: very strange, as usual!

How are you supposed to know what these irregular perfect stems are? Well, you just have to look them up, and try to memorise them. Which brings us to the topic of looking up verbs in wordlists and dictionaries.

### §53 Looking up verbs: principal parts

---

So far in this book a number in brackets after the first person singular (the /-form) of the verb tells you which conjugation that verb belongs to.

So:

neco (1) I kill      The (1) tells you that this verb behaves like *amo*.  
habeo (2) I have    The (2) tells you that this verb behaves like *moneo*.  
curro (3) I run     The (3) tells you that this verb behaves like *rego*.  
venio (4) I come    The (4) tells you that this verb behaves like *audio*.

From now on, more information will be given to you about each verb you come across. You will be given **three** pieces of information, then the conjugation number, then the English meaning. These are called the **Principal Parts** of the verb ('principal' means 'main'). If you know all this information about a Latin verb you will be able to work out all the different parts of it. Here are some examples:

amo, amare, amavi (1)	I like
moneo, monere, monui (2)	I warn
rego, regere, rexi (3)	I rule
audio, audire, audivi (4)	I hear
sum, esse, fui (irreg.)	I am

Now the explanation of these three principal parts.

1st word: (will usually end on -o): 1st person singular, present tense.

2nd word: (will usually end in -re): the infinitive, or *to*-word.

3rd word: (will end in -i): 1st person singular, perfect tense.

So, the third principal part, ending in -i, is the start of the perfect tense.

If you remove this final -i you are left with the **perfect stem**, onto which you can add the various perfect endings (-i, -isti, -it, -imus, -istis, -erunt).

## §54 Practising the Perfect Tense

---

The exercises below are based on the principal parts of these verbs:

I am	sum, esse, <b>fui</b> (irreg.)
I capture	capio, capere, <b>cepi</b> (4-ish)
I fight	pugno, pugnare, <b>pugnavi</b> (1)
I give	do, dare, <b>dedi</b> (1)
I hear	audio, audire, <b>audivi</b> (4)
I lead	duco, ducere, <b>dux</b> (3)
I like	amo, amare, <b>amavi</b> (1)
I remain	maneo, manere, <b>mansi</b> (2)
I rule	rego, regere, <b>rex</b> (3)
I run	curro, currere, <b>cucurri</b> (3)
I send	mitto, mittere, <b>misi</b> (3)

### Reminder

The third principal part, ending in –i, starts off that verb's perfect tense.

Take away that final -i and you are left with the perfect stem: this is what you add each of the six personal endings on to!

#### Exercise 54.1

1. I ran.
2. You (sg) captured.
3. She led.
4. You (pl) ruled.
5. He gave.
6. They remained.
7. We ran.
8. He warned.
9. We sent.
10. They were.

#### Exercise 54.2

1. We gave.
2. We led.
3. He ran.
4. You (sg) warned.
5. He was.
6. He remained.
7. They ran.
8. You (pl) gave.
9. They fought.
10. She ruled.

**Exercise 54.3**

1. The horse ran quickly.
2. The slaves remained for a long time.
3. The queen ruled well.
4. The boys were good.
5. The man sent money.
6. The sailors liked the queen.
7. The master warned the slaves.
8. The slaves captured the girl.
9. The slave girl liked dangers.
10. Inhabitants ruled the land.

**Exercise 54.4**

1. The boys remained on the bank for a long time.
2. The master gave money to the slaves.
3. The woman warned the boys about the dangers.
4. The slaves sent wine to the master.
5. The sailor led the horse out of the field.

**TRIPLE STINKER**

**Exercise 54.5**

1. Many women gave money to the good master.
2. The slaves of the master were angry and bad.
3. The little boys ran quickly out of the big temple of the gods.

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## §55 Romulus and Remus (Part 8)

---

### Exercise 55.1

Translate the following passage into good English. You will find lots of perfect tenses in this: be careful to translate them sensibly.

*Romulus and Remus say farewell to Acca and Faustulus.*

- 1 Acca et Faustulus, ubi verba Romuli  
audiverunt, inter se spectaverunt. miseri  
erant. Faustulus tandem pueris respondit:  
'pueri cari, ego et Acca, ut bene scitis, vos  
5 magno amamus. nos miseri sumus quod  
vos discedere et oppidum vestrum aedificare  
cupitis. intellegimus tamen. valete!  
ubi Faustulus haec verba Romulo et Remo  
dixit, pueri et Acca et Faustulus inter se  
10 amplexi sunt. omnes miseri erant. tandem  
tamen Romulus et Remus discesserunt.
- inter se = each other  
miser = miserable,  
unhappy  
carus = dear  
ego = I  
ut = as  
scio (4) = I know  
vos = you  
nos = we  
vester = your  
intellego (3) = I understand  
valete! = Goodbye!  
haec = these  
dixit = (he) said  
amplexi sunt = (they)  
hugged  
omnes = all/everyone

Vocabulary Box 26	
dear	carus, -a, -um
miserable, unhappy	miser
your (plural)	vester

**Exercise 55.2**

1. From the passage (Exercise 55.1 on the opposite page), give, in Latin, an example of:
  - a. a neuter noun;
  - b. an infinitive;
  - c. an adverb.
2. **verba** (line 1). In what case is this noun? Why is this case used?
3. **erant** (line 3). Give the first person singular of the present tense of this verb.
4. **cupitis** (line 7). Give the person and number of this verb.
5. **Romulo** (line 8). Give the case of this noun.
6. **dixit** (line 9). Give the Latin subject of this verb.

## §56 More about Principal Parts

---

Reminder:

Principal parts of a verb are set out like this:

	amo,	amare,	amavi	(1)	I love
English meanings:	<i>I love</i>	<i>to love</i>	<i>I loved</i>		
	(present)	(infinitive)	(perfect)		

Here are the principal parts of the remainder of the verbs you have met so far. They are arranged by conjugation. You may be able to spot some patterns or similarities which will make them easier to learn by heart.

### First Conjugation

aedifico	aedificare	aedificavi	(1)	I build
ambulo	ambulare	ambulavi	(1)	I walk
canto	cantare	cantavi	(1)	I sing
clamo	clamare	clamavi	(1)	I shout
festino	festinare	festinavi	(1)	I hurry
habito	habitare	habitavi	(1)	I live
intro	intrare	intravi	(1)	I enter, go in
laudo	laudare	laudavi	(1)	I praise
narro	narrare	narravi	(1)	I tell
navigo	navigare	navigavi	(1)	I sail
neco	necare	necavi	(1)	I kill
oppugno	oppugnare	oppugnavi	(1)	I attack
paro	parare	paravi	(1)	I prepare
porto	portare	portavi	(1)	I carry
rogo	rogare	rogavi	(1)	I ask, ask for
servo	servare	servavi	(1)	I save
specto	spectare	spectavi	(1)	I look at, watch
supero	superare	superavi	(1)	I overcome
voco	vocare	vocavi	(1)	I call

It's easy to spot the pattern here. Most first conjugation verbs behave like those above. The one tricky one we've come across so far is:

do	dare	dedi	(1)	I give
----	------	------	-----	--------

---

### Second Conjugation

deleo	delere	delevi	(2)	I destroy
habeo	habere	habui	(2)	I have
moneo	monere	monui	(2)	I warn
moveo	movere	movi	(2)	I move
respondeo	respondere	respondi	(2)	I reply
teneo	tenere	tenui	(2)	I hold
terreo	terrere	terruī	(2)	I frighten
timeo	timere	timui	(2)	I fear
video	videre	vidi	(2)	I see

