

Salvel

Latin I

Ms. Dohner

610.853.5900 ext. 2725

Course Description:

In this course you will learn about the language and culture of the ancient Romans. Latin may be a "dead" language, but its influence on our language and our lives is profound. I hope that you will leave this class with an appreciation for that influence and a better understanding of your own language and culture.

We are going to spend a lot of time with Latin roots and their English derivatives. You will be working with a lot of Latin and English vocabulary. There will be a significant amount of memorization for you to do which will pay off not only on the SAT's but for the rest of your life as you make connections between Latin and English. We will also look at how Latin words fit together in a sentence. This emphasis on grammar is what many students have said was the most valuable part of the course for them. We will be translating and reading many stories and doing language exercises to help you learn the material.

The culture section of this course includes Roman history, Greek and Roman mythology, architecture, and Roman heroes. We will start with a look at the daily lives of Romans during the first century C.E./A.D. We will study Roman history and legend and also spend time reviewing the Olympian gods and the stories about them.

Assessment:

Your grade is based on a point system. Each assignment, test, etc., will be given a point value. Your grade is determined by the total number of points you earn divided by the total number of points available. Possible forms of assessment are: homework, quizzes, tests, class assignments, projects, reports, and the final exam. If you do not complete a homework assignment you may turn it in the next day for half credit.

****Homework turned in late can only receive half credit at the most****

There will be four projects, one for each quarter.

Materials:

You will bring the necessary materials for class every day. They include (but are not limited to) a binder, notebook or folder with clean lined paper for Latin I notes, assignments, and activities, a pen or pencil with eraser, your textbook, and assignments. You will be taking notes on vocabulary, grammar, and culture and you will be writing out homework assignments which will be turned in, so be prepared to have an organized notebook so you are able to find what you need for class.

book so
card b
for

Textbooks:

Your textbook must be covered at all times (loose leaf and computer paper covers are not acceptable/ you may use contact paper). You are ultimately responsible for the textbook that you are assigned. If you lose it or destroy it, you buy it (\$25). Write your name on the inside flap and on the outside cover.

Absence from class:

You are responsible for ALL notes and assignments that you miss. You may want to have the phone number or email address of a classmate so you are able to contact them for homework and assignments when you miss school.

Classroom Rules and Expectations:

1. Be prepared and in your seat when the bell rings
2. Follow directions when they are given
3. Raise your hand and wait to be called on
4. No inappropriate language or teasing
5. Stay on task
6. Be respectful of yourself, your classmates, the teacher, and the school facility. This room will be your house for 45 minutes a day. If you wish to be treated with respect and kindness, you must show others that you are worthy of that respect and kindness. Be patient.
7. Keep in mind that this classroom is not mine. I do not stay here for my other classes or a homeroom. The things (educational and personal) in this room do not belong to me and neither you nor I have the right to move, destroy, hide, take home, or use them without permission from the teacher who lives in this room.

Extra Credit/ Extra Help:

- Extra credit is a privilege, not a right. There will be opportunities to earn extra credit during the course, but I am not required to make it available all the time.
- When you need extra help, PLEASE let me know, as I do not read minds. Because I do not have my own classroom, arrangements will have to be made. I will make myself as available for you as possible.

In order for you to get the most out of this class you have an obligation to obey the rules and to participate in a positive manner. If you disregard the rules, you will be interfering with the learning of others which will result in disciplinary action.

** This page is to be kept in the front of your binder/notebook/folder for this class**

Student Signature: Michael Plasmeier

Parent/Guardian Signature: A. Intof

CHAPTER 1

TWO ROMAN GIRLS

Activity 1a

Copy the following sentences on the lines provided:

1. Flāvia est puella Rōmāna.

Flāvia est puella Rōmāna

2. In pictūrā est Flāvia.

In pictūrā est Flāvia

3. Cornēlia in villā vicinā habitat.

Cornēlia in villā vicinā habitat.

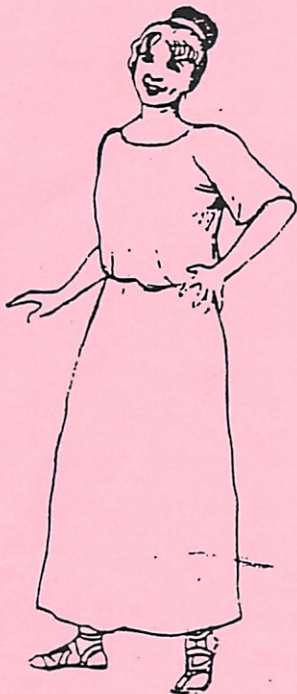
Write English translations of the above sentences:

- 1.
- Flāvia is a Roman girl

- 2.
- Flāvia is in the picture

- 3.
- Cornēlia lives in a nearby villa

What words have you included in your English translations that are not in the Latin?

a and theWhat are these words called? articles

Activity 1c

Fill in the blanks in this story, using the words and phrases in the box at the right (do not use a word or phrase more than once):

Flāvia in Italiā habitat ^V. Cornēlia etiam in ^N Italiā ^N
 habitat. Cornēlia vicinā ^A aestate ^V in villā vicinā ^A habitat. In villā vicinā ^A
 habitat Flāvia. Cornēlia legit ^V, dum Flāvia scribit ^V. Flāvia est
 laeta quod ^A Cornēlia aestate ^V iam ^A in villā habitat.

Now put an N above each noun, an A above each adjective, and a V above each verb in the sentences above.

scribit
 habitat
 quod
 vicinā
 legit
 aestate
 in Italiā
 iam

Pronunciation

9/10

No j, k, y, z, w

So V = W

C = k (always hard (like cake))

G = Go, no soft G's (George)

Vowels: A = AH (Father)

E = A

I = E (Machine)

A estate [A staid te]

Diphthong = two vowels make 1 sound (Mean) = AE = I
IA = Yo

I am [Yam]

Macrons - Accent Marks

9/10

Indicate length or shortness of vowels

Not responsible for these

Articles

9/10

A, the, An,

Are none in Latin

Ex: the Girl

Word Order

9/10

Verb is end of sentence in Latin

You need to move words around

Not every word translates

Derivatives

English words that come from Latin roots

Need 2 things: similar root + meaning

Salve → salute

Parts of Speech

9/10

Ex: Nouns - Person, place, thing, idea

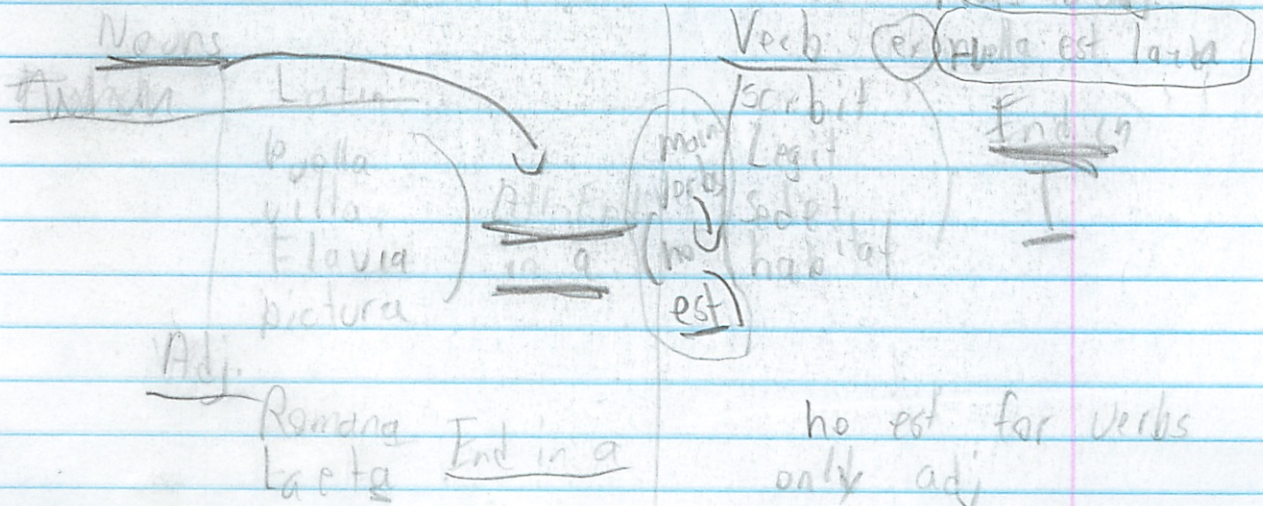
Verbs - action words

adjectives - describes nouns

adverbs - describes verbs

est = is

Link verb links
nouns to adj.



