

## Chapter One: In scholä

### Chapter Topics:

- I. Roman Material culture
- II. Pronunciation
- III. Questions/ identification
- IV. Verbs
- V. Negatives
- VI. Nouns
- VII. Cases
- VIII. Prepositions
- IX. Dictionary forms and parts of speech
- X. Vocabulary
- XI. Cognates and Etymology



### How to approach this chapter:

- o **The vocabulary is near the end of the chapter.** If you want to begin with the English meanings of the words in mind, feel free to jump to the vocabulary section. Or, just learn the words piecemeal as you encounter them, and look up unfamiliar words as you go. Either way, you should study the vocabulary and know it well by the time you get to the final reading passage.
- o Depending on your learning style, you may be more comfortable looking over the whole assignment, even the whole chapter, then doing the exercises, or doing each set of exercises as you come to them. For most people, the language concepts don't completely come together until you've actually practiced applying them, which is why the exercises are incorporated in the text.

### I. Roman Material Culture

"Material culture" means the physical circumstances of life, the material things people live with and take for granted. We are beginning our acquaintance with Latin by naming some of these common items of the Romans' day to day life, starting with what we see in the classroom – chairs, tables, walls, books, etc. This points out one truth about this ancient civilization: they did many of the things we do now, lived lives that are like ours in some ways, and had experiences we can relate to. The fact that they lived in the past does not make them more heroic or more naive, less human or less ordinary than we are. On the other hand, their material culture was very different from ours, and what they meant by the words we are using was somewhat different. Here are a few of those differences:

## charta, liber, tabula, stilus:

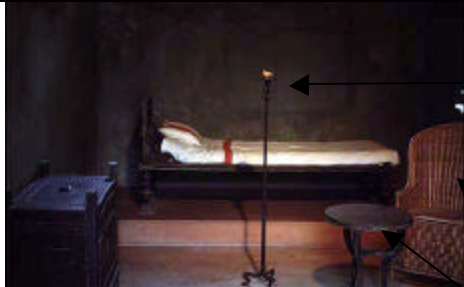


libri in a case

a child reads a book  
(*puer librum legit*)

Paper (**charta, -ae f**<sup>\*</sup>) floods our environment now, but was much more rare in Roman times because of the time-consuming process of handmaking papyrus (from reeds) or parchment (from cured sheepskin). People took notes on a **tabula (tabula, -ae f, wooden tablet covered with wax)**, using a **stilus (stilus, -ī m, a sharp-tipped writing instrument)**, to make indentations in the wax. They would then memorize their notes and brush over the wax with a hot stone to make it ready for new notes. Books (**liber, libri m**) were written on scrolls, and anyone who wanted to own a **liber** had to have it hand-copied, pay a high price for a pre-copied book – or copy it himself. So books were expensive and having them meant you were either very rich, or devoted to learning. Many Romans could read and write, at least minimally, though not as many as in the modern USA. Romans valued public speaking equally with literacy as a sign of education. Because their culture was more focused on oral communication, people trained their memories more diligently, and memorized more easily than we do. That's why you could erase your **tabula** after one study session, instead of saving it for the night before the exam.

## ianua, fenestra, sella, mensa, lūcerna



Roman interior lighting was managed with lamps (**lūcerna, -ae f**) -- oil lamps, filled with olive oil, giving light from the string wick at their "spout." Ornate oil lamps have been found in many wealthy homes, but little clay ones, sometimes with stamped designs, were standard fare. A window (**fenestra, -ae f**), for most people, was a simple opening in the wall of the house, not glazed – manufacturing straight panes of glass for windows was not part of the contemporary technology. (The Mediterranean climate made open **fenestrae**<sup>\*</sup> pleasant most of the year.) A door (**ianua, -ae f**) would have had metal hinges like ours, and have been fastened with a latch, not a turning handle. Roman chairs (**sella, -ae f**) are frequently depicted in domestic scenes, some apparently wooden and some looking much like the wicker you see now at Pier One. A table (**mensa, -ae f**) could take many forms but most **mensae** look pretty familiar to us. A poor family might have one **mensa** and eat sitting on benches, while in a wealthy family, the women would sit in comfortable **sellae** while the men might recline on couches (**lecti**).

\* This is Latin "dictionary form," which will be explained later in the chapter.

\* The **-ae** ending on feminine words is a plural form (**fenestrae** = *windows*).

## fēmina, vir, magistra, schola



Scenes from a sarcophagus: mother nursing her baby while father looks on; father holding the infant; later the boy plays with his goat-cart; the boy holds a **liber** in one hand while he recites to his **magister**.