---

### Third Conjugation

bibo	bibere	bibi	(3)	I drink
consumo	consumere	consumpsi	(3)	I eat
discedo	discedere	discessi	(3)	I depart
lego	legere	legi	(3)	I read, choose
ostendo	ostendere	ostendi	(3)	I show
pono	ponere	posui	(3)	I put
scribo	scribere	scripsi	(3)	I write

---

### Fourth Conjugation

dormio	dormire	dormivi	(4)	I sleep
venio	venire	veni	(4)	I come
cupio	cupere	cupivi	(4-ish)	I want
fugio	fugere	fugi	(4-ish)	I flee
iacio	iacere	ieci	(4-ish)	I throw

As you may have spotted by now, 4-ish verbs go like 3rd conjugation verbs in some ways, and 4th conjugation verbs in others. Some text books call them 'mixed conjugation' verbs and refer to them as (M), others refer to them as 5th conjugation (5), and others as 3<sup>1/2</sup>! This is explained in greater detail later (§66, page 124).

This may be a lot to take in at once. Don't panic! With practice and the repeated looking up of verbs in this book or in the Common Entrance vocabulary booklet you will soon become familiar with some of the trickier perfect tenses.

The key is: don't guess – take the trouble to look it up!

## **§57 Practising Principal Parts**

---

You will need to look up the correct parts of the verbs here, using this book or the Common Entrance vocabulary booklet. Do not guess!

### **Exercise 57.1**

1. We sang.
2. They replied.
3. You (sg) wrote.
4. He slept.
5. We threw.
6. You (pl) fled.
7. They wanted.
8. He put.
9. We moved.
10. They gave.

### **Exercise 57.2**

1. He gave.
2. They destroyed.
3. You (sg) held.
4. He saw.
5. We ate.
6. They departed.
7. I have read.
8. You (pl) slept.
9. They fled.
10. We attacked.

### **Exercise 57.3**

1. The slaves destroyed the temples.
2. The slave girls ate the food.
3. The master praised the slave.
4. The poets wrote books.
5. The teacher frightened the boys.

### **Exercise 57.4**

1. The farmers threw spears.
2. The horse drank water.
3. The slave moved the arrows.
4. The inhabitant read a book.
5. The girls praised the horses.

**§58 Adjectives in –er.**

---

You have already met the adjective *bonus* – 'good'.

Two further groups of adjectives behave in more or less the same way, except that their masculine endings go like *puer* or *ager*.

Compare these two tables:

**miser, misera, miserum = miserable**  
(this keeps the letter e throughout, like *puer*)

		GENDER		
NUMBER	CASE	masculine	feminine	neuter
SINGULAR	nominative	miser	misera	miserum
	vocative	miser	misera	miserum
	accusative	miserum	miseram	miserum
	genitive	miseri	miserae	miseri
	dative	misero	miserae	misero
	ablative	misero	misera	misero
	PLURAL	nominative	miseri	miserae
vocative		miseri	miserae	misera
accusative		miseros	miseras	misera
genitive		miserorum	miserarum	miserorum
dative		miseris	miseris	miseris
ablative		miseris	miseris	miseris

**pulcher, pulchra, pulchrum = beautiful**  
 (this drops the letter e after the vocative singular, just like *ager*)

		GENDER		
NUMBER	CASE	masculine	feminine	neuter
<b>SINGULAR</b>	<b>nominative</b>	pulcher	pulchra	pulchrum
	<b>vocative</b>	pulcher	pulchra	pulchrum
	<b>accusative</b>	pulchrum	pulchram	pulchrum
	<b>genitive</b>	pulchri	pulchrae	pulchri
	<b>dative</b>	pulchro	pulchrae	pulchro
	<b>ablative</b>	pulchro	pulchra	pulchro
<b>PLURAL</b>	<b>nominative</b>	pulchri	pulchrae	pulchra
	<b>vocative</b>	pulchri	pulchrae	pulchra
	<b>accusative</b>	pulchros	pulchras	pulchra
	<b>genitive</b>	pulchrorum	pulchrarum	pulchrorum
	<b>dative</b>	pulchris	pulchris	pulchris
	<b>ablative</b>	pulchris	pulchris	pulchris

Adjectives which behave like *pulcher* are:

noster, nostra, nostrum = *our*  
 vester, vestra, vestrum = *your (plural)*  
 sacer, sacra, sacrum = *sacred*

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## §59 Romulus and Remus (Part 9)

---

### Exercise 59.1

Translate the following passage into good English.

*The gods give Romulus and Remus some guidance.*

- 1 Romulus et Remus ad fluvium venerunt. multi amici quoque aderant. nomen fluvii erat Tiberis. pueri et socii oppidum novum in hoc loco aedificare constituerunt. prope fluvium
- 5 erant septem montes. Romulus primum montem, Remus secundum montem ascendit. pueri iam fessi erant. hic steterunt et signum deorum expectaverunt. non diu expectaverunt. Remus sex aquilas in caelo
- 10 conspexit. ubi aquilas vidit, laetus erat. risit. deinde Romulus duodecim aquilas in caelo conspexit. ubi aquilas vidit, laetus erat. risit.
- quoque = also  
adsum = I am present  
nomen = name  
Tiberis = the Tiber  
socius, -i m. = ally  
hoc = this  
locus, -i m. = place  
septem = seven  
montes = mountains  
primum = first  
montem = mountain  
secundus = second  
ascendo, -ere, ascendi (3) = I go up, climb  
fessus = tired  
hic = here  
sto, stare, steti (1) = I stand  
signum, -i n. = signal  
expecto (1) = I wait for  
sex = six  
aquila, -ae f. = eagle  
conspicio, -ere, conspexi (4-ish) = I catch sight of  
rideo, ridere, risi (2) = I laugh  
duodecim = twelve

### Vocabulary Box 27

ally	socius, -i m.
here	hic
I am present/here	adsum, adesse, adfui (see §60 below)
I am away/not present	absum, abesse, afui (see §60 below)
I laugh/laugh at	rideo, ridere, risi (2)
I stand	sto, stare, steti (1)
tired	fessus, -a, -um

**Exercise 59.2**

1. From the passage (Exercise 59.1 on the opposite page), give, in Latin, an example of:
  - a. a preposition;
  - b. an infinitive;
  - c. an adverb.
2. **venerunt** (line 1). Give the person, number and tense of this verb.
3. **loco** (line 3). In what case is this noun? Why is this case used?
4. **steterunt** (line 7). Give the first person singular of the present tense of this verb.
5. **conspexit** (line 9). Give the Latin subject of this verb.

**§60 sum, adsum and absum**

---

You have already met (§22) the irregular verb *to be* – *sum, esse, fui*.

Two other verbs go just like it, the only change being the addition of two letters at the front:

I am present / here	adsum, adesse, adfui
I am absent / away / not here	absum, abesse, afui

**Examples**

multi amici aderant.	<i>Many friends were present.</i>
multi amici aberant.	<i>Many friends were away.</i>

**Exercise 60.1**

1. My friend is present.
2. My friend is absent.
3. I was away for a long time.
4. My friends were away.
5. Who is here?
6. Boys and girls are here.
7. Many men were present in the temple.
8. We were not present.
9. We are here.
10. Why are the boys not present?