Chap 1 Diritive

~~procedere - proceed~~
~~procedere - proceed~~

- nomine - name, nominate
- quae - question, query
- habit - habit, habitation, inhabited, cohabitate, habet
- villa - villia, village - aestate - estate
- rustica - rustic, rust - elated (laeta)
- ubi - ubiquitous sub arbore - trees
submarine
subway
suburbs
sub-

Chap 2 Diritive

9/100

- defessa - adi - defeated
- strenua - adj - strenuous, strength
- currit - current (water, electric) casor, corre
- tandem - adv - tandem
- ex - exit, expect
- lente - adv

VOCABULARY #1

Latin word

English meaning

English Derivative(s)

VERBS

faciō, facere, fēcī, factum

to make, do

factory, manufacturer, facts

habitō, habitāre, habitāvī, habitātum

to live

habitat, habitation, inhabited, cohabitate

legō, legere, lēgī, lectum

to read

legible, legitimate, legislator

scribō, scribere, scripsī, scriptum

to write

script, scribe, scribble, describe, inscribe, perscribe

sedeō, sedēre, sēdī, sessum

to sit

sit, seat, sitting, sat, sediment

salvē / salvēte

hello!

salute, salutations

valē / valēte

goodbye!

valer, val'dictorian

NOUNS

arbor, arboris, f.

tree

arbor, arbor tree, arboretum

discipulus / discipula

student

disciplinarian, disciplinarian

magister/magistra

teacher

master, magistrate, magister

puella, puellae, f.

girl

ADJECTIVES

alterus, -a, -um

other, another alternate

laetus, -a, -um

happy elated

vicinus, -a, -um

neighboring vicinate

OTHER WORDS (ALTERA VERBA)

et

and

Cur....?

Why....? Curious

Quis....?

Who.....? Question

Quid....?

What.....? Query quiz

ubi

where, when ubiquitous

Bene!

Good! Well done!

Beneficial, Beneficent

Optime!

Very good! Excellent!

Optimistic, Optimistic



ASSIDUOUS (uh SIJ oo us) *adj* hardworking; busy; quite diligent

The workmen were *assiduous* in their effort to get nothing done; instead of working, they drank coffee all day long.

Wendell was the only *assiduous* student in the entire math class; all the other students had to copy their homework from him.

BENEFACTOR (BEN uh fak tur) *n* one who provides help, especially in the form of a gift or donation

To give benefits is to be a *benefactor*. To receive benefits is to be a *beneficiary*. People very, very often confuse these two words. It would be to their benefit to keep them straight.

If your next-door neighbor rewrites his life insurance policy so that you will receive all his millions when he dies, then you become the *beneficiary* of the policy. If your neighbor dies, he is your *benefactor*.

A *malefactor* (MAL uh fak tur) is a person who does bad things. Batman and Robin made life hell for *malefactors* in Gotham City.

NOMINAL (NOM uh nul) *adj* in name only; insignificant; A-OK (during rocket launches)

Bert was the *nominal* chairman of the committee, but Sue was really the one who ran things.

The cost was *nominal* in comparison with the enormous value of what you received.

"All systems are *nominal*," said the NASA engineer as the space shuttle successfully headed into orbit.

PROSCRIBE (proh SKRYBE) *v* to outlaw; to prohibit

Spitting on the sidewalk and shooting at road signs were both *proscribed* activities under the new administration.

The young doctor *proscribed* smoking in the waiting room of his office.

UBIQUITOUS (yoo BIK wuh tus) *adj* being everywhere at the same time

The new beer commercial was *ubiquitous*—it seemed to be on every television channel at once.

Personal computers, once a rarity, have become *ubiquitous*.

To be *ubiquitous* is to be characterized by *ubiquity* (yoo BIK wuh tee). The *ubiquity* of fast-food restaurants is one of the more depressing features of American culture.

Michael Plameier

9/13

- (1) In pictura est villa rustica
- (2) Laeta est Flavia, *Cornelia est laeta.*
- (3) Cornelia sedet sub arbore.
doesn't matter
- (4) Flavia est puella Romana,
↖
- (5) Cornelia iam villa habit,

Latin I: Quiz
Chapter 1
36 Points

NOMEN: Michael Plasmeier

I. Define and identify the part of speech for each of the following words
(2 points each).

1. scribit: to write
verb

2. puella: girl
noun

3. vicina: neighb
adj

4. habitat: to live
verb

5. romana: Roman
adj

6. est: ~~X~~ is
~~X~~ conjunction

7. laeta: ~~X~~ happy
~~X~~ conjunction adj

8. sedet: ~~X~~ draw sitting
verb

9. villa: country house
noun

10. arbor: tree
noun

11. legit: to read
verb

12. altera: other
adj

II. Define each of the following grammatical terms and give an ENGLISH
example of each (3 points each).

+2 1. Adverb: describes a verb - quickly

2. Noun: person, place, thing - Dog

3. Adjective: describes a noun - big

4. Verb: action word - run

Carpe Diem - Take the day
Make use of it

p99, 28, x, 1

Latin I: Map

15 points

Assignment:

You will create a quick reference map of the Roman Empire and the surrounding land. Follow these directions:

1. Neatly label the following places IN PEN OR MARKER (not pencil):

Regions: Italia, Sicilia, ~~Hispania~~, ~~Gallia~~, ~~Germania~~, ~~Aegyptus~~,
Asia Minor, Africa, ~~Britannia~~

Cities: Roma, Naples, Brundisium, Carthage,

Rivers: ~~Fiber~~ ^{Rome}, Nile, Rhine, Danube ~~Nol~~ Tigris

Seas: Mediterranean, Black, Red, North, Aegean, Adriatic,
Tyrrhenian, Atlantic Ocean

Roads: ~~Via~~ Appian Way

2. Color in the map indicating the boundaries of the Roman Empire at its greatest extent and make a key.

** Extra Credit: Label the following (1/2 point each)

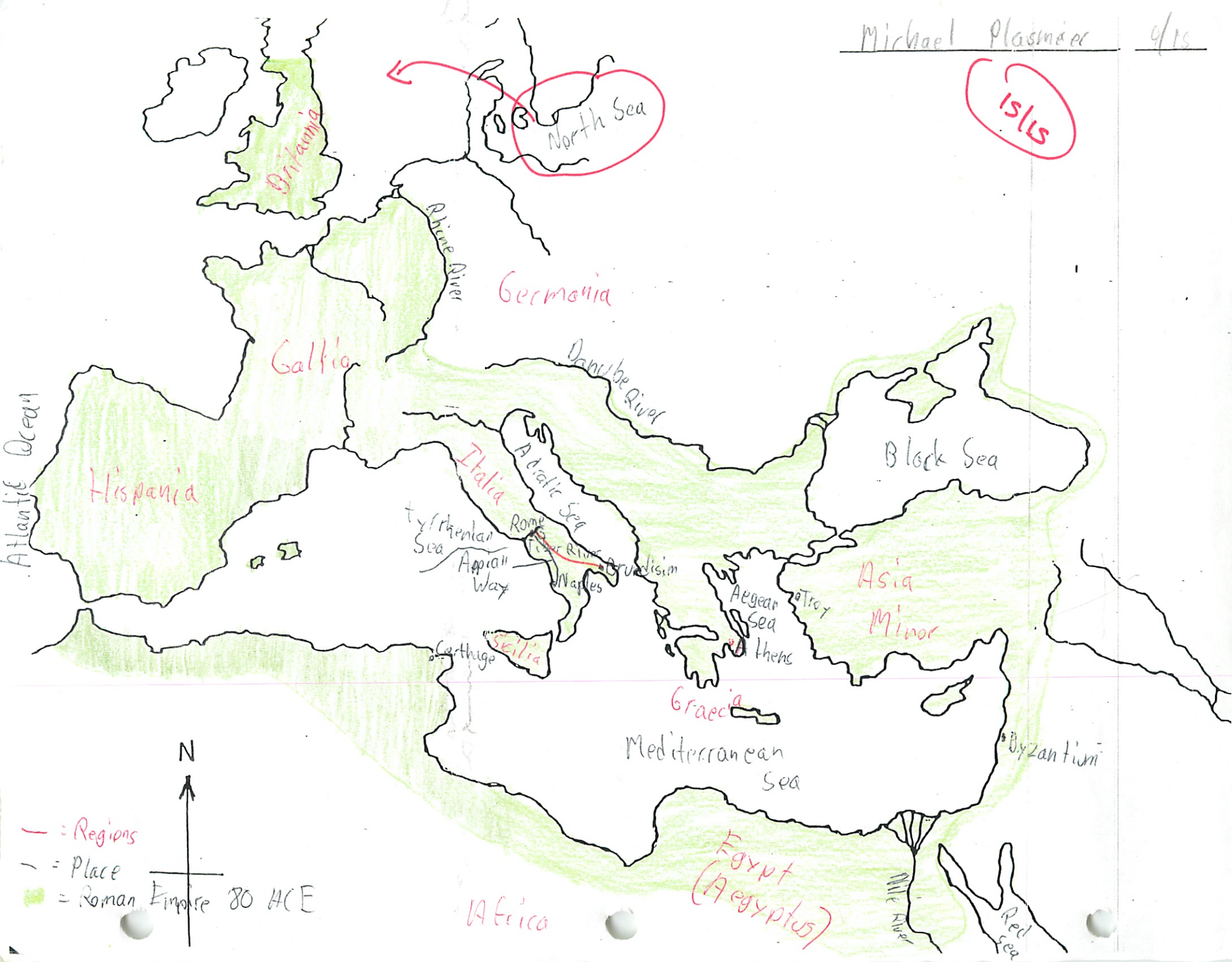
-Troy

-Byzantium

-Athens

- Graecia

You will be graded on accuracy, neatness, and clarity.