Gender roles were well defined in Roman society, with men (**vir, viri m**) taking the public roles, and women (**fēmina, -ae f**) engaged in maintaining the home and community ties. (**vir** can also mean husband, and **fēmina** can also mean wife.) **magistra, -ae f**, *teacher*, is a feminine form of a much more common word, **magister, magistrī, m**, which means *teacher* (as well as *director, master, or ship's captain*) – **magister** is a much more common form because teachers were almost invariably male. Children of both sexes (**puer, pueri, m** and **puella, -ae f**, *boy and girl*) could go to school in early life, but education in reading, public speaking and mathematics was considered much more important for boys. In upper-class families, girls as well as boys might be very well educated, while in families where children had to go to work early (such as most farm families), education might not be a priority for either sex.

## II. Pronunciation

### Basics of Pronunciation

Latin pronunciation is fairly straightforward. Some basics:

- Every syllable is pronounced; there are no silent letters.
- Some consonants are pronounced differently from English. (The notes below explain the most important differences. We will focus on others as we come to them.)
- Vowels have "long" and "short" sounds, and **macrons** (the little lines over some vowels) alert you that the vowel is long.

Pronounce:

- mensa (*table*)
- fenestra (*window*)
- tabula (*tablet, blackboard*)

**The letter C:** in Latin, **c** is always pronounced hard, like a **k**, and never soft, like an **s**.

- lūcerna (*lamp*)
- tectum (*ceiling, roof*)

**Consonants CH:** **ch** is pronounced like a **k** with a little **-h** sound after it, and not like **ch** in chair.

- schola (*schoolroom*)
- charta (*paper*)

**The Letter G:** **g** is pronounced hard, as in **g**et, and never soft (like a **j**).

- magistra (*teacher*)

**The Letter V:** **v** is pronounced like **w**.

- vir (*man*)

**The letter R:** **r** is rolled.

- lücerna (*lamp*)
- fenestra (*window*)
- mürus (*wall*)

**Double consonants:** double consonants are pronounced a little longer than single consonants.

- tabula (*tablet, blackboard*) vs.
- sella (*chair*)
- stilus (*writing instrument*) vs.
- puella (*girl*)

**The letter I:** **i** at the beginning of a word, when it is followed by a consonant, is pronounced like **y**:

- ianua (*door*)
- iam (*now, already*)



**Short vs. long e:** (short: like **-e-** in bed; long: like **-ay** in hay)

- fenestra (*window*)
- fëmina (*woman*)

**Short vs. long u:** (short: like **-u-** in put; long: like **-oo-** in food)

- solum (*floor*)
- mürus (*wall*)
- tabula (*tablet, blackboard*)

### III. Questions and Identification

|   |  |   |
|---|--|---|
|  | <p>quid est?<br/>est fëmina.</p> <p>quid est?<br/>est sella.</p> |  <p>quid est?<br/>est lücerna.</p> <p>quid est?<br/>est vir.</p> |
|---|--|---|

**quid est?** means *What is it?*

**est lücerna** means *It's a lamp.*

**Capitals:** Latin does not capitalize the first letter of a sentence. It does capitalize proper nouns (names of people, places, etc.).

- **puella in solō sedet**, *the girl sits on the floor*. No capital P for **puella**.
- **Iulia in solō sedet**, *Julia sits on the floor*. Capital I for **Iulia**, since it's a proper name.

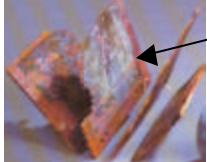



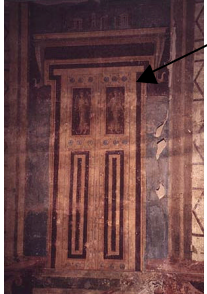
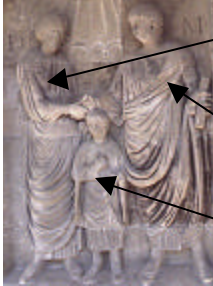
**Latin vs. English Phrasing:** Note that the phrases in Latin don't match English word for word. **Quid** means *what* and **est** means *is*, but the English equivalent is *What is it?* Likewise, **est mensa** means *It's a table*.

**A, an and the:** There is no word for *a*, *an* or *the* in Latin. This means you have to supply these words yourself when you translate into English.

- est sella. *It's a chair*.
- femina in sella sedet. *The woman sits in a chair*, or *The woman sits in the chair*, or *A woman sits in the chair* (etc.)