## §61 Cardinal and Ordinal Numbers

---

The cardinal numbers are what we would call the 'normal' numbers. Here are the Latin cardinal numbers from one to ten.

### Cardinal Numbers

unus	one
duo	two
tres	three
quattuor	four
quinque	five
sex	six
septem	seven
octo	eight
novem	nine
decem	ten

The ordinal numbers express the order in which they occur. Here are the ordinal numbers from first to tenth.

### Ordinal Numbers

primus, -a, -um	first
secundus, -a, -um	second
tertius, -a, -um	third
quartus, -a, -um	fourth
quintus, -a, -um	fifth
sextus, -a, -um	sixth
septimus, -a, -um	seventh
octavus, -a, -um	eighth
nonus, -a, -um	ninth
decimus, -a, -um	tenth

Ordinal numbers are adjectives and behave like your table of *bonus*. So:

The first boy.	<i>puer primus.</i>	(masculine)
The first girl.	<i>puella prima.</i>	(feminine)
The first war.	<i>bellum primum.</i>	(neuter)

§62 Romulus and Remus (Part 10)

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Exercise 62.1

Translate the following passage into good English.

*The gods give Romulus and Remus some guidance.*

- |  |  |
|--|--|
| 1 Romulus <u>haec</u> verba Remo <u>dixit</u> :<br><br>'Reme, <u>aquilasne</u> vidisti? <u>ego</u> <u>duodecim</u><br><br><u>aquilas</u> vidi. <u>tu modo</u> sex vidisti. in <u>hoc</u><br><br><u>loco</u> igitur oppidum nostrum novum<br><br>5 aedificare <u>debemus</u> . <u>hic</u> locus <u>sacer</u> est.'<br><br>Remus, ubi verba Romuli audivit, iratus<br><br>erat. Romulo respondit:<br><br>' <u>esne insanus</u> , Romule? <u>ego</u> sex <u>aquilas</u><br><br><u>meas</u> vidi <u>antequam</u> <u>tu</u> <u>duodecim</u> <u>aquilas</u><br><br>10 <u>tuas</u> vidisti. <u>ego</u> igitur, non <u>tu</u> , oppidum<br><br>novum <u>facere</u> <u>debeo</u> .'<br><br>pueri non laeti erant. <u>itaque</u> Romulus et<br><br>Remus et socii inter <u>se</u> <u>disputabant</u> . | haec = these<br>dico, -ere, dixi (3) = I say<br>aquila = eagle<br>-ne = <i>turns the sentence into a question</i><br>ego = I<br>duodecim = twelve<br>tu = you<br>modo = only<br>hoc = this<br>locus, -i m. = place<br>debeo, -ere, debui (2) = I must, ought, have to<br>hic = this<br>sacer = sacred, holy<br><br>insanus, -a, -um = mad<br>meus, -a, -um = my<br>antequam = before<br>tuus, -a, -um = your<br><br>facio, -ere, feci (4-ish) = I make, do, build<br><br>itaque = and so<br>se = themselves<br>disputo (1) = I argue |
|--|--|

Vocabulary Box 28	
and so	itaque
I make, I do	facio, -ere, feci (4-ish)
I say	dico, -ere, dixi (3)
my	meus, -a, -um
place	locus, -i m.
your (singular)	tuus, -a, -um
(question)	-ne?

### Exercise 62.2

1. From the passage (Exercise 62.1 on the opposite page), give, in Latin, an example of:
  - a. a cardinal number;
  - b. an infinitive;
  - c. an adjective.
2. **Remo** (line 1). In what case is this noun?
3. **vidisti** (line 2). Give the tense of this verb.
4. **audivit** (line 6). Give the Latin subject and the Latin object of this verb.
5. **erat** (line 7). Give the first person singular of the present tense of this verb.
6. **vidi** (line 9). Give the person and number of this verb.

## §63 You and I

---

You will find these words referred to in grammar books as first person pronouns (*I, we*) and second person pronouns (*You*).

### Personal Pronouns

		<i>first person</i>		<i>second person</i>	
<b>SINGULAR</b>	nominative	ego	<i>I</i>	tu	<i>you</i>
	accusative	me	<i>me</i>	te	<i>you</i>
<b>PLURAL</b>	nominative	nos	<i>we</i>	vos	<i>you</i>
	accusative	nos	<i>us</i>	vos	<i>you</i>

The nominatives of these pronouns are sometimes used to add extra emphasis or to point out a contrast.

### Examples:

puella servum vidit. ego servum non vidi.  
*The girl saw the slave. **I** did not see the slave.*

ego ambulo, sed tu curris.  
***I** am walking, but **you** are running.*

vos discedebatis, nos manebamus.  
***You** were departing, **we** were staying.*

### Exercise 63.1

1. The girl likes me.
2. The master likes us.
3. I like you (singular).
4. They like us.
5. They do not like you (plural).
6. The queen is watching us.
7. The master hears you (singular).
8. The poet praises you (plural).
9. The master is ordering us.
10. I am asking you (singular).

**Exercise 63.2**

1. You (plural) ran, we walked.
2. I had spears, you (singular) had arrows.
3. I like you (singular), but you (singular) do not like me.
4. The master saw you (plural), but he did not see us.
5. You (singular) remained, but we departed.

**TRIPLE STINKER**

**Exercise 63.3**

1. The bad master ordered me to kill the slave with a big sword.
2. With the help of the gods you (singular) and I built a new town on the beautiful island.
3. The slaves are fighting against us. Prepare your spears and arrows, men!

## §64 Open Questions

---

An open question is a question which expects the answer *yes* or *no*.

In English, a statement is often turned into an open question by altering the word order and adding a question mark at the end.

### Examples

Statement	Question
He is walking.	Is he walking?
We were laughing.	Were we laughing?
They saw.	Did they see?

In Latin, to change a statement into an open question you do two simple things:

1. Add **-ne** to the end of the **first** word in the Latin sentence.
2. Add a question mark at the end of the sentence.

Easy, or what?

### Examples

Statement	Question
ambulat. <i>He is walking.</i>	ambulatne? <i>Is he walking?</i>
puellae ridebant. <i>The girls were laughing.</i>	puellaene ridebant? <i>Were the girls laughing?</i>
Romulus aquilam vidit. <i>Romulus saw an eagle.</i>	Romulusne aquilam vidit? <i>Did Romulus see an eagle?</i>

**Exercise 64.1**

1. Are they laughing?
2. Is he singing?
3. Are we attacking?
4. Are you (singular) coming?
5. Was he writing?
6. Were they sleeping?
7. Were we sailing?
8. Did you (singular) see?
9. Did they fight?
10. Did he remain?

**Exercise 64.2**

1. Are the girls laughing?
2. Is the master sleeping?
3. Were the slaves playing?
4. Was the friend coming?
5. Did the men depart?
6. Was the son listening?
7. Did the boy laugh?
8. Were the horses afraid?
9. Did the farmers attack?
10. Is the daughter drinking?

**Exercise 64.3**

1. Does the boy love the girl?
2. Did the teacher eat the food?
3. Were the slaves drinking wine?
4. Did the slaves build a temple?
5. Were the men carrying shields?

**Exercise 64.4**

1. Do girls always like boys?
2. Did the farmer lead the horses into the field?
3. Are the girls hurrying along the road?
4. Did the farmers stay in the field for a long time?
5. Was the slave carrying water out of the temple?