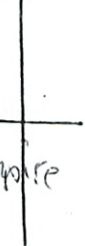


— = Regions

— = Place

■ = Roman Empire 80 ADCE

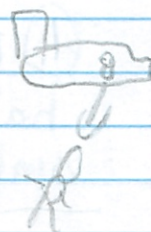
N



Noun Land

9/17

Cornelia pushed Flavia out of plane



Person, Place, Thing, Idea

Number - Singular or Plural -

To make nouns plural
add an E

puella	puellae
villa	villae
amica	amicae
pictura	picturae

I sounds like e

Adj. Burrow

Must Agree w/ nouns they describe in number
e.g. if noun is plural, adj is plural

Singular	Plural
laeta	laetae
defessa	defessa

Add E again

I sounds like E

Verb - Ville

T = singular (He or she)

NT = plural (they)

** If the subject of the sentence is singular your verb is singular, * If noun is plural, verb is plural **

① Ends at habitat ambulat <hr/> Habitant Ambulant Plural: ant	② Ends in Et Sedet <hr/> Sedent Plural: ent	③ Ends in It scribit legit currit <hr/> Scribunt Plural: unt
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Est is sunt / Irregular verbs

Verbs Ends in nt if plural

A SUMMER AFTERNOON

Activity 2a

1. When the subject of a Latin sentence is plural, the verb ends in nt.
2. When the subject of a Latin sentence is singular, the verb ends in t.

Activity 2b

In the story on page 7 of *Meeting the Family*, find all the verbs that end in *-t* and *-nt* and copy them in the spaces below. Do not copy the same word more than once.

<u>scribit</u>	<u>legit</u>	<u>Sunt</u>	<u>ambulant</u>
<u>est</u>	<u>habitat</u>	<u>sedent</u>	<u>habitant</u>
<u>currit</u>	<u>sedet</u>		

Activity 2c

The following words could be used as subjects of sentences. Write S in the blank if a singular verb would be required and P if a plural verb:

- | | | |
|-------------------------------|---------------------|----------------------|
| 1. amica <u>S</u> | 4. villa <u>S</u> | 7. puella <u>S</u> |
| 2. puellae <u>P</u> | 5. amicae <u>P</u> | 8. villae <u>P</u> |
| 3. Flavia et Aurelia <u>S</u> | 6. pictura <u>S</u> | 9. Cornelia <u>S</u> |

Activity 2d

Make the following story complete by placing the endings *-t* or *-nt* on each incomplete verb form:

Cornelia sub arbore sede t. Flavia in agris currit t. Puellae su nt amicae. Iam puellae ad villam currunt nt et in villā sede nt. Cornelia es t laeta quod amica eius in villā vicinā aestate habita t.

Activity 2e

Fill in the blanks in this story, following the English cues and using the words and phrases in the box at the left (do not use a word or phrase more than once):

sed
hodie
~~strenuae~~
defessa
quoque
tandem
currunt
brevis tempore
in agris
ad villam

Puellae sunt (energetic) strenuae. (Today) Hodie Flavia et Cornelia (in the fields) in agris currunt. (In a short time) Brevi tempore puellae sunt defessae. Puellae non iam (run) currit. Cornelia est (tired) defessa. Flavia (also) quoque est defessa. (At last) tandem Flavia sub arbore sedet (but) sed Cornelia (to the country house) ad villam ambulat.

Now put an S over each subject, an LV over each linking verb, and a C over each complement in the sentences above.

Exercise 26

9/20

(10)

1. habitat
2. sedent
3. sunt
4. est
5. puellae Romanae
6. current

1. Flavia in villa vicina habitat

Flavia lives in a nearby villa.

Subject

Verb

~~Complements~~

Complements are

All others

2. Cornelia et Flavia sub arbore sedent

Cornelia and Flavia sit under a tree

3. Cornelia et Flavia defassae sunt

Cornelia and Flavia are tired

4. Flavia strenua est.

Flavia is active

5. Cornelia et Flavia sunt puellae Romanae

Cornelia + Flavia are Roman girls

6. Puellae in agris non iam current

The girls, in the field, are no longer running.

Over

Exercise 2D

me

9/21

1. Cornelia et Flavio ⁱⁿ Italy habitant.
2. Cornelia et Flavia in agris ambulant.
3. Flavio currit ^{sunt} puellae ^{deffesae}
4. ~~Puellae~~ Brevi tempore ^{et} sedent sub arbore
5. Puellae tandem ambulant ad villam rusticam, lente

Exercise 2c

Michael Plasmeyer

9/21

Cornelia is a Roman girl who lives during the summer in a villa or country house. In a nearby villa, another girl called Flavia is friends with her. While the

girls live in the country houses they ^{often} walk across

the fields. Today Cornelia ^{walks} toward the ^{neighboring} country house, and

under the tree in the field sits Flavia, ^{under the tree} Now the girls

~~slowly~~ ^{happily} run. In a short time they are tired and they

no longer run but sit under a tree.

Means happy (in the book)

Latin I: The Roman Family
Double Entry Journal

Nomen: Michael Plasmeyer

Assignment: You will read pages 10-11 in your textbook and the packet on Roman families.
You will then write a double sided journal entry following these guidelines:

Directions:

1. Read pages 10-11 in your textbook and the packet on Roman Families
2. Fold a clean piece of paper (lined or blank) in half
3. On the LEFT side of the paper you will:
 - List 8 facts from the reading
 - Write a 6-8 sentence summary of the reading in complete sentences
4. On the RIGHT side of the paper you will:
 - Respond in at least 6 sentences to the reading: What was your impression of the material, what was interesting or surprising, did the reading confirm or refute what you previously believed, did it help to form any opinions? ^{about}
 - List two discussion questions from the reading (Remember, discussion questions are not yes/no questions. They should inspire further discussion about interpretations, opinions, and explanations.)
5. Be prepared to discuss your facts, summaries, opinions, and questions.

The Roman Family

20/22

8 Facts

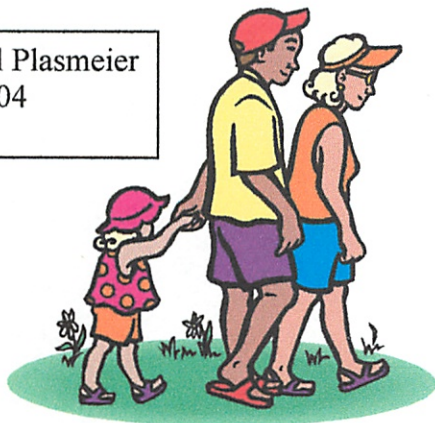
- Their life expectancy is more then half of ours.
- 50% of children did not live past their 10th birthday.
- They had a lot of half-families back then.
- However, that was because of the death of family members, not divorce.
- The dad had all legal control over his family. *no wife*
- He could even kill his adult son.
- Children often did not see their mothers.
- Sons could order around their mothers.

Married young

Summary

The Roman family is both different and similar to our families. However, in Rome the father had total control over his family. The father also remarried a lot because his wife died often from child birth. Men were definitely valued much higher then woman. Both parents loved their children, but the mother especially. Over time mothers have always been pictured as sweeter, and the father, as the drill sergeant. The Roman family fit this image perfectly.

Michael Plasmeier
9/22/2004
P.D.:5

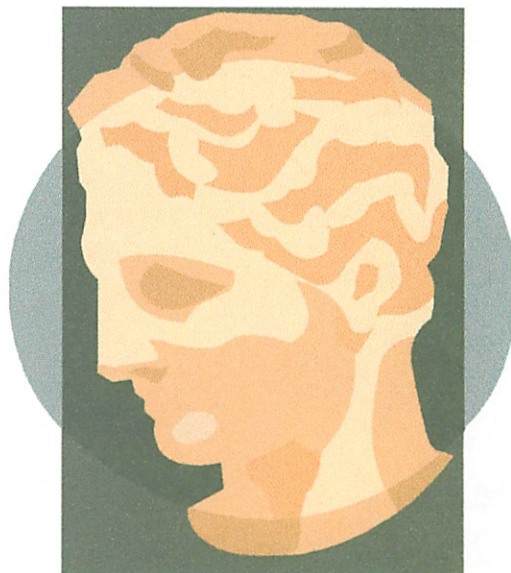


Response

- I didn't like that the fathers had that much control. What if you had an abusive father?
- Why do sons have control over their mothers?
- In the textbook, why does it just talk about rich families?
- I learned that the Romans did care about their daughters, more so then even some modern-day countries.
- In the textbook, they only write 1 ending sentence about Flavia, why not write more about her?
- In the textbook, the importance of slaves was not really portrayed in the way that they helped their family.