**Reading vs. Translating** While we do use translation extensively in this class, your real goal is to get used to the patterns of Latin so that you can read the language on its own terms. So think the right meaning into the Latin, so that **est sella** or **fēmina in sellā sedet** makes sense without your having to translate.

**Practicum**\*: Fill in the boxes, identifying Roman objects using your Latin vocabulary. (Even if you don't recognize some of these objects from the pictures, make your best guess.) (Note: review the vocabulary before answering.)

|   |   |  |  |
|---|---|--|--|
|  | <p>quid est?</p>  |  | <p>quid est?</p>   |
| <p>quid est?</p>  |  | <p>quid est?</p>   |  <p>quid est?</p> |
|  | <p>quid est?</p>  |  | <p>quid est?</p> <p>quid est?</p> <p>quid est?</p>   |

\* **Practicum** is a relatively recent term. It comes from the Late Latin adjective for *practical*, **practicus**, **-a**, **-um**, and means "... supervised practical application ... of previously studied theory" (Webster's).

## IV. Verbs

Verbs show action. In this chapter, our use of verbs is very limited (because we are focusing on nouns and prepositions). We are using only these:

- **ambulat** *he, she or it walks*
- **currit** *he, she or it runs*
- **est** *he, she or it is*
- **intrat** *he, she or it enters*
- **sedet** *he, she or it sits*
- **stat** *he, she or it stands*

Personal endings: The **-t** on the end of the verb indicates that "he, she or it" is doing the action (not "I" or "they" for example). The **-t** is called a "personal ending" because it tells who (which person) is doing the action. We will learn all of the personal endings for verbs in chapter 3.

Subject of the verb: **These verbs can have a subject stated, but if they don't, use he, she or it as the subject, depending on the context.**

- **fēmina in sellā sedet**, *the woman sits in the chair*. Subject is stated.
- **in sellā sedet**, *s/he sits in the chair*. Subject is not stated, but the **-t** ending on the verb tells you that *he* or *she* is the subject.

Verb Position: **Latin verbs tend to come at the end of their sentence; est can be in the end position or placed as in English.**

- **fēmina ad lūcernam ambulat**, *The woman walked toward the lamp*.
- **lūcerna in mensā est**, *The lamp is on the table*.
- **lūcerna est in mensā**, *The lamp is on the table*.

Present tense translations: All of these verbs are present tense, which means that they describe things happening in the present moment. While Latin has only one way of describing present tense action, English has several:

- Latin: **fēmina ad tabulam ambulat**.
- English: *The woman walks to the blackboard.*
  - *The woman is walking to the blackboard.*
  - *The woman does walk to the blackboard.*

When translating, you can use whichever English meaning sounds best to you.

📍**Practicum: Verb Meanings**📍 Translate these Latin sentences into English, using two different English ways of expressing the action:

1. vir in sellā sedet.

(a) \_\_\_\_\_ .

(b) \_\_\_\_\_ .

2. fēmina prope mensam stat.

(a) \_\_\_\_\_ .

(b) \_\_\_\_\_ .

3. magistra ad ianuam ambulat.

(a) \_\_\_\_\_ .

(b) \_\_\_\_\_ .

Chapter Two will explain more about verbs, and Chapter Three will focus on them.

## V. Negatives

**nōn** is the Latin word for "not." To make a sentence negative, put **nōn** right before the verb.

- **vir in sellā sedet**, *the man is sitting in the chair.*
- **vir in sellā nōn sedet**, *the man is not sitting in the chair.*
- **sella est prope mensam**, *the chair is near the table.*
- **sella nōn est prope mensam**, *the chair is not near the table.*

**Note** that *does* can come into English negative translations, but there is no equivalent word in Latin:

- **fēmina ad mensam ambulat**, *the woman walks to the table.*
- **fēmina ad mensam nōn ambulat**, *the woman does not walk to the table.*

📌 **Practicum: Negatives** Make the following sentences negative, and be ready to translate them in class:

1. magistra per ianuam ambulat. \_\_\_\_\_ .

2. puer in mensā sedet. \_\_\_\_\_ .

3. stilus est in librō. \_\_\_\_\_ .

4. liber in solō stat. \_\_\_\_\_ .

## VI. Nouns

**Nouns:** The words we used to practice pronunciation (also listed alphabetically below) are all **nouns**. That is, they identify:

- a person (e.g. **fēmina**, *a woman*)
- a place (e.g. **schola**, *a classroom*)
- a thing (e.g. **sella**, *a chair*), or
- an idea (e.g. **glōria**, *glory*).