**TRIPLE STINKER**

**Exercise 64.5**

1. Did you (singular) see the beautiful girl in town yesterday?
2. Did the master's angry slaves destroy many temples?
3. Did the teacher say many angry words to the bad boys?

(This page is intentionally content free)

§65 Romulus and Remus (Part 11)

---

Exercise 65.1

Translate the following passage into good English.

*An argument has deadly results.*

- |    |  |  |
|----|--|--|
| 1  | Romulus et Remus <u>disputabant</u> . Remus et socii                   | disputo (1) = I argue                                  |
|    | muros novos in <u>monte Aventino</u> aedificare                        | monte Aventino = the Aventine Hill                     |
|    | constituerunt. Romulus et socii muros in <u>monte</u>                  | monte Palatio = the Palatine Hill                      |
|    | <u>Palatio</u> aedificare constituerunt. olim Remus                    |  |
| 5  | oppidum Romuli <u>visitavit</u> . ad muros Romuli venit.               | visito (1) = I visit                                   |
|    | <u>muri</u> Romuli <u>adhuc</u> parvi erant. Remus muros               | adhuc = still  |
|    | Romuli spectavit. deinde risit. ad Romulum <u>etiam</u>                | etiam = even   |
|    | cucurrit et <u>haec</u> verba clamavit: ' <u>hi</u> muri <u>minimi</u> | haec/hi = these  |
|    | sunt. numquam oppidum bene <u>protegent</u> .'                         | minimi = very small<br>protegent = (they) will protect |
| 10 | Romulus, ubi verba Remi audivit, magnopere                             |  |
|    | iratus erat. gladium subito cepit. ad Remum                            |  |
|    | cucurrit. <u>eum</u> gladio necavit.                                   | eum = him  |

**Exercise 65.2**

1. From the passage (Exercise 65.1 on the opposite page), give, in Latin, an example of:
  - a. an adjective;
  - b. a part of the verb *to be*;
  - c. an adverb.
2. **aedificare** (line 2). What name is given to this part of the verb?
3. **visitavit** (line 5). Give the Latin subject and the Latin object of this verb.
4. **muros** (line 5). In which case is this noun? Why is this case used?
5. **cepit** (line 11). Give the first person singular of the present tense of this verb.
6. **gladio** (line 12). Give the case of this noun.

<b>Vocabulary 29</b>	
even	etiam

## §66 More about 4-ish verbs

---

You have come across some verbs so far which have been described as 4-ish: *cupio* (I want, in §37, vocabulary box 16), *capio* (I take, I capture, in §39, vocabulary box 17), and *facio* (I make, I do, in §62, vocabulary box 27). It's time to explain further.

Verbs like these behave like 4th conjugation verbs (like *audio*) in some ways, but like 3rd conjugation verbs (like *rego*) in others. That's why I've called them 4-ish. Some text books call them 'mixed conjugation verbs', others call them M (for 'mixed'), others call them 3<sup>1/2</sup>, and still others call them 5. From now on I'm going to call them 3<sup>1/2</sup>, because they are a bit like 3 and a bit like 4.

Here's how they behave, using the verb *capio* (I take, I capture) as an example:

	like 3rd conjugation ( <i>rego</i> )	like 4th conjugation ( <i>audio</i> )
<b>Present</b>		capio, capis, capit, capimus, capitis, capiunt
<b>Imperfect</b>		capiebam, capiebas, capiebat capiebamus, capiebatis, capiebant
<b>Perfect</b>	The usual perfect endings. <i>capio</i> goes: cepi, cepisti, cepit, cepimus, cepistis, ceperunt	
<b>Infinitive</b>	capere – <i>to take</i>	
<b>Imperative</b>	singular: cape! <i>Take!</i> plural: capite! <i>Take!</i>	

Here is a list of the most common verbs which behave in this way:

Vocabulary 30	
I do, I make	facio, -ere, feci (3 <sup>1/2</sup> )
I escape	effugio, -ere, effugi (3 <sup>1/2</sup> )
I flee	fugio, -ere, fugi (3 <sup>1/2</sup> )
I receive	accipio, -ere, accepi (3 <sup>1/2</sup> )
I take, I capture	capio, -ere, cepi (3 <sup>1/2</sup> )
I throw	iacio, -ere, ieci (3 <sup>1/2</sup> )
I want	cupio, -ere, cupivi (3 <sup>1/2</sup> )

**Exercise 66.1**

1. We escape.
2. You (singular) are making.
3. To do.
4. You (plural) receive.
5. Throw! (singular)
6. He received.
7. She was taking.
8. They did.
9. To take.
10. He wanted.

**Exercise 66.2**

1. Flee! (singular).
2. We threw.
3. To receive.
4. They were throwing.
5. We were escaping.
6. They received.
7. To flee.
8. We take.
9. Escape! (plural)
10. You (plural) wanted.

**Exercise 66.3**

1. The slaves wanted to escape.
2. The men threw many spears.
3. The men captured the towns.
4. The slave was escaping from the town.
5. The man made a wall.

**Exercise 66.4**

1. Escape immediately, slave!
2. Take the money, boys!
3. The slave girl did not want to escape.
4. Throw the arrows, men!
5. The slave does not want to throw the spear.

§67 Romulus and Remus (Part 12)

---

Exercise 67.1

Translate the following passage into good English.

*The kings of Rome*

- 1 Remus iam mortuus erat. Romulus saevus et socii oppidum novum suum aedificaverunt. muri oppidi alti et validi erant. multi viri et multae feminae in oppido novo habitaverunt.
- 5 Romulus nomen 'Romam' oppido novo dedit. Romulus igitur et socii primi Romani erant. Romulus ipse rex primus erat. septem reges Romani diu rexerunt. sed post multos annos, quod rex septimus saevus erat, cives Romani
- 10 eum ex oppido expulerunt.
- mortuus, -a, -um = dead  
saevus, -a, -um = savage
- nomen = name  
Romanus, -a, -um = Roman  
ipse = himself  
rex = king  
reges = kings  
post = after  
annus, -i m. = year  
cives = citizens  
eum = him  
expello, expellere, expuli (3) = I throw out

Vocabulary 31	
Roman	Romanus, -a, -um
savage	saevus, -a, -um

**Exercise 67.2**

1. From the passage (Exercise 67.1 on the opposite page), give, in Latin, an example of:
  - a. a conjunction;
  - b. a cardinal number;
  - c. an ordinal number.
2. **aedificaverunt** (line 2). In what tense is this verb?
3. **erant** (line 3). Give the first person singular of the present tense of this verb.
4. **oppido** (line 4). In which case is this noun? Why is this case used?
5. **dedit** (line 5). Give the first person singular of the present tense of this verb.
6. **expulerunt** (line 10). Give the Latin subject of this verb.

## **§68 Revision exercises**

---

### **Exercise 68.1**

1. They run.
2. He was writing.
3. They wrote.
4. He is always drinking.
5. The Romans built towns
6. The teacher punished the bad boy.
7. Girls like to play.
8. The teacher ordered the boys to work
9. Drink the wine, slaves!
10. The slave ran out of the field.

### **Exercise 68.2**

1. They shout.
2. We were sleeping.
3. They placed.
4. He entered suddenly.
5. The men were looking at the women.
6. The town has high walls.
7. The poet decides to write.
8. The queen ordered the messenger to run.
9. Capture the towns, slaves!
10. The man stood on the wall.