Discussions

- Why did the father have so much control over the family?
- How did we more then double life expectancy over the years?



BLENDED FAMILIES ?

+8

+6

+4

PARAGRAPH FORMATS...

+2

Roman Families

Our English word *family* is derived from the Latin *familia*. Both words have several meanings. Consider these usages of *family*. "My *family* came to this country from Italy many years ago." "My whole *family* gets together every summer for a reunion." "My *family* lives in a three-bedroom house." In the last sentence, the word *family* probably denotes a "nuclear unit" consisting of a mother, father, and their children. In the middle sentence, *family* means an extended group of people related by blood and marriage. Today family members can expect to participate in family gatherings for many years and several generations, because modern life expectancy in industrialized societies is about eighty years. Parents can expect that they will live long enough to see their children marry and to have grandchildren. In turn, children can expect that their parents and even grandparents will still be alive when they marry and begin their nuclear unit. The situation in ancient Rome was very different because life expectancy was only about 27 years. This figure reflects the very high infant mortality rate. Perhaps 25 percent of live-born infants died within their first year. And another 25 percent of the survivors died before their tenth birthday. Certainly a few people did live to be 80 or 90. But the life expectancy of 27 years was a median as well as an average; many people died in what we now consider the prime of life.

The consequences of early mortality to family structure are enormous. In ancient Rome, parents could not expect that all their children would live to adulthood. Nor could they expect to live long enough to see their children become adults. In turn, children could not expect that both or even one natural parent would be alive to watch them mature. Bereaved spouses usually remarried and formed "blended" families. Thus, both as children and adults, Romans fortunate enough to live to middle-age could expect to participate in a sequence of "blended" families and to form a network of step-family and half-sibling relationships. In our own society, the frequency of divorce has also produced many "blended" families, but the natural parents (and natural grandparents, aunts, uncles, etc.) are still alive to support their children. In ancient Rome, death, more than divorce, caused the dissolution and then reconstitution of family units. "Extended" families would contain fewer natural relatives, yet may have been more important in terms of both economic and emotional support than they are today. The Roman family was essentially pragmatic. People

formed familial ties in order to create a web of mutual-assistance obligations. In a society with a low life expectancy and no comprehensive community-sponsored welfare system, family members needed to depend on one another.

→
CONCERNED
WITH THE
PRACTICAL
CONSEQUENCES OF
ACTIONS OR BELIEFS

Patria Potestas

One meaning of the Latin word *familia* is "the group of people who descend from the same pater." Thus a father and his children form a *familia*, and the children of his sons (his grandchildren) belong to the *familia*. (However, the children of his daughters do not, because they belong to their father's *familia*.) The word *paterfamilias* denotes the head of the *familia*. A 50-year-old married man and his 25-old married son, living in separate households, might therefore be the legal dependents of an 80-year-old *paterfamilias*. In reality, however, few men lived to be 80. The word *paterfamilias* is therefore often synonymous with *pater* or "father." Roman law gave the *paterfamilias* virtually absolute control over the lives of his descendants. This control was called the *patria potestas* ("the father's power"). A Roman father managed all the financial assets of the family. He had the legal right to expose a newborn child; he arranged marriages for his children and could force them to divorce spouses they loved; he could disown a child, sell a child into slavery, or even kill a child whose behavior displeased him. As late as 63 B.C. a senator named Aulus Fulvius had his adult son executed because he was involved in a plot to overthrow the government. The ancient law was designed to ensure that families retained responsibility for their members' actions. However, although the legal provisions seem very severe, the law was tempered by social convention and common sense. How strictly or severely an individual father might wield this power would depend very much on his personality and temperament as well as on the responses of other family members and the community. For example, arranged marriages were common in Roman society, but the execution of an adult son by his father was rare. As the following passage indicates, the Romans believed that the *patria potestas* had been defined by Romulus, the legendary founder of the city, but we cannot ascertain the precise origins of the practice.

1

FIRA 1, p. 8 (Dionysius of Halicarnassus 2.26-27)

Romulus granted to the Roman father absolute power over his son, and this power was valid until the father's death, whether he decided to imprison him, or whip him, to put him in chains and make him work on a farm, or even to kill him. Romulus even allowed the Roman father to sell his son into slavery.

But many fathers loved and cherished their sons,
as the following passage shows:

2

Quintilian, *The Elements of Oratory* 6, Preface 6-11

My younger son died first, when just five years old, and tore away one of the two lights of my life. I am not seeking attention for my misfortune, nor do I want to increase the reasons for tears. For I wish there were some method of diminishing them! . . . But such a child would have won my heart even if he had been someone else's. And yet, in order to torture me more intensely, it was the plan of treacherous fate that this child should be especially affectionate toward me and should prefer me to his nurses, to the grandmother who raised him, and to all those who usually attract the devotion of those early years. . . . After his death, I placed my one last hope and joy in my older son, and he was able to provide me with solace. For he had already entered this tenth year and had displayed not small blossoms, as my younger son had, but certain and clearly defined fruit. . . . I swear that I saw in him those qualities not only of talent for learning his lessons (I, in my considerable experience, have discerned nothing more remarkable), and even of willing studiousness (as his teachers know), but also of honorable behavior, dutifulness, humaneness and generosity. Fear of such a great blow could have been expected, because it is commonly observed that those who mature quickly die earlier and that there is some spiteful force which cuts down such great promise, evidently so that our happiness does not go beyond what is allotted to mortal men. . . . He had fortitude, dignity and strength in the face of pain and even fear. With such courage did he endure the illness of eight months, and such admiration did he win from his doctors! In his final moments he was consoling me! Even as he was growing weaker and leaving us, he kept the fevered thoughts of his delirious mind on his lessons and studies.

Roman fathers greeted the birth of an infant boy with more joy than the birth of an infant girl. Indeed infant girls were sometimes unwanted and therefore exposed. Daughters who were allowed to live were often married at a very tender age to men chosen by their fathers. It was not uncommon for girls to be engaged at twelve and married at thirteen, and few were asked their opinions about prospective bridegrooms. Yet it would be wrong to conclude that Roman fathers did not love their daughters. Cicero, for example, was very fond of his daughter Tullia and consequently greatly distressed, as this passage indicates, when she died. Tullia had been married three times. Her first husband died and left her a widow (she was probably still a teenager), and she was separated from her second and third husbands by divorce. The first two marriages were evidently arranged by her father, Cicero. While Cicero was in exile, she herself chose her third husband. Her choice did not please Cicero, who complained bitterly about his son-in-law; ultimately this marriage, too, was unhappy. In February of 45 B.C., Tullia died, at about thirty years of age, from

complications arising from childbirth. Three months after her death Cicero was still deeply grieved as we learn from this letter to his friend Atticus.

3

Cicero, *Letters to Atticus* 12.46

I think I can master my grief and go from Lanuvium to my villa in Tusculum. For I must give up my property there forever (since my sorrow will remain, although it may become better concealed), or else realize that it doesn't matter whether I go there now or in ten years. Certainly the house there could not possibly remind me of her any more than do already the thoughts which consume me constantly, day and night. You will probably ask, "Is there no consolation in books?" In this case, I am afraid they are actually a hindrance. Without books, I might perhaps have been tougher; but an educated mind is neither insensitive nor callous.

MOTHERS

We know, unfortunately, very little about the relationship between mothers and their children. When Roman writers do describe their mothers, they generally present us with an idealized portrait of a Roman *matrona*, a woman who is virtuous, strong, self-sacrificing, and devoted to the education and political advancement of her family. But we seldom hear of real warmth in the mother-child relationship. Roman writers, when they mention their mothers at all (which is rare), seem to worship them from a distance. There are various explanations for this apparent lack of warmth. Since many women died young, often in childbirth, their children may never have known them. Quintilian's young sons, for example, were cared for by their grandmother after their mother's death. Moreover, a man might be married two or three times and his children would thus be raised by stepmothers. In cases of divorce, children remained with their father, not their mother, and they might not see her again. In addition, a mother was often not the exclusive caretaker of her young children. Upper-class families, in particular, often delegated the routine physical care of their children to lower-class servants or to slaves. Children who were accustomed to this broader network of support might therefore feel as much love toward the nurses and nannies who had fed, bathed, and clothed them as toward their mothers. Yet surely many Romans loved their mothers dearly, and perhaps it was strictly literary convention that led them to describe their mothers in terms of generalized virtues rather than to recall personal and highly individual memories of maternal warmth.