**Gender:**

- Nouns in Latin have gender; they can be masculine, feminine, or neuter.
- Some nouns are naturally masculine or feminine: for example, **fēmina** (*woman*) is naturally feminine, and **vir** (*man*) is naturally masculine.
- *Neuter* means neither masculine nor feminine.

- Most nouns have their gender not because of their natural attributes but just because the language developed that way. For example, **mūrus** (*wall*) is masculine, **sella** (*chair*) is feminine, and **tectum** (*ceiling, roof*) is neuter. No reason, just is.

### Declension:

- Nouns in Latin fall into different "spelling groups" called declensions. There are five of them, creatively named, First, Second, Third, Fourth and Fifth. The first three are the most important, while only a few words are in the fourth and fifth declensions. (We will focus on first, second and third declensions this semester.)
- First declension words are almost always feminine; they are identifiable from our list because they end in **-a**.
- Second declension words are almost always masculine or neuter.
  - Second declension masculine words end in **-us** or **-er**
  - Second declension neuter words end in **-um**

### Noun list:

|                 |                    |               |                               |
|-----------------|--------------------|---------------|-------------------------------|
| <b>charta</b>   | ( <i>paper</i> )   | <b>mūrus</b>  | ( <i>wall</i> )               |
| <b>fēmina</b>   | ( <i>woman</i> )   | <b>schola</b> | ( <i>school room</i> )        |
| <b>fenestra</b> | ( <i>window</i> )  | <b>sella</b>  | ( <i>chair</i> )              |
| <b>liber</b>    | ( <i>book</i> )    | <b>solum</b>  | ( <i>floor</i> )              |
| <b>ianua</b>    | ( <i>door</i> )    | <b>stilus</b> | ( <i>writing instrument</i> ) |
| <b>lūcerna</b>  | ( <i>lamp</i> )    | <b>tabula</b> | ( <i>tablet, board</i> )      |
| <b>magistra</b> | ( <i>teacher</i> ) | <b>tectum</b> | ( <i>ceiling, roof</i> )      |
| <b>mensa</b>    | ( <i>table</i> )   | <b>vir</b>    | ( <i>man</i> )                |

**@Practicum: Gender & declension@** Identify the declension and gender: Look at the nouns listed above, focusing on the endings, then divide the nouns into two groups based on their forms:

| First declension (feminine) | Second declension (masculine) |
|-----------------------------|-------------------------------|
| 1. mensa                    | 1. mūrus                      |
| 2.                          | 2.                            |
| 3.                          | 3.                            |
| 4.                          | 4.                            |
| 5.                          |                               |
| 6.                          | Second declension (neuter)    |
| 7.                          | 1.                            |
| 8.                          | 2.                            |
| 9.                          |                               |
| 10.                         |                               |



## VII. Case

**Case means the grammatical category of a noun or adjective that shows its use in a sentence. There are five main cases for Latin nouns:**

- **nominative**, which is used for subjects of sentences and words that describe the subject;
- **accusative**, which is used for direct objects and objects of prepositions;
- **genitive**, which is used to show possession or to have the meaning *of*;
- **dative**, which is used for indirect objects (with a *to* or *for* meaning) or for the direct objects of a few verbs; and
- **ablative**, which is used for the objects of prepositions, and for other uses which often have a *with* or *by* meaning.

If this seems intimidating and confusing now, that's all right. This is one of the major differences between Latin and English, and one of the main goals of the entire semester is to get comfortable with this way of conveying meaning.

**Note:** In Chapters One, Two and most of Three, we will only focus on nominative, accusative and ablative cases, so you can get used to dealing with them first.

**Cases in English:** English does not use cases and the changes in endings that show them, except in a few pronouns. For example,

- She helps him. (She is nominative, the subject. Him is accusative, the direct object.)
- He helps her. (He is nominative, the subject. Her is accusative, the direct object.)

We know when we say "she," "he," "they," "we," etc., we are talking about the subject of a sentence. And we know when we say "them," "us," "him," etc., we are using an object. In Latin, all words change to show their case, not just pronouns.

**Word Endings: The endings of Latin nouns change to show their case – and what role they play in a sentence.** You can recognize what case a word is by its ending, which means you can recognize what role it plays in a sentence – subject, object, etc.

- **sella in solō stat**, *the chair stands on the floor*. **sella** has a nominative ending (**-a**), which means it is the subject.
- **mensa est prope sellam**, *the table is near the chair*. **sellam** has an accusative ending (**-am**) which shows it is the object of a preposition.