### **Exercise 68.3**

1. You (singular) send.
2. They were preparing.
3. He ordered.
4. I slept for a long time.
5. The teacher punished the boys.
6. The slaves were carrying many spears.
7. The friends are preparing to sing.
8. The farmer ordered the slaves to work.
9. Build a road, farmers!
10. The men stood on the walls.

**Exercise 68.4**

1. We are
2. I was ordering.
3. He threw.
4. She often used to run.
5. The Romans destroyed the temples.
6. The men threw many arrows.
7. The slaves decided to escape.
8. The boys ordered the girls to sing.
9. Carry shields, allies!
10. The friend was sitting on a horse.

**Exercise 68.5**

1. They sleep.
2. We were leading.
3. He ran.
4. You (singular) write well.
5. The town has walls.
6. The boy had a famous friend.
7. The girls did not want to sing.
8. The queen ordered the poet to write.
9. Listen to the teacher, boys!
10. The friends were playing on the walls.

**Exercise 68.6**

1. He sends.
2. They were.
3. They laughed.
4. He sailed for a long time.
5. The slaves were carrying shields.
6. The boy was watching the beautiful girls.
7. The teacher does not want to laugh.
8. The masters ordered the slaves to run.
9. Destroy the wall, men!
10. The boys ran across the road.

Summary of Grammar and Syntax

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SECTION 1: Grammatical Terms

<b>adjectives</b>	These are words that describe nouns. e.g. <i>bonus</i> (good), <i>pulcher</i> (beautiful).
<b>adverbs</b>	These are words which describe verbs. e.g. <i>celeriter</i> (quickly), <i>statim</i> (immediately)
<b>cardinal number</b>	<i>unus</i> (one), <i>duo</i> (two), <i>tres</i> (three) etc. Note carefully the difference between this and an ORDINAL NUMBER.
<b>case</b>	nominative (subject), vocative (person spoken to), accusative (object), genitive (of), dative (to or for) or ablative (by, with, from).
<b>conjugation</b>	A family of verbs. e.g. <i>amo</i> (1) is in the first conjugation; <i>audio</i> (4) is in the fourth conjugation.
<b>conjunction</b>	A joining word. e.g. <i>et</i> (and), <i>sed</i> (but).
<b>declension</b>	A family of nouns. e.g. <i>puella</i> (girl) in in the first declension; <i>servus</i> (slave) is in the second declension.
<b>gender</b>	Whether a noun or adjective is masculine, feminine or neuter.
<b>imperative</b>	An order. e.g. <i>audi!</i> (listen!), <i>amate!</i> (love!).
<b>infinitive</b>	A <i>to</i> word, the second principal part of a verb, usually ending in <i>-re</i> in Latin. e.g. <i>amare</i> (to love). But beware of <i>esse</i> (to be).
<b>number</b>	Whether a noun or verb is SINGULAR or PLURAL.
<b>ordinal number</b>	<i>primus</i> (first), <i>secundus</i> (second), <i>tertius</i> (third) and so on. Note carefully the difference between this an a CARDINAL NUMBER.
<b>person</b>	1 <sup>st</sup> person singular = I 2 <sup>nd</sup> person singular = You 3 <sup>rd</sup> person singular = He, She, It 1 <sup>st</sup> person plural = We 2 <sup>nd</sup> person plural = You 3 <sup>rd</sup> person plural = They
<b>prepositions</b>	Little words like <i>cum</i> (with), <i>ad</i> (to, towards), <i>in</i> (in). In Latin, some prepositions are followed by accusative nouns, others by ablative nouns.
<b>tense</b>	Present, imperfect, or perfect. ('Tense' means the time when something takes/took place).

SECTION 2 - NOUNS

Summary of case usage

<i>name of case</i>	<i>job</i>	<i>examples</i>
<b>nominative</b>	subject (doer) of verb with the verb <i>to be</i> .	<b>servus</b> laborat. <i>The slave is working.</i> Marcus est <b>servus</b> . <i>Marcus is a slave.</i>
<b>vocative</b>	person spoken to	<b>serve</b> , quid facis? <i>Slave, what are you doing?</i>
<b>accusative</b>	object (receiver) of verb after prepositions like <i>ad, per</i> .	<b>servum</b> punio. <i>I am punishing the slave.</i> <i>ad servum</i> currit. <i>He is running towards the slave.</i>
<b>genitive</b>	'of'	dominus <b>servi</b> est saevus. <i>The master of the slave is cruel.</i>
<b>dative</b>	'to', 'for'	pecuniam <b>servo</b> dat. <i>He gives money to the slave.</i>
<b>ablative</b>	'by', 'with', 'from' after prepositions like <i>cum, in</i> .	puerum <b>gladio</b> vulnerat. <i>He wounds the boy with his sword.</i> cum <b>servo</b> pugnat. <i>He is fighting with the slave.</i>

## Latin as an Honour 1

<b>Declension:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Gender:</b>	<b>f</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>n</b>
	<i>girl</i>	<i>slave</i>	<i>boy</i>	<i>field</i>	<i>war</i>
<b>SINGULAR</b>					
nominative	puell <b>A</b>	serv <b>US</b>	pu <b>ER</b>	ag <b>ER</b>	bell <b>UM</b>
vocative	puell <b>A</b>	serv <b>E</b>	pu <b>ER</b>	ag <b>ER</b>	bell <b>UM</b>
accusative	puell <b>AM</b>	serv <b>UM</b>	puer <b>UM</b>	agr <b>UM</b>	bell <b>UM</b>
genitive	puell <b>AE</b>	serv <b>I</b>	puer <b>I</b>	agr <b>I</b>	bell <b>I</b>
dative	puell <b>AE</b>	serv <b>O</b>	puer <b>O</b>	agr <b>O</b>	bell <b>O</b>
ablative	puell <b>A</b>	serv <b>O</b>	puer <b>O</b>	agr <b>O</b>	bell <b>O</b>
<b>PLURAL</b>	<i>girls</i>	<i>slaves</i>	<i>boys</i>	<i>fields</i>	<i>wars</i>
nominative	puell <b>AE</b>	serv <b>I</b>	puer <b>I</b>	agr <b>I</b>	bell <b>A</b>
vocative	puell <b>AE</b>	serv <b>I</b>	puer <b>I</b>	agr <b>I</b>	bell <b>A</b>
accusative	puell <b>AS</b>	serv <b>OS</b>	puer <b>OS</b>	agr <b>OS</b>	bell <b>A</b>
genitive	puell <b>ARUM</b>	serv <b>ORUM</b>	puer <b>ORUM</b>	agr <b>ORUM</b>	bell <b>ORUM</b>
dative	puell <b>IS</b>	serv <b>IS</b>	puer <b>IS</b>	agr <b>IS</b>	bell <b>IS</b>
ablative	puell <b>IS</b>	serv <b>IS</b>	puer <b>IS</b>	agr <b>IS</b>	bell <b>IS</b>