Maternal Tenderness

Seneca suggests that mothers were more indulgent than fathers.

4

Seneca the Younger, *An Essay about Providence* 2.5

Don't you see how fathers treat their children one way, and mothers another way? Fathers order their children to be woken up to do their work early. Even on holidays they don't allow them to be idle, and they wring sweat and sometimes tears from them. But mothers want to hold their children on their laps and keep them in the cool shade: they want them never to be made unhappy, never to weep, and never to be in distress.

A Mother's Concern

Private correspondence was written on papyrus sheets. Since papyrus is a perishable material, almost all letters written 2000 years ago no longer exist. In dry desert regions of Egypt, however, archeologists have discovered some remarkably well-preserved papyrus documents. Egypt became a Roman province in 30 B.C., and many of the documents found there were written during Egypt's Roman period. The letter translated here was written in Egypt in the third century A.D. on the back of a piece of papyrus that had already been used once and then sold as scrap paper. In this letter to her son a mother expresses anxious concern about an injury he has received.

5

BGU 380

Late yesterday I went to your employer Serapion and asked him about your health. He told me that you had hurt your foot on a piece of sharp wood. I was very worried that you could walk about only slowly and with difficulty. And I told Serapion that I would travel with him to see you; but he said, "Don't worry so much!" But if you know that you are not well, write to me, and I will come down²⁸ to you with any traveling companion I can find. Don't forget to write, son, about your health, for you know the anxiety a mother experiences about her child.

Your children send love and greetings.

An Ungrateful Son

Mothers did not have the legal control over their children that fathers did (the *patria potestas*). Indeed, when her husband died a widow might find herself at the mercy of her children unless she had inherited enough money to remain independent. In this letter from second-century A.D. Egypt, Sempronius reprimands his brother Maximus for Maximus's harsh treatment of their mother, who apparently lived with the latter.

6

Sammelbuch 6263 (*Select Papyri* 121)

I hope you are well. I have been told that you are not looking after our dear mother very well. Please, sweetest brother, don't cause her any grief. And if our other brothers talk back to her, you should slap them. For you should act like a father now. I know that you can be kind to her without my writing; please don't be offended by my writing and reprimanding you. We ought to revere as a goddess the mother who has given us birth, especially a mother as good and virtuous as ours. I have written you these things, my brother, because I know the sweetness of dear parents. Write and tell me how you are.

Latin I: Study Guide
Chapter 1-2 Test

Fr: 9/24/04

I. Vocabulary:

- Be able to translate Latin to English
- Be able to translate English to Latin

II. Grammar:

- Define and identify parts of speech:

nouns, verbs, adjectives, linking verbs

noun → adj (est)

- Articles (a, an, the) (none of them)

- For nouns, verbs and adjectives, be able to change singular to plural and plural to singular.

ex. Puella--puellae (nouns)
Currit--currunt (verbs)
Laeta-- Laetae (adjectives)

III. Derivatives:

- Be able to identify and define English derivatives of Latin roots
- Be able to identify Latin roots and their meanings

ex. A derivative of currit is current/cursor
Precursor is a derivative from the Latin word currit

Phrase of day

21/77

Latin I: Test
Chapters 1-2
75 points

NOMEN: Michael Plasmeier

I. For each of the following words, change the singular to plural and the plural to singular (1 point each).

- +10
1. currit: currunt
 2. puellae: puella
 3. romana: romanae
 4. habitat: habitant
 5. est: sunt

6. villae: villa
7. ambulant: ambulat
8. scribunt: scribit
9. defessa: defessae
10. sedent: sedet

II. For each of the following sentences, fill in the blanks with the correct endings (1 point per blank).

- +8
1. Ecce, in pictura est Cornelia quae habitnt in villa rusticum.
 2. Cornelia et Flavia sunt amicae.
 3. Cornelia currit in agris et Flavia scribit sub arbore.
 4. Flavia est altera puella quae in villa vicina habitnt.
 5. Puellae sub arbore sedent.
 6. Puellae ex agris ambulnt et currnt ad villam rusticam.

III. Define the following terms (2 points each).

- +9
1. Noun: a person, place, thing, or idea
 2. Adjective: describes a noun
 3. Verb: action verb
 4. Linking verb: links a verb with an adjective
 5. Article (example): An, A, the

IV. Culture (6 points).

Describe the role and responsibilities of the father in the Roman family.

- +5
- In charge of money, family's actions
 - life and death privileges over sons + daughters
 - Post Scriptum - P.S. - marries away daughters
 - buys slaves

V. Translate each of the following sentences into Latin (4 points each).

+3

1. Cornelia is happy because she is sitting under the tree.

Cornelia est laeta quiaque sub arbore sedent

2. The tired girls walk out of the fields.

Defessae puellae ex agris currunt

3. Cornelia reads in the country house while Flavia writes under the tree.

Cornelia in villa legit dum Flavia scribit sub arbore

+3

4. The happy girls live in the country house in the summer.

Laetae puellae in villa aestate habitant

+18

5. Flavia and Cornelia run to the country house.

Flavia et Cornelia ad villam currunt

VI. Translate the following passage into proper English (11 points).

Cornelia est puella romana quae in villa rustica aestate habitat. In villa vicina habitat altera puella, nomine Flavia, quae est amica eius. Dum puellae in villa habitant, in agris ambulant. Hodie Cornelia ad villam vicinam ambulant ubi Flavia sedet sub arbore. Iam puellae laetae currunt. Brevi tempore, quod defessae sunt, non iam currunt sed sub arbore sedent.

+11

Cornelia is a Roman girl who lives in a country house and farm over the summer. In a nearby country house lives another girl called Flavia who is friends with Cornelia. While the girls live in their country houses, they walk through the fields. Today Cornelia walks to the neighboring country house, while Flavia sits under a tree. Now the girls are happily running. →

VII. For each of the following words, give the Latin root word and the meaning of the Latin root word (2 points each).

	LATIN ROOT	MEANING
1. ambulance:	Ambulante	Walking
2. brief:	Brevi	Short
3. sedentary:	Sedet	Sitting
4. vicinity:	Vicina	Nearby
5. alternative:	altera	Other

+10

Story VI continued - In a short time, the girls are tired, and they are no longer running. Instead, they sit under a tree.

Back to North Land

Masculine/Feminine

9/27

number (singular or plural) See Previous

gender (feminine or masculine)

↑
end in
a

↑
end in
us

except -vir
-puer
-ager
only 3

Pres
we
have
been
using

- puella
- pictura
- villa
- Cornelia

- Marcus
- Navius
- Hortus
- Servus

Add I

Plural
add e (sounds like I)

↓
Plural
no us
add I

3rd Group
Irregular Nouns (Male + Female)

sub arbor

↓
plura

arbores

- puellae

- viri
- pueri
- servi

9/28

Adj Berrow

Nouns + Adj. must agree in number + gender

Fem	S	Puella	Laeta
	P	Puellae	Laetae
Masc	S	Servus	Laetus
	P	Servi	Laeti

3c

Michaelis Plameior + Gdovir

9/29

1. amica defessa

2. servus iratus

3. puella Romana

4. vir defessus

5. villa vicina

6. amica laeta

7. puella strenua

8. vir Romana

9. puella irata

10. puer solus

11. villa Romana

12. servus defessus

9/16

Exercise 3d 10

Michael Plasmeier

9/27

1. habitant - Marcus and Sextus live in the same country house

2. est - David, is a man from Britain

3. servi - ^{The} Slaves work in the fields.

4. currunt - Boys and girls ? run often

5. servi - In the fields are multiple servants

6. Marcus et ~~Sextus~~ - Marcus and Sextus live in Italy
← habitat is singular

7. Romani - Marcus and Sextus are Roman boys

8. Romanae - Cornelia and Flavia are Roman girls

9. Romana - Aurelia is a Roman woman

2 are plural or

singular for all

Activity 3a

Make each sentence plural:

1. Puella ridet. Puellae rident
2. Servus laborat. Servi laborant
3. Puer est laetus. Pueri sunt laeti
4. Puella est irata. Puellae sunt iratae

Make each sentence singular:

5. Viri clamant. Vir ~~clamat~~
6. Servi ambulant. Servus ambulat
7. Puellae sunt strenuae. Puella est strenua
8. Pueri sunt strenui. Puer est strenuus

Activity 3c

Fill in the endings to complete the meaning of the sentences:

Dum Cornelia et Flavia, puellae Rōmān ae, in agris currunt. Marcus et Sextus, pueri Rōmān i, in hortō clāma nt et ride nt. Neque pueri Rōmān i neque puellae Rōmān ae in agris laborant, sed serv i in agris et villis laborant. Servus gemit quod defess us est, sed puell a nōn gemit quod laetae sunt. Puer i nōn sunt defess i quod nōn labora i. Flavia nōn est defess ae quod est puell a strēua.

neque ... neque ..., neither ... nor ...