**Note:** We will spend more time soon on terms like "subject," "object of a preposition," etc.; I don't expect you to be completely clear on them now.

**Paradigms:** A noun paradigm is a chart that shows the forms a Latin noun goes through in the different cases. It can serve as a model for other words of that type. Here are paradigms for the forms of first and second declension words we will use in this chapter. (If you want to jump ahead and look at a complete paradigm of first and second declension words, go to the Paradigms section of the Appendix. Otherwise, read on.)

**This paradigm** shows a sample word of each declension, with the ending separated by a hyphen. It shows the endings for singular nouns of the first and second declensions, in the nominative, accusative and ablative cases.

| Case       | First declension | Second declension<br>masculine    | Second declension<br>neuter |
|------------|------------------|-----------------------------------|-----------------------------|
| nominative | femin- <b>a</b>  | mür- <b>us</b> (lib- <b>er</b> )* | tect- <b>um</b>             |
| accusative | femin- <b>am</b> | mür- <b>um</b>                    | tect- <b>um</b>             |
| ablative   | femin- <b>ā</b>  | mür- <b>ō</b>                     | tect- <b>ō</b>              |

\*Two forms are given because in the nominative case, some masculine nouns end in **-us** and some end in **-er**.

Consistency: **Words follow these patterns very consistently!** All first declension words will take the same case in the same way. For example, **sella** and **ianua** will all become accusative by adding **-m**, as **sellam** and **ianuam**. Second declension words will all become accusative by taking the **-um** ending, so **liber** will become **librum** and **stilus** will become **stilum**.

Neuter words: **Neuter words always have the same forms for nominative and accusative.**

**@Practicum: Case endings@** Divide the following words into the correct cases, referring to the paradigm above if you need to. **Note:** observe whether words ending in **-um** are masculine or neuter – the **-um** ending is nom. and acc. for neuter words.

**feminam, sella, murō, librum, tectum** (goes in two categories), **ianuam, ianuā, mensa, tabulam, lucernā, stilum, murus, liber, virō, magistrā**

| nominative (5 words) | accusative (6 words) | ablative (5 words) |
|----------------------|----------------------|--------------------|
| 1.                   | 1.                   | 1.                 |
| 2.                   | 2.                   | 2.                 |
| 3.                   | 3.                   | 3.                 |
| 4.                   | 4.                   | 4.                 |
| 5.                   | 5.                   | 5.                 |
|                      | 6.                   |                    |

**🌐 Practicum: Case formation 🌐**

**Give the accusative form of these nominative words.**

| <i>nominative</i> | <i>accusative</i> |
|-------------------|-------------------|
| sella             |                   |
| mūrus             |                   |
| solum             |                   |
| fēmina            |                   |
| ianua             |                   |

**Give the ablative form of these nominative words.**

| <i>nominative</i> | <i>ablative</i> |
|-------------------|-----------------|
| fenestra          |                 |
| lūcerna           |                 |
| stilus            |                 |
| tectum            |                 |
| magistra          |                 |

**Give the nominative form of these accusative or ablative words.**

| <i>abl./acc.</i> | <i>nominative</i> |
|------------------|-------------------|
| librō            |                   |
| fēminā           |                   |
| mensam           |                   |
| tectum           |                   |
| tabulā           |                   |

📍 **Practicum: Paradigm** 📍 Fill out the paradigm with the forms of the words given.

| Case       | First declension | Second declension<br>masculine | Second declension<br>neuter |
|------------|------------------|--------------------------------|-----------------------------|
| nominative | sella            | stilus                         | solum                       |
| accusative |                  |                                |                             |
| ablative   |                  |                                |                             |

**We will be working more with the uses of cases! Our first use will come with prepositions.**

## VIII. Prepositions

What is a preposition?

**Prepositions are words that show relationships between people or things or events.**

For example:



- The chair is on the floor. "On" shows the relationship between the chair and the floor.
- The woman is near the door. "Near" shows the relationship between the woman and the door.

Prepositions in phrases:

**Prepositions are always part of a prepositional phrase, which includes the preposition and its object.** Some examples, with prepositional phrases in parentheses:

- The chair is (on the floor). On is the preposition; the floor is its object.
- **sella est (in solō)**. **in** is the preposition; **solō** is its object.
- The woman is (near the door). Near is the preposition; the door is its object.
- **fēmina est (prope ianuam)**. **prope** is the preposition; **ianuam** is its object.