### SECTION 3 - ADJECTIVES

#### Adjectives in *-us*

e.g. bon**US**, *good*

	<b>masculine</b>	<b>feminine</b>	<b>neuter</b>
<b>SINGULAR</b>			
nominative	bon <b>US</b>	bon <b>A</b>	bon <b>UM</b>
vocative	bon <b>E</b>	bon <b>A</b>	bon <b>UM</b>
accusative	bon <b>UM</b>	bon <b>AM</b>	bon <b>UM</b>
genitive	bon <b>I</b>	bon <b>AE</b>	bon <b>I</b>
dative	bon <b>O</b>	bon <b>AE</b>	bon <b>O</b>
ablative	bon <b>O</b>	bon <b>A</b>	bon <b>O</b>
<b>PLURAL</b>			
nominative	bon <b>I</b>	bon <b>AE</b>	bon <b>A</b>
vocative	bon <b>I</b>	bon <b>AE</b>	bon <b>A</b>
accusative	bon <b>OS</b>	bon <b>AS</b>	bon <b>A</b>
genitive	bon <b>ORUM</b>	bon <b>ARUM</b>	bon <b>ORUM</b>
dative	bon <b>IS</b>	bon <b>IS</b>	bon <b>IS</b>
ablative	bon <b>IS</b>	bon <b>IS</b>	bon <b>IS</b>

**Adjectives in –er (keeping the e)**

e.g. miser**ER**, *miserable*

	<b>masculine</b>	<b>feminine</b>	<b>neuter</b>
<b>SINGULAR</b>			
nominative	miser	miser <b>A</b>	miser <b>UM</b>
vocative	miser	miser <b>A</b>	miser <b>UM</b>
accusative	miser <b>UM</b>	miser <b>AM</b>	miser <b>UM</b>
genitive	miser <b>I</b>	miser <b>AE</b>	miser <b>I</b>
dative	miser <b>O</b>	miser <b>AE</b>	miser <b>O</b>
ablative	miser <b>O</b>	miser <b>A</b>	miser <b>O</b>
<b>PLURAL</b>			
nominative	miser <b>I</b>	miser <b>AE</b>	miser <b>A</b>
vocative	miser <b>I</b>	miser <b>AE</b>	miser <b>A</b>
accusative	miser <b>OS</b>	miser <b>AS</b>	miser <b>A</b>
genitive	miser <b>ORUM</b>	miser <b>ARUM</b>	miser <b>ORUM</b>
dative	miser <b>IS</b>	miser <b>IS</b>	miser <b>IS</b>
ablative	miser <b>IS</b>	miser <b>IS</b>	miser <b>IS</b>

**Adjectives in –er (dropping the e)**

e.g. pulch**ER**, *beautiful*

	<b>masculine</b>	<b>feminine</b>	<b>neuter</b>
<b>SINGULAR</b>			
nominative	pulcher	pulchr <b>A</b>	pulchr <b>UM</b>
vocative	pulcher	pulchr <b>A</b>	pulchr <b>UM</b>
accusative	pulchr <b>UM</b>	pulchr <b>AM</b>	pulchr <b>UM</b>
genitive	pulchr <b>I</b>	pulchr <b>AE</b>	pulchr <b>I</b>
dative	pulchr <b>O</b>	pulchr <b>AE</b>	pulchr <b>O</b>
ablative	pulchr <b>O</b>	pulchr <b>A</b>	pulchr <b>O</b>
<b>PLURAL</b>			
nominative	pulchr <b>I</b>	pulchr <b>AE</b>	pulchr <b>A</b>
vocative	pulchr <b>I</b>	pulchr <b>AE</b>	pulchr <b>A</b>
accusative	pulchr <b>OS</b>	pulchr <b>AS</b>	pulchr <b>A</b>
genitive	pulchr <b>ORUM</b>	pulchr <b>ARUM</b>	pulchr <b>ORUM</b>
dative	pulchr <b>IS</b>	pulchr <b>IS</b>	pulchr <b>IS</b>

*Latin as an Honour 1*

**SECTION 4 – PRONOUNS**

**First Person Pronoun: *ego***

	<i>singular</i>		<i>plural</i>	
nominative	ego	<i>I</i>	nos	<i>we</i>
accusative	me	<i>me</i>	nos	<i>us</i>

**Second Person Pronoun: *tu***

	<i>singular</i>		<i>plural</i>	
nominative	tu	<i>you</i>	vos	<i>you</i>
accusative	te	<i>you</i>	vos	<i>you</i>

## SECTION 5 - PREPOSITIONS

ad + accusative	<i>to, towards</i>	ad regin <u>am</u> ambulat. <i>He is walking towards the queen.</i>
contra + accusative	<i>against</i>	contra naut <u>am</u> pugnat. <i>He is fighting against the sailor.</i>
per + accusative	<i>through, along</i>	per vi <u>am</u> currit. <i>He is running along the road.</i>
prope + accusative	<i>near</i>	prope mur <u>um</u> stat. <i>He is standing near the wall.</i>
trans + accusative	<i>across</i>	trans vi <u>am</u> festinat. <i>He hurries across the road.</i>
a/ab + ablative	<i>(away) from</i>	ab insula <u>a</u> navigat. <i>He sails away from the island.</i>
cum + ablative	<i>with</i>	cum amico <u>o</u> ludit. <i>He is playing with a friend.</i>
de + ablative	<i>down from, about</i>	de periculo <u>o</u> monet. <i>He warns about the danger.</i>
e/ex + ablative	<i>out of</i>	ex oppido <u>o</u> currit. <i>He runs out of the town.</i>

### The Preposition *in*

This frequently causes problems, because it can be followed by an ablative word (when it means *in* or *on*.) as well as by an accusative word (when it means *into*).

#### Examples

in + ablative = *in*.

equus in agroo currit.  
*The horse is running **in** the field.*

in + accusative = *into*.

equus in agrum currit.  
*The horse is running **into** the field.*

## Latin as an Honour 1

### SECTION 6 – VERBS

#### Present Tense

happening now (*is/are*)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3<sup>1</sup>/<sub>2</sub> / M</b>	<b>sum</b>
	<i>love</i>	<i>warn</i>	<i>rule</i>	<i>hear</i>	<i>take</i>	<i>be</i>
<i>I</i>	am <b>O</b>	mon <b>EO</b>	reg <b>O</b>	audi <b>O</b>	cap <b>IO</b>	sum
<i>You (sing.)</i>	am <b>AS</b>	mon <b>ES</b>	reg <b>IS</b>	audi <b>IS</b>	cap <b>IS</b>	es
<i>He/She/It</i>	am <b>AT</b>	mon <b>ET</b>	reg <b>IT</b>	audi <b>IT</b>	cap <b>IT</b>	est
<i>We</i>	am <b>AMUS</b>	mon <b>EMUS</b>	reg <b>IMUS</b>	audi <b>IMUS</b>	cap <b>IMUS</b>	sumus
<i>You (pl.)</i>	am <b>ATIS</b>	mon <b>ETIS</b>	reg <b>ITIS</b>	audi <b>ITIS</b>	cap <b>ITIS</b>	estis
<i>They</i>	am <b>ANT</b>	mon <b>ENT</b>	reg <b>UNT</b>	audi <b>UNT</b>	cap <b>IUNT</b>	sunt

#### Imperfect Tense

a continuous action or habit in the past (*was.../were...ing, used to...*)

	<b>1</b>	<b>2</b>	<b>4</b>	<b>3<sup>1</sup>/<sub>2</sub> / M</b>	<b>sum</b>
	<i>loving</i>	<i>warning</i>	<i>hearing</i>	<i>taking</i>	
<i>I was</i>	am <b>ABAM</b>	mon <b>EBAM</b>	audi <b>EBAM</b>	cap <b>IEBAM</b>	eram
<i>You were</i>	am <b>ABAS</b>	mon <b>EBAS</b>	audi <b>EBAS</b>	cap <b>IEBAS</b>	eras
<i>He/She/It was</i>	am <b>ABAT</b>	mon <b>EBAT</b>	audi <b>EBAT</b>	cap <b>IEBAT</b>	erat
<i>We were</i>	am <b>ABAMUS</b>	mon <b>EBAMUS</b>	audi <b>EBAMUS</b>	cap <b>IEBAMUS</b>	eramus
<i>You were</i>	am <b>ABATIS</b>	mon <b>EBATIS</b>	audi <b>EBATIS</b>	cap <b>IEBATIS</b>	eratis
<i>They were</i>	am <b>ABANT</b>	mon <b>EBANT</b>	audi <b>EBANT</b>	cap <b>IEBANT</b>	erant