I sounds like E

Activity 3d

Fill in the blanks, following the English cues:

1. (The boys) Pueri in agris nōn laborant.
2. Servi sunt (tired) defess.
3. Pueri in eādem villā (live) habitant.
4. Puella (British) Britannica in Italiā habitat.
5. Statua (into the fishpond) in piscinam cadit.
6. Dāvus hodiē (is working) laborat.
7. Cornelia et Flavia sunt (alone) solae.
8. Sextus (in the garden) in hortō currit.
9. Dāvus (is not laughing) nōn laetus ridet.

in Italiā habitant, viri Britannici sunt.

Verbs = nt
not e or us

Nouns	Verb
A/AE - F	N or NT
US/I = Male	

Strēua
Rest
ae
us
I

Activity 3e

Read the following paragraph and answer the questions below with full sentences in Latin:

In hortum ad piscinam currunt Flavia et Cornelia. Laetae ridet et clāmant. Sextus ad piscinam ambulat. Subitō in piscinam cadit statua rūsica. Madidae iam sunt puellae et irātae. Dāvus quoque est irātus quod statua est in piscinā, sed Sextus, "Statua est salva." clāmat et ex hortō currit.

madida, dripping, soaked
salva, undamaged, all right

1. Quid Flavia et Cornelia faciunt?

Flavia et Cornelia ~~non~~ ridet + clāmant in hortum

2. Cūr sunt puellae irātae?

~~Sextus facit statuam cadit in piscinam.~~ Quare sunt puellae madida

3. Cūr est Dāvus irātus?

Dāvus est iratus quare statua est in piscinam.

4. Quid facit Sextus?

Sextus facit statuam est in piscinam cadit

Activity 3f

Put the number of the Latin word at the left beside the English word at the right to which it is related. Then use your knowledge of the meaning of the Latin word and give a meaning for the English word to which it is related.

1. clāmat	4	laborious	working hard
2. hortus	6	solo (perform)	alone
3. ridet	1	clamorous	boasting, noise, shouting
4. labōrat	5	irate	mad, very unhappy, angry
5. irātus	2	horticulture	study of gardening, plants
6. sōlus	3	deride	to make fun of

48

Review

9/30

1. Romanus - Marcus is a Roman boy.
2. current - Flavia and Cornelia run in the garden
3. amici - ~~Marcus et Sextus sunt amici~~ ^{English} Marcus and Sextus are friends
4. servus - Marcus is not a slave
5. servi - The boys are not ~~servants~~ ^{slaves}
6. ascendit - Marcus ~~did~~ ^{goes} not climb the tree.
7. ~~Marcus~~ ^{Marcus} - Marcus, ~~did~~ ^{Why are you not} you climb the tree?
8. Britannicus - Davus is a British man.
9. laeti - The boys happily laugh.
10. defossae - Cornelia and Flavia are tired
11. Multi/laborant - Many slaves work in Italy

3E / 40

10/1
10/7

1. Hodie, puer rident qual est laetus.
2. Deffesae puellae sub arbore sedit.
3. In Italia muli' servi in villis laborant
4. In pictura, Cornelia legit et Flavio scribit
5. Dom. Davus ad piscinam currit, puer subito ex hortu curant.

4 D

10/7

1. Sextus ^{semper other or is correct} ~~sope~~ vexat Corneliā
2. Cornelia ^{est} deftesa et sub arbore dormit ^{some end in m ad villam ex} ~~not~~ ^{exhorta}
3. Marcus currit ad arborem et conspiciet puerum molestum ← Both, Male, Singular, D.O.
4. Nihil terret Sextum
5. Marcus audit magnam fragorem

Michael Plasmier SHOW-OFF!

Activity 4a

Find and copy seven different nouns that serve as direct objects of verbs in the story on page 19 of *Meeting the Family*.

~~Sextum~~ ~~arbores~~ ~~fragorem~~ ~~molesum~~
~~curtim~~ ~~magnam~~ ~~puerum~~ ~~Corneleum~~

Activity 4b

Write S next to the forms in the following list that could serve as subjects of verbs and DO next to the forms that could serve as direct objects of verbs:

1. puellam DO 7. vox S 13. Corneliā DO
2. Marcus S 8. rāmus S DO 14. arborem DO
3. fragōrem DO 9. vocem DO 15. Sextus S
4. puer S 10. amicam DO 16. Cornelia S
5. Sextum DO 11. vir S 17. rānum DO
6. puerum DO 12. fragor S 18. arbor S

Activity 4c

After learning the new words on page 19 of *Meeting the Family*, fill in the blanks in the following sentences with Latin words to match the English cues:

- Sextus Corneliā Semper vexat. (always)
- Cornelia sub arbore dormit. (sleeps)
- Sextus appropinquat. (approaches)
- Ramus est infirmus. (The branch... weak)
- Sextus Corneliā non amat. (does not like)
- Arborem igitur ascendit. (therefore)
- Subito magna voce clāmat. (in a loud voice)
- Marcus Sextum conspicit. (catches sight of)
- Marcus clāmat, "Descende, Sexte!" ("Come down, Sextus!")
- Tū Sextus ex arbore cadit. (Then)
- Fragor Corneliā terret. (The crash... frightens)
- Cornelia clāmat, "Cave, Sexte!" ("Be careful, Sextus!")
- Sed Sextus nihil audit. (hears)
- Sextus quoque nihil videt. (sees)
- Cornelia clāmat, "Nihil tu terret!" (frightens you)



? order ?

Back to Nounland.

Use / Direct Object

10/4

Review

Nouns have:

- number
- gender
- use

Subjects - Does the action
Direct Objects - A noun that receives the action of the verb.
(DO)

Example: Mr. dad bakes a cake
subject verbs Direct Object

In / To / Around

↑ not Direct Objects,
they are prepositions

ex 1

1. Mr. Smith buys flowers
subject DO

2. ~~Joe runs around a fence~~
~~subject prep~~

← bad

3. Cornelia runs to the tree
subject verb prep D.O.

↑ Don't include

4. My turtle writes a symphony
subject verbs D.O.

Latin

D.O. = ends in m

eri Sextum
Corneliam

Nounland

Use correct

Nouns have:

Number

Gender

Use - Subject = Noun which does object
Direct Object = - Noun
- Recieves object

ex. Chris picked his nose
sub verb DO.

Review	1 F	2 M	3 Mar F
	<u>ends in</u> a	<u>ends in</u> us	<u>irregular</u> may in in or
<u>Subject</u> <u>Structure</u>	<u>Feminine</u> villa puella Flavia	<u>Male</u> <u>Subject</u> tamus servus Sextus	- arbor - vox - fragor - clamor
			- x - b - s - er
			what ever ending

Subject
Plural

<u>Add E</u>	<u>Drop us, Add i</u>
- villae - puella	- ramus - servi

DO
Singular

<u>Add M</u>	<u>Add Um</u>	<u>Add Em</u>
- villam - puellam - flaviam	- sextum - servum - Romum	- arborem - fragorem - clamorem

- vocem - irregular change
root changes

LATIN I: QUIZ
CHAPTER 4

33/32



NOMEN: Michael Plasencia

I. GIVE THE MEANING FOR THE FOLLOWING WORDS (1 POINT EACH).

1. ASCENDIT: climbs

2. NIHIL: nothing

3. INFIRMUS: shaky, weak

4. SOLLICITA: anxious

5. VIDET: sees

6. VOX: the voice

7. IGITUR: therefore

8. VEXAT: annoys

II. TRANSLATE EACH OF THE FOLLOWING SENTENCES, THEN UNDERLINE THE SUBJECT AND CIRCLE THE DIRECT OBJECT FOR EACH OF THE LATIN SENTENCES (5 POINTS EACH).

1. SEXTUS DAVUM SAEPE VEXAT.

Sextus annoys Davus

2. MAGNA VOX PUELLAM TERRET.

The loud voice scars the girls

3. SEXTUM DAVUS NON AMAT.

Davus is not friends with Sextus

4. PUELLAE MARCUM ET SERVUM CONSPICIUNT.

The girls catch sight of Marcus and the slave

III. GENERAL (2 POINTS EACH)

1. DEFINE "DIRECT OBJECT":

Who the verb gets done to

2. ALL SINGULAR DIRECT OBJECTS END IN WHAT LETTER?

M

EXTRA CREDIT:

To the point of sickness

NOMEN Michael Plasmor

WORKSHEET - DIRECT OBJECT

1. In Latin you can usually tell a singular direct object because it ends in the letter m

SELECT THE CORRECT ENDING IN THE SENTENCES BELOW AND TRANSLATE THE SENTENCES

1. Puella (puer pueri puerum) conspicit.

The girls catch sight of the boys.