Whenever you see a preposition, read it together with the word(s) that follow it, as a phrase.

|   |   |   |
|---|---|---|
|  | <p>ubi est fēmina?<br/>fēmina est in sellā.</p> <p>(<b>in</b> is the preposition; <b>sellā</b> is the object of the preposition.)</p> <p>ubi est tabula?<br/>tabula est prope chartam.</p> <p>(<b>prope</b> is the preposition; <b>chartam</b> is the object of the preposition.)</p> |  |
|---|---|---|

Prepositions and Cases: ***In Latin, prepositions change the case of their object.***

Some prepositions take the accusative case, some take the ablative, and a very few can take both, depending on what they mean.

**Prepositions that take the accusative case:**

- **ad (to or toward)**
  - **ad mensam**, *to the table*
  - **ad mūrū**, *to the wall*
- **per (through)**
  - **per ianuam**, *through the door*
  - **per fenestram**, *through the window*
- **prope (near)**
  - **prope sellam**, *near the chair*
  - **prope magistram**, *near the teacher*

🕒 **Practicum: Prepositions with accusative** 🕒 Fill in the object of the preposition (accusative) and be ready to translate the sentence in class.

1. puer prope (*the window*) \_\_\_\_\_ stat.
2. fēmina per (*the door*) \_\_\_\_\_ currit.
3. magistra ad (*the blackboard*) \_\_\_\_\_ ambulat.
4. per (*the schoolroom*) \_\_\_\_\_ currit.

**Prepositions that take the ablative case:**

- **cum (with)**
  - **cum feminā**, *with the woman*
  - **cum amīcō**, *with the friend*
- **e /ex (out of)**
  - **ē scholā**, *out of the school*
  - **ē sellā**, *out of the chair*

🕒 **Practicum: Prepositions with ablative** 🕒 Fill in the object of the preposition (ablative) and be ready to translate the sentence in class.

1. puer ē (*the schoolroom*) \_\_\_\_\_ ambulat.
2. fēmina cum (*the man*) \_\_\_\_\_ sedet.
3. vir ē (*the door*) \_\_\_\_\_ currit.

**Prepositions that take either depending on their meaning:**

- **in (in, on, into, onto)**
- **sub (under)**

Here's how you know which case to use with these two prepositions:

- **If the phrase they're a part of shows motion, you use the accusative:**
  - **sub mensam currit**, *he runs under the table*; "runs" shows motion.
  - **in scholam ambulat**, *she walks into the schoolroom*; "walks" shows motion.
  - (**Note:** with **in**, the accusative usually translates as "into" or "onto.": **amicus in scholā currit**, *the friend runs into the schoolroom.*)
- **If the phrase they're a part of shows simply location (not motion), then you use the ablative.**
  - **sella in solō est**, *the chair is on the floor*; **in** shows location, so you use ablative
  - **charta est sub librō**, *the paper is under the book*; **in** shows location, not motion, so you use ablative.

📍 **Practicum: Which case?** 📍 Give the correct form of the word in parentheses to complete the prepositional phrase. (Step one: does it show motion? Step two: if so, use accusative; if not, use ablative.)

1. stilus in (the table) \_\_\_\_\_ stat.
2. puella in (the schoolroom) \_\_\_\_\_ intrat.
3. puer sub (the roof) \_\_\_\_\_ ambulat.
4. liber est sub (the paper) \_\_\_\_\_.

📍 **Practicum: Prepositions and cases** Choose the correct case for the object of each preposition. (Step one: which case does this preposition require? Step two: which ending reflects that case?)

1. sella est prope \_\_\_\_\_. (a) ianua (b) ianuam (c) ianuā
2. fēmina in \_\_\_\_\_ sedet. (a) sella (b) sellam (c) sellā
3. fēmina prope \_\_\_\_\_ stat. (a) mensa (b) mensam (c) mensā
4. charta est in \_\_\_\_\_. (a) mensa (b) mensam (c) mensā
5. stilus est prope \_\_\_\_\_. (a) liber (b) librum (c) librō
6. stilus in \_\_\_\_\_ est. (a) liber (b) librum (c) librō
7. lūcerna est in \_\_\_\_\_. (a) tectum (b) tectō
8. magistra in \_\_\_\_\_ stat. (a) solum (b) solō

📍 **Practicum: Prepositions and Cases** 📍 Now, for each blank, choose the correct form of the word in parentheses to make it the object of the preposition. (Step one: which case does this preposition require? Step two: what is the right case ending for this word?)