#### Perfect Tense

a single, one-off action in the past

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3<sup>1</sup>/<sub>2</sub> / M</b>	<b>sum</b>
	<i>loved</i>	<i>warned</i>	<i>ruled</i>	<i>heard</i>	<i>took</i>	<i>was/were</i>
<i>I</i>	amav <b>I</b>	monu <b>I</b>	rex <b>I</b>	audi <b>VI</b>	cep <b>I</b>	fu <b>I</b>
<i>You</i>	amav <b>ISTI</b>	monu <b>ISTI</b>	rex <b>ISTI</b>	audi <b>ISTI</b>	cep <b>ISTI</b>	fu <b>ISTI</b>
<i>He/She/It</i>	amav <b>IT</b>	monu <b>IT</b>	rex <b>IT</b>	audi <b>IT</b>	cep <b>IT</b>	fu <b>IT</b>
<i>We</i>	amav <b>IMUS</b>	monu <b>IMUS</b>	rex <b>IMUS</b>	audi <b>IMUS</b>	cep <b>IMUS</b>	fu <b>IMUS</b>
<i>You</i>	amav <b>ISTIS</b>	monu <b>ISTIS</b>	rex <b>ISTIS</b>	audi <b>ISTIS</b>	cep <b>ISTIS</b>	fu <b>ISTIS</b>
<i>They</i>	amav <b>ERUNT</b>	monu <b>ERUNT</b>	rex <b>ERUNT</b>	audi <b>ERUNT</b>	cep <b>ERUNT</b>	fu <b>ERUNT</b>

**Infinitives ('to' words)**

<b>Conjugation</b>	<b>Present</b>	<b>English</b>	<b>Infinitive</b>	<b>English</b>
1	amo	<i>I love</i>	am <b>ARE</b>	<i>to love</i>
2	moneo	<i>I warn</i>	mon <b>ERE</b>	<i>to warn</i>
3	rego	<i>I rule</i>	reg <b>ERE</b>	<i>to rule</i>
4	audio	<i>I hear</i>	aud <b>IRE</b>	<i>to hear</i>
3 <sup>1</sup> / <sub>2</sub> / M	capio	<i>I take</i>	cap <b>ERE</b>	<i>to take</i>
irregular verb	sum	<i>I am</i>	esse	<i>to be</i>

**Imperatives (giving orders)**

<b>Conjugation</b>	<b>singular</b>	<b>plural</b>	<b>English</b>
1	am <b>A</b>	am <b>ATE</b>	<i>Love!</i>
2	mon <b>E</b>	mon <b>ETE</b>	<i>Warn!</i>
3	reg <b>E</b>	reg <b>ITE</b>	<i>Rule!</i>
4	aud <b>I</b>	aud <b>ITE</b>	<i>Hear!/Listen!</i>
3 <sup>1</sup> / <sub>2</sub> / M	cap <b>E</b>	cap <b>ITE</b>	<i>Take!</i>
sum	es	este	<i>Be!</i>

## Latin as an Honour 1

### SECTION 7 – SYNTAX

#### Adverbs

Adverbs do not change their form in Latin. They will usually be found just before the verb at the end of the sentence.

servi fortiter pugnant.

*The slaves fight bravely.*

pueri semper bene laborant.

*Boys always work well.*

---

#### **quod (= because) clauses**

These are straightforward:

puella nautam amabat quod pecuniam habebat.

*The girl liked the sailor because he had money.*

servi, quod dominum timebant, fugerunt.

*Because the slaves were afraid of their master, they fled.*

---

#### **ubi (= when) clauses**

These also are straightforward:

ubi magistrum vidit, perterritus erat.

*When he saw the teacher, he was frightened.*

servi, ubi pericula viderunt, cucurrerunt.

*When the slaves saw the dangers, they ran.*

---

#### **Direct Questions: -ne**

A Latin statement can be changed into a question by adding *-ne* to the end of the first word of the sentence and adding a question mark to the end of the sentence:

#### Examples

1. laborat. *He is working.*  
laborat**ne**? *Is he working?*

2. est fessus. *He is tired.*  
est**ne** fessus? *Is he tired?*

3. puer puellam spectat. *The boy is looking at the girl.*  
puer**ne** puellam spectat? *Is the boy looking at the girl?*

---

## Present infinitives

You will find present infinitives used with the verbs *prepare* (**paro**), *want* (**cupio**), *decide* (**constituo**) and *order* (**iubeo**). The infinitive usually comes just before the main verb at the end of the sentence.

puella cantare parat.

*The girl prepares to sing.*

pueri ludere cupiunt.

*The boys want to work.*

servi pugnare constituerunt.

*The slaves decided to fight.*

dominus servos bene laborare iussit.

*The master ordered the slaves to work.*

## SECTION 8 – NUMERALS

### Cardinal numbers 1-10

unus	one
duo	two
tres	three
quattuor	four
quinque	five
sex	six
septem	seven
octo	eight
novem	nine
decem	ten

### Ordinal numbers 1st – 10th

primus	first
secundus	second
tertius	third
quartus	fourth
quintus	fifth
sextus	sixth
septimus	seventh
octavus	eighth
nonus	ninth
decimus	tenth

## Latin as an Honour 1

English - Latin			
about	de + ablative	for a long time	diu
across	trans + acc.	four	quattuor
against	contra + acc.	fourth	quartus
ally	socius	friend	amicus
along	per + accusative	girl	puella
already	iam	god	deus
always	semper	goddess	dea
and	et	gold	aurum
and so	itaque	good	bonus
anger	ira	greatly, very	magnopere
angry	iratus	happy	laetus
arrow	sagitta	help	auxilium
away from	a/ab + abl.	her (own)	suus
bad	malus	here	hic
bank (of river)	ripa	high, deep	altus
battle	proelium	his (own)	suus
beautiful	pulcher	homeland	patria
because	quod	horse	equus
big	magnus	however	tamen (usually the second word in a sentence)
book	liber	I	ego
boy	puer	I am	sum
bravely	fortiter	I am away	absum
but	sed	I am present	adsum
by chance	forte	I ask, I ask for	rogo (1)
crowd	turba	I attack	oppugno (1)
danger	periculum	I build	aedifico (1)
daughter	filia	I call	voco (1)
dear	carus	I capture	capio (4-ish)
deep	altus	I carry	porto (1)
eight	octo	I choose	lego (3)
eighth	octavus	I come	venio (4)
even	etiam	I decide	constituo (3)
famous	clarus	I depart	discedo (3)
farmer	agricola	I destroy	deleo (2)
field	ager	I do	facio (4-ish)
fifth	quintus	I drink	bibo (3)
finally	tandem	I eat	consumo (3)
first	primus	I enter	intro (1)
five	quinque	I escape	effugio (4-ish)
food	cibus	I fear	timeo (2)
		I fight	pugno (1)
		I flee	fugio (4-ish)
		I frighten	terreo (2)