2. Marcus et Cornelia (fragor fragore fragorem) audiunt.

Marcus and Cornelia hear the crash

3. (Puella Puellae Puellam) sub arbore dormit.

The girl sleeps under a tree.

4. Pueri (servus servi servum) in agris vident.

The boys see the slaves in the field

5. (Puella Puellae Puellam) Sextus terret.

Sextus ^{frightens} scares the girls

6. Sextus est molestus (puer pueri puerum).

Sextus is an annoying boy.

BY ADDING JUST ONE WORD COMPLETE THE SENTENCE SENSIBLY!

1. Arborem puellae

~~haberent~~ (hold)

acendunt - vident

2. In agris servus

labrat

3. Molesti pueri Davum

terret

4. Cornelia

sedit

5. Flavia laeta

~~magna~~ est - linking verb
head est but can't do

6. Fragorem Marcus

audit

7. Tum dormiunt

~~Cornelia~~ (needs plural)

Puellae

or catches sight of

8. Conspicit servus

Marcum

Slaves see March

9. Pueri molesti

ambulant

10. Terret vox

Corneliam

Vox scares Cornelia

Need to be a Verb

Vexat - Verb - Annoyed

The boy annoys the girl

Molestus - adj

Annoying -

The boy is annoying

Annoying boy

WORKSHEET

1. If a word ends in -a (villa) you now know 3 endings that could change the meaning or use of the word in a sentence. What are the three endings and how are they used?

-ae plural subject
 -m singular D.O.
 -a singular subject

2. If a word ends in -us/-r (servus / vir) you now know 3 endings that could change the meaning or use of the word in a sentence. What are the three endings and how are they used?

-us/-r singular subject
 -i plural subject
 -um singular D.O.

3. Below is a straight line representing an English sentence. Fill in the sections as to subject - direct object - verb

The cat, / / .

Subject Verb D.O.

puella
 puellae
 puellam

vir
 viri
 virum

servus

servi

servum

Adj Barough

10/13

Review

Noun + Adj Must Agree

- ① in number (sing/plural)
- ② in Gender (Male/Female)

Puellae Laetae (pl)
 Puella Laeta (sin)
 Puellae Laeta (fem)
 Servus Laetus (male)

~~Final box~~

- ③ in Use (subject or direct object)

Puella Laeta (sub)
 Puellam Laetam (D.O)

Servum Laetum (sin, male, D.O)

Review Grammar

10/4

Nouns

1 F	2 m	3 m/b (shady) - D.O.	Magna D.O.
Puella	Servus	h, bar - F, armorem	Magam
AE	I	Fragor - M, fragorem	Magnum
Adj	Adj	Vox - F, vocem	Magam
		Clamor - M, clamorem	Magnum

~~Adj~~

Adj can't only be group 1+2 not X

Latin 1: Worksheet
Parts of Speech

Nomen: Michael Plasmeior

Directions: IN the space provided, identify the part of speech that is missing (verb, subject, direct object, complement) and whether it should be singular or plural. Then complete the sentence with an appropriate form. TRANSLATE THE SENTENCE.

1. Cornelia sub arbore sedat. (S) verb

Translation: Cornelia sits under a tree

2. Cornelia et Flavia defessae sunt. (P) Verb

Translation: Cornelia and Flavia are tired

3. Davus non amat Corneliam. (S) D.O.

Translation: Davus is not friends with Cornelia

4. Marcus audit fragorem. (S) P.O.

Translation: Marcus hears a crash.

5. Puellae Marcum et servum conspiciunt. (P) Verb

Translation: The girls catch sight of Marcus and a slave

6. Davum saepe vexat Marcus. (S) subject

Translation: Marcus always annoys Davus.

7. Marcus est puer Romanus. (S) complement (adj)

Translation: Marcus is a Roman boy

8. Hodie Sextus ascendit arborem. (S) D.O.

Translation: Today, Sextus climbs the tree

9. Wolves Lupi puellam terrunt. (P) Verb

Translation: The wolves annoy the girls

10. In horto currunt puer. (P) Subject

Translation: The boys run in the garden

-conspicit =
catches
sight of
-videt = sees

Latin Extra Credit

72

Michael Plasencia

10/12

hortar - to Urge, incite - saw on calendar

Carn - Latin Root for Flesh " " "

incarnatus - flesh colored " " "

DID YOU KNOW?

"Exhort" derives from the Latin verb *hortari*, meaning "to urge, incite," and it often implies the ardent urging or admonishing of an orator or preacher. If you'd like to exhort someone without the "ex-," you can use its synonymous sibling "adhort," which comes from the same root. To dissuade, you might opt for "dehort," a *hortari* descendant that means "to advise against." But if you use "adhort" and "dehort," remember that they are less common than "exhort" and so may be unfamiliar to your audience.

DID YOU KNOW?

Carn- is the Latin root for "flesh," and *incarnatus* is Latin for "flesh-colored." English-speakers picked up the "flesh-colored" sense for "incarnadine" back in the late 1500s. Since then, the adjective has come to be used for the dark red color of freshly cut fleshy meat as well as for a color of the outer skin. "Incarnadine" can also be used as a verb meaning "to redden" and, more rarely, as a noun for a reddish color.

Latin I: Study Questions

9-14-98

10/14/04

23/25
Nomen: Michael Plasmeid

INDO EUROPEAN- The lost parent language

Directions: Answer the following questions with complete sentences.

Be sure to express your thoughts clearly and thoughtfully.

1. What is Indo-European and who spoke it?

+3 A language which was spoken by people in central Europe and west Asia 5,000 years ago.

2. Give a brief summary of the article you read.

+3 The article tells about how Latin started and spread. The Indo European language started off Latin which other people then adopted to form their own languages.

3. In what ways did the Latin language reflect Roman culture and lifestyle?

+2 The Latin language was created under a need for words. When the Romans were business men they created words which reflected that. Roman language showed their way of life. It represented how they struggled for survival.

4. Describe the process by which Latin spread and grew.

+3 Latin spread by traders and conquerors from Rome. They brought the language to other parts of the world. Some parts of the old language mixed in making it: French.

5. What is a Romance language and give 3 examples?

+3 A Romance language is a language took from Latin. French, Italian, and Spanish are all examples. English is not because grammar is different.

6. Why and how did Latin become more than 50% of English vocabulary?

+3 Latin was the mother languages of the mother languages (French, Spanish) of English. The words trickled down and we used Latin words, not make more up.

7. Discuss and analyze the importance of language and communication in our culture. How do you use language in your daily life and how does it reflect the communities and social groups which you are a part of? Lastly, what changes if any, do you see happening in the English language and the way we communicate with each other.

+6
-1

Language is used in order to talk with other people. In my life I speak it and write it. It reflects my social groups because I use the word computer, which was recently invented to mean that. Also we shorten words like I'm talk - BRB. We also invent slang words.

About five thousand years ago, the people living between central Europe and western Asia spoke the same basic language, Indo-European (or Aryan). Sometime between 4000 and 2000 B.C., the various people in this area began a massive campaign to expand their territories. They easily triumphed and assumed control of their newly won lands. Their advantage over their enemies was the horse, which gave them speed, height, and a good overview of any battlefield. The conquests by the Indo-Europeans were swift and absolute.

Soon Indo-Europeans were found in India, Greece, Italy, France, Germany, the Balkans, and Iran. The invaders brought with them their language, which was gradually affected by the native dialects. New languages (modified versions of the Indo-European and native) emerged as rulers and natives sought one common language to represent the combination of people.