1. fēmina quoque prope \_\_\_\_\_ sedet. (tabula)
2. liber est in \_\_\_\_\_ . (mensa)
3. puella ad \_\_\_\_\_ ambulat. (sella)
4. tabula in \_\_\_\_\_ est. (murus)
5. charta est prope \_\_\_\_\_ . (stilus)

### Reading:

📍 **Practicum: Translation** 📍 Translate the sentences below. Make your best guess at the italicised words, some of which you have not seen before. Some of the italicized words in the second paragraph are plurals.

puella per ianuam ambulat et in sellā sedet. ubi est puella? *spectāte!* in solō stat mensa; prope mensam est sella. in mensā est liber, et in librō est stilus. charta quoque in mensā stat. in tectō est lūcerna; in murō est tabula.

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ecce – puella in scholā sedet. nunc puer cum *amicō* per ianuam ambulat; in *sellis* *sedent*. deinde magistra in scholam intrat et ad tabulam ambulat. "*salvēte, discipulī*" *dicit*.

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## IX. Dictionary form and parts of speech

Parts of Speech: Parts of Speech are classifications of words based on what kind of information they convey. There are 8 parts of speech:

- **noun:** a person, place, thing, or idea;
- **pronoun:** a word that stands for a noun, like he, she, them, we, who, which;
- **adjective,** a word that describes a noun (big, fast, pretty)
- **verb:** a word that shows action (run, say, hear)

- **adverb:** a word describing verbs, adjectives, or other adverbs (very, quickly, well, etc.), and including some “question words” like why and how – a complex category;
- **preposition:** a word showing relationships between things (under, near, into)
- **conjunction:** a word joining other sentence elements (and, however, while)
- **interjection:** an exclamation (oh! wow!).

**Note: You get a break.** In this chapter we are focusing on nouns, verbs and prepositions. The other parts of speech will receive more attention when we study them specifically.

## Dictionary Form

All Latin words have a dictionary form which gives you information you need to understand and use them. **Nouns, adjectives and verbs have multi-part forms.**

**Other parts of speech do not:**

- **sed**, *but* (conjunction). **sed** is all there is to the dictionary form.
- **ad +acc.**, *to or toward* (preposition). **ad** is the dictionary form, but if you can remember **+acc.**, that’s helpful information.
- **nōn**, *not* (adverb). **nōn** is the dictionary form.

Nouns: **The dictionary form of a Latin noun tells you which declension it is, and therefore, which endings it uses in the different cases.** The dictionary form gives you:

- the word in its nominative form,
- the ending of the genitive case,
- and the gender of the word.

**This is the form of all first declension words:**

- **fēmina, -ae f**
  - **fēmina** is the nominative form, used as a subject or to describe a subject.
  - **-ae** is the genitive ending. Written out, it would be *feminae*, meaning “of the woman.” This is the form that tells you for sure what declension a word is.
  - **f** stands for feminine, the gender of the noun.

**Second declension words have three forms, parallel to the first declension forms:**

- **One for masculine words ending in -us:**
  - **mūrus, -ī m**
- **One for masculine words ending in -er.** For this form, you have to write out the genitive so that you know whether the **e** is a part of the stem or not.
  - **liber, librī, m** The **e** drops out of the stem, so the stem is **libr-**, and it becomes **librum** and **librō** in the accusative and ablative cases.
  - **puer, puerī, m** The **e** stays in the stem, so the stem is **puer-**, and it becomes **puerum** and **puerō** in the accusative and ablative cases.



- **One for neuter words.**
  - **tectum, -ī m**

Stem: **The dictionary form shows you the stem of the word, which is what you attach its endings to.** For first and second declension words, you can usually just drop the –a (1st), –us (2nd masculine) or –um (2nd neuter) to find the stem:

- **lucern-a** (**lucern-** is the stem)
- **stil-us** (**stil-** is the stem)
- **sol-um** (**sol-** is the stem)

But with words like **puer** and **liber** which end in –er, you have to look to the genitive form for the stem, so you know whether the **e** is part of it or not.