*Latin as an Honour 1*

I give	do (1)	in this way	sic
I go in	intro (1)	in, on	in + abl.
I have	habeo (2)	inhabitant	incola
I hear	audio (4)	into	in + acc.
I hold	teneo (2)	island	insula
I hurry	festino (1)		
I kill	neco (1)	land	terra
I laugh (at)	rideo (2)	little	parvus
I lead	duco (3)		
I like	amo (1)	man	vir
I listen	audio (4)	many	multi
I listen to	audio (4)	master	dominus
I live	habito (1)	me	me
I look at	specto (1)	miserable	miser
I love	amo (1)	money	pecunia
I make	facio (4-ish)	my	meus
I move	moveo (2)		
I order	iubeo (2)	near	prope + accusative
I overcome	supero (1)	never	numquam
I praise	laudo (1)	new	novus
I prepare	paro (1)	next	deinde
I put	pono (3)	nine	novem
I receive	accipio (4-ish)	ninth	nonus
I read, I choose	lego (3)	not	non
I remain	maneo (2)	now, already	iam
I reply	respondeo (2)		
I rule	rego (3)	often	saepe
I run	curro (3)	on	in + abl.
I sail	navigo (1)	once upon a time	olim
I save	servo (1)	one	unus
I say	dico (3)	one day	olim
I see	video (2)	our	noster
I send	mitto (3)	out of	e/ex + abl.
I shout	clamo (1)		
I show	ostendo (3)	place	locus
I sing	canto (1)	poet	poeta
I sleep	dormio (4)		
I stand	sto (1)	queen	regina
I take	capio (4-ish)	(question)	-ne
I tell	narro	quickly	celeriter
I throw	iacio (4-ish)		
I walk	ambulo (1)	river	fluvius
I want	cupio (4-ish)	road	via
I warn	moneo (2)	Roman	Romanus
I watch	specto (1)		
I work	laboro (1)	safe	tutus
I write	scribo (3)	sailor	nauta
immediately	statim		

## Latin as an Honour 1

savage	saevus
second	secundus
seven	septem
seventh	septimus
shield	scutum
six	sex
sixth	sextus
sky	caelum
slave	servus
slave girl	ancilla
small, little	parvus
son	filius
soon	mox
spear	hasta
strong	validus
suddenly	subito
sword	gladius
teacher	magister
temple	templum
ten	decem
tenth	decimus <sup>a</sup>
their (own)	suus
then, next	deinde
there	ibi
therefore	igitur
third	tertius
three	tres
thus, in this way	sic
tired	fessus
towards	ad + acc.
town	oppidum
two	duo
unhappy	miser
us	nos
your (singular)	tuus
wall	murus
war	bellum
water	aqua
wave	unda
we	nos
well	bene
what?	quid?
when	ubi
where?	ubi?

who?	quis?
why?	cur?
wine	vinum
with	cum + abl.
woman	femina
word	verbum
you (singular)	tu ( <i>nom</i> ) / te ( <i>acc</i> )
you (plural)	vos
your (plural)	vester

### Latin - English

a/ab + abl.	away from
absum	I am away
accipio (4-ish)	I receive
ad + acc.	towards
adsum	I am present
aedifico (1)	I build
ager	field
agricola	farmer
altus	deep
altus	high, deep
ambulo (1)	I walk
amicus	friend
amo (1)	I like
amo (1)	I love
ancilla	slave girl
aqua	water
audio (4)	I hear
audio (4)	I listen
audio (4)	I listen to
aurum	gold
auxilium	help
bellum	war
bene	well
bibo (3)	I drink
bonus	good
caelum	sky
canto (1)	I sing
capio (4-ish)	I take, I capture
carus	dear
celeriter	quickly
cibus	food
clamo (1)	I shout
clarus	famous

constituo (3)	I decide	iacio (4-ish)	I throw
consumo (3)	I eat	iam	already
contra + acc.	against	iam	now, already
cum + abl.	with	ibi	there
cupio (4-ish)	I want	igitur	therefore
cur?	why?	in + abl.	in, on
curro (3)	I run	in + acc.	into
de + ablative	about	incola	inhabitant
dea	goddess	insula	island
decem	ten	intro (1)	I enter
decimus	tenth	intro (1)	I go in
deinde	then, next	ira	anger
deleo (2)	I destroy	iratus	angry
deus	god	itaque	and so
dico (3)	I say	iubeo (2)	I order
discedo (3)	I depart	laboro (1)	I work
diu	for a long time	laetus	happy
do (1)	I give	laudo (1)	I praise
dominus	master	lego (3)	I read, I choose
dormio (4)	I sleep	liber	book
duco (3)	I lead	locus	place
duo	two	magister	teacher
e/ex + abl.	out of	magnopere	greatly, very
effugio (4-ish)	I escape	magnus	big
ego	I	malus	bad
equus	horse	maneo (2)	I remain
et	and	me	me
etiam	even	meus	my
facio (4-ish)	I make, I do	miser	miserable,
femina	woman		unhappy
fessus	tired	mitto (3)	I send
festino (1)	I hurry	moneo (2)	I warn
filia	daughter	moveo (2)	I move
filius	son	mox	soon
fluvius	river	multi	many
forte	by chance	murus	wall
fortiter	bravely	narro	I tell
fugio (4-ish)	I flee	nauta	sailor
gladius	sword	navigo (1)	I sail
habeo (2)	I have	-ne	<i>indicates a question</i>
habito (1)	I live	neco (1)	I kill
hasta	spear	non	not
hic	here	nonus	ninth

## Latin as an Honour 1

nos	we, us	saepe	often
noster	our	saevus	savage
novem	nine	sagitta	arrow
novus	new	scribo (3)	I write
numquam	never	scutum	shield
octavus	eighth	secundus	second
octo	eight	sed	but
olim	one day / once upon a time	semper	always
oppidum	town	septem	seven
oppugno (1)	I attack	septimus	seventh
ostendo (3)	I show	servo (1)	I save
paro (1)	I prepare	servus	slave
parvus	small, little	sex	six
patria	homeland	sextus	sixth
pecunia	money	sic	thus, in this way
per + accusative	along	socius	ally
periculum	danger	specto (1)	I look at
poeta	poet	specto (1)	I watch
pono (3)	I put	statim	immediately
porto (1)	I carry	sto (1)	I stand
primus	first	subito	suddenly
proelium	battle	sum	I am
prope + accusative	near	supero (1)	I overcome
puella	girl	suus	his, her, their
puer	boy	tamen (usually the second word in a sentence)	however
pugno (1)	I fight	tandem	finally
pulcher	beautiful	templum	temple
quartus	fourth	teneo (2)	I hold
quattuor	four	terra	land
quid?	what?	terreo (2)	I frighten
quinque	five	tertius	third
quintus	fifth	timeo (2)	I fear
quis?	who?	trans + acc.	across
quod	because	tres	three
regina	queen	turba	crowd
rego (3)	I rule	tutus	safe
respondeo (2)	I reply	tuus	your (singular)
rideo (2)	I laugh (at)	ubi...	when...
ripa	bank (of river)	ubi?	where?
rogo (1)	I ask, I ask for	unda	wave
Romanus	Roman	unus	one
		validus	strong
		venio (4)	I come

verbum	word
vester	your (plural)
via	road
video (2)	I see
vinum	wine
vir	man
voco (1)	I call

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