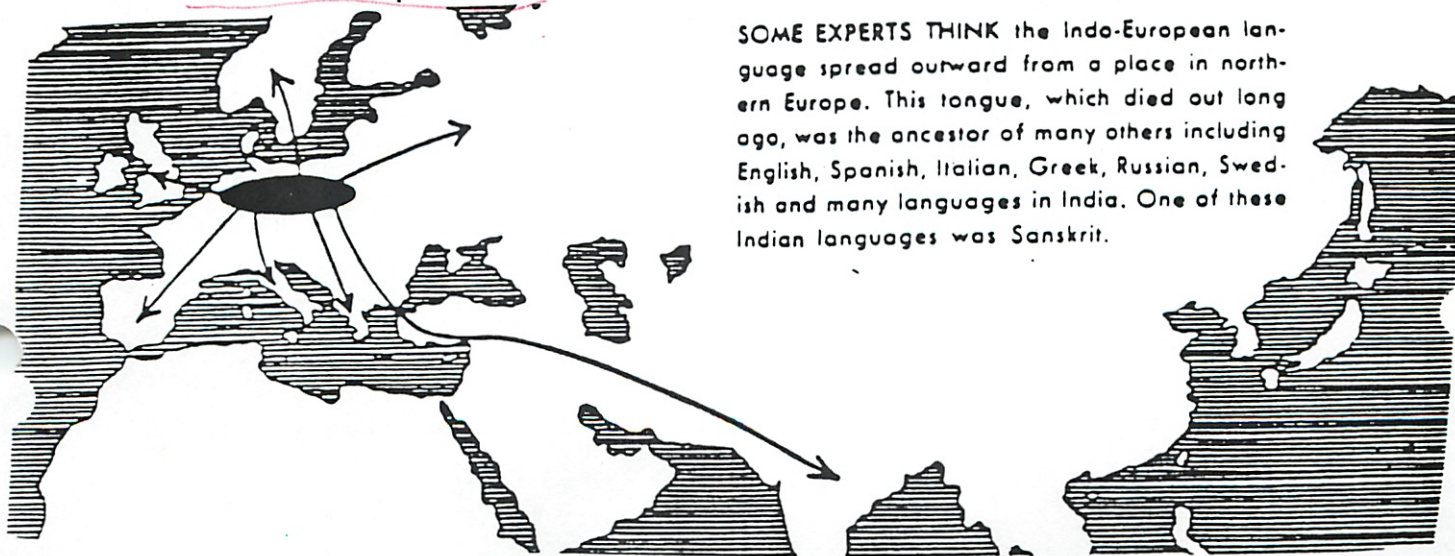
Since early Latin was a language spoken by people who fought and struggled for survival, its vocabulary reflected a difficult lifestyle. However, as Rome conquered more lands and became more prosperous, its language changed to meet its needs. Roman soldiers, businessmen, and public officials took their language with them, introducing Latin to people everywhere. The Romans, in turn, were introduced to other languages. Whenever the Romans encountered objects and ideas in foreign lands that were unfamiliar to them, they often found it easier to adopt the foreign word rather than to invent their own. The same was true for the conquered people.

In the first century A.D., Christianity began to spread. As the number of its followers grew, so did the effect on the language they spoke. Since Latin was spoken everywhere throughout the Mediterranean world, Christian leaders chose it as the common language to spread their beliefs. As the years passed and the various forms of Latin continually mixed with native dialects, distinct language patterns began to emerge across western Europe. French was first used officially in A.D. 842. Written Spanish and Italian appeared in A.D. 950 and 960, respectively.

The languages that derive their grammatical constructions and vocabulary directly from Latin are called the Romance languages. These include French, Italian, Portuguese, Romanian, and Spanish.

Centuries later, a reversal occurred. As the nations of western Europe emerged and grew, their peoples began to seek more information about the ancient Greeks and Romans. They began adopting many of the ancients' ideas and words. This process of borrowing, adapting, and adopting eventually resulted in Latin words becoming the basis of more than fifty percent of our English vocabulary and Greek accounting for more than ten percent.

SOME EXPERTS THINK the Indo-European language spread outward from a place in northern Europe. This tongue, which died out long ago, was the ancestor of many others including English, Spanish, Italian, Greek, Russian, Swedish and many languages in India. One of these Indian languages was Sanskrit.



Latin I: Chapter 3-4
Study Guide

Mon 10/18

I. Select the correct form (nouns) and translate.

I.E. Marcus (fragor, fragore, fragorem) audit.

P.O.

II. Change nouns, verbs, and adjectives from singular to plural or plural to singular.

I.E. Puer est defessus: Pueri sunt defessi

Puellae sunt iratae: Puella est irata

(female)

Receiving
the Verb
the god
of the
Verb

III. Noun endings: Be able to list all endings for nouns and identify how they are used.

*Be able to identify and define a DIRECT OBJECT

what happens to the subject

What gets done
by a Verb

IV. Translate English to Latin (5 Sentences)

I.E. The girls see the slave under the tree.

Puellae vident servum sub arbore

What a verb gets
done by

V. Derivatives: Identify the Latin root of English words.

I.E. terrible: terribilis (comes from what Latin word)

VI. Culture: What is a Romance language- Give examples.

Romanian - Italian, Portuguese - French - Spanish
Language ① Grammar ② Vocab derives from Latin.

VII. Translate Latin to English

Latin I: Test
Chapter 3
94 points



92/94

NOMEN: Michael Plasmeier

**Proceed carefully and check your work!!

I. Select the word with the correct ending for each of the following sentences. **THEN**, translate each sentence (1 point per word, 3 points for translation).

1. Puella (puer pueri puerum) conspicit.

The girls catch sight of the boys.

2. Marcus and Cornelia (arbor arborem arbore) vident.

Marcus and Cornelia see the tree

3. Cornelia (vocem vox voce) audit.

Cornelia hears the voice

4. Marcus et Sextus sunt (molestus molestum molesti) pueri.

Marcus and Sextus are annoying boys

5. Marcus et Flavia magnum (fragor fragore fragorem) audiunt.

Marcus and Cornelia hear a loud crash

II. Change each of the following sentences from singular to plural, or plural to singular (3 points each).

1. Vir clamat: Viri clamant

2. Puellae sunt laetae: Puella est laeta

3. Servus est iratus: Servi sunt irati

4. Defessi pueri sunt irati: Defessus puer est iratus

5. Ramus est infirmus: Rami sunt infirmi

III. Grammar:

What are the three main parts of a sentence (3 points)?

Subject Verbs Direct Objects

If a noun is feminine and ends in -a, you know three endings which change its use in a sentence. What are those three endings and how are they used (6 points):

a - Fem / Sing / Subject
ae Fem / Plural / Subject
am Fem / Sing / Direct Object

If a noun is masculine and ends in -us/-r, you know three endings which change its use in a sentence. What are those three endings and how are they used (6 points):

us/r - Male / Sing / Subject
i - Male / Plural / Subject
um - Male / Sing / Direct Object

What is a DIRECT OBJECT (3 points):

The receiver of the verb

IV. Translate each of the following sentences into Latin (4 points each):

1. Sextus is a Roman boy who always annoys Cornelia. ^{qui}

Sextus est puer Romanus ~~que~~ semper Corneliam ^{Sexat,}

2. Marcus runs out of the fields.

Marcus ex agris currit

3. Davus is angry because Sextus and Marcus are annoying.

Davus est iratus quia Sextus et Marcus sunt molesti.

4. Cornelia and Flavia see the fishpond.

Cornelia et Flavia vident piscinam

5. Suddenly Marcus climbs a big tree.

⁺³ Subito Marcus ^(it) ascendit ^{Singular Fem} magnam ^{Fem} arborem

Extra Credit ⁺² Semper Fidelis
Always faithful
Mote of US Mariens

V. For each of the following words, give the Latin word from which it is derived (1 point each).

1. terrify: terret
 2. video: videt
 3. irate: iratus
 4. laboratory: laborant

5. infirmary: infirmi
 6. audition: audit
 7. dormitory: dormit
 8. solitude: solus

VI. Culture: Answer the following questions (2 points each):

1. What is a ROMANCE language?

A language based off Latin
 Grammar + Vocab derived

2. List 2 Romance languages:

French et Spanish

VII. Translate the following passage into proper English (9 points):

In horto ad piscinam currunt Flavia et Cornelia. Laetae puellae rident et clamant. Sextus ad piscinam ambulat. Subito in piscinam cadit magna statua. Madidae* iam sunt puellae et iratae. Davus quoque est iratus quod statua est in piscina, sed Sextus clamat, "Statua est salva*," et ex horto currit. Vocem Cornelia audit sed Sextum non videt. Magna vox Corneliā terret.

* Madidae= dripping, soaked
 * Salva= undamaged, safe

In the garden, Flavia and Cornelia run to the fish pond. The happy girls laugh and shout. Sextus walks to the fish pond. Suddenly, a large statue falls in the the fishpond. The dripping girls are angry. Davus is also mad because the statue is in the fishpond, Sextus then says, "The statue is undamaged," and he runs out of the garden. Cornelia hears the (out)

the voice, but she doesn't see Sextus. The
loud voice. Scores Cornelia.

Latin I: Project
Roman Architecture
Scoring Rubric

Student Name: Mike Plasmeyer

25 /25 points: Written description of physical attributes/
building materials/type of architecture/ dates

24 /25 points: Written explanation of cultural importance/
what part of Roman society benefited from
and participated in the activities of the
structure/ purpose

25 /25 points: Overall presentation/ current picture/ original
condition picture/ neat/ well organized/ proof
read

Your total score: 74 /75

Additional comments: Very well organized - Great Case!

Were men + women Awaired In At The Same time?
Did it Cost Money?

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Baths of Caracalla

Thermae Antoninianae



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BROCHURE BY: MICHAEL PLASMEIER

Baths of Caracalla

DESCRIPTION

The great baths of Caracalla are so enormous, you will wonder how it was all built! The floor will amaze you with mosaic tiles, the walls made