- **puer, puer-ī m** (**puer-** is the stem)
- **liber, libr-ī m** (**libr-** is the stem)

📍 **Practicum: Dictionary Form** 📍 These are first and second declension nouns you have not seen before (but will soon). For each one, give its Latin dictionary form, based on the pattern we have learned for first and second declension nouns.

casa, \_\_\_\_\_

equus, \_\_\_\_\_

formica, \_\_\_\_\_

gallus, \_\_\_\_\_

övum, \_\_\_\_\_

oliva, \_\_\_\_\_

mälum, \_\_\_\_\_

📍 **Practicum: Dictionary form** 📍 For each of the underlined words, give the Latin dictionary form and tell what **part of speech** the word is: **noun** (person, place, thing or idea); **preposition** (shows relationship, has an object), or **conjunction** (words like et or sed that join words or phrases together).

fēmina ad tabulam ambulat. prope tabulam stat. vir ad ianuam ambulat et prope ianuam stat. puer quoque prope ianuam stat.

| Latin dictionary form | Part of speech (circle one)    |
|-----------------------|--------------------------------|
| 1.                    | noun, preposition, conjunction |
| 2.                    | noun, preposition, conjunction |
| 3.                    | noun, preposition, conjunction |

|    |                                |
|----|--------------------------------|
| 4. | noun, preposition, conjunction |
| 5. | noun, preposition, conjunction |
| 6. | noun, preposition, conjunction |
| 7. | noun, preposition, conjunction |
| 8. | noun, preposition, conjunction |

## X. Vocabulary

### Nouns

**amicus, -i m** friend  
**charta, -ae f** paper  
**fēmina, -ae f** woman  
**fenestra, -ae f** window  
**liber, librī, m** book  
**ianua, -ae f** door  
**lūcerna, -ae f** lamp  
**magistra, -ae f** teacher  
**mensa, -ae f** table  
**mūrus, -i m** wall  
**puella, -ae f** girl  
**puer, puerī m** boy  
**schola, -ae f** school room  
**sella, -ae f** chair  
**solum, -i n** floor  
**stilus, -i m** writing instrument  
**tabula, -ae f** tablet, board  
**tectum, -i n** ceiling, roof  
**vir, -i m** man

### Verbs

**ambulat** (he, she or it) walks  
**currit** (he, she or it) runs

**est** (he, she or it) is  
**intrat** (he, she or it) enters  
**sedet** (he, she or it) sits  
**stat** (he, she or it) stands

### Prepositions

**ad (+acc.)** to, toward  
**cum (+abl.)** with  
**ē/ēx (+abl.)** out of  
**in (+abl.)** in, on  
**in (+acc.)** into, onto (showing motion)  
**per (+acc.)** through  
**prope (+acc.)** near  
**sub (+abl.)** under  
**sub (+acc.)** under (showing motion)

### Other words

**et** and (conj.)  
**nōn** not (adv.)  
**nunc** now (adv.)  
**quid?** what? (adv.)  
**quoque** also (adv.)  
**ubi?** where? (adv.)

XI. Cognates and Etymologies: **Cognates** (from the Latin **co-**, together, and **natus**, born) are words that share the same roots in different languages. For example, **currit**, runs, and English “current” (as in running water or electricity) are cognates. An **etymology** is a history of a word. About 75% of English words, including many in scientific, legal and academic language, come from Latin, so their etymologies will point back to a Latin root word.

Making the connection between English and Latin cognates can help your Latin by making vocabulary learning a little easier, or keying you to recognize words you don't quite remember while reading Latin. Knowing the Latin words can also help your English, in making your guesses about unknown English words more accurate.

**Practicum: English etymologies** Based on your observation of our vocabulary, fill out this chart:

| <b>The English word:</b> | <b>Comes from the Latin word:</b> | <b>Which means, in Latin:</b> |
|--------------------------|-----------------------------------|-------------------------------|
| ex. mural                | murus                             | wall                          |
| 1. scholar               |                                   |                               |
| 2. chart                 |                                   |                               |
| 3. library               |                                   |                               |
| 4. magistrate            |                                   |                               |
| 5. sole (of a shoe)      |                                   |                               |
| 6. tablet                |                                   |                               |

**Practicum: Material culture review** Briefly describe the form and function of the ancient Roman version of these things:

1. stilus: \_\_\_\_\_

2. sella: \_\_\_\_\_

3. ianua: \_\_\_\_\_

4. schola: \_\_\_\_\_

**Practicum: Writing** Write the following sentences /ideas in Latin:

1. The man enters the classroom ("enters into the classroom"): \_\_\_\_\_

\_\_\_\_\_ .

2. The girl sits in the chair. \_\_\_\_\_

3. The paper is on the table. \_\_\_\_\_

4. The teacher runs through the door. \_\_\_\_\_

5. Now the girl is walking with her friend. \_\_\_\_\_

6. Where is the book? \_\_\_\_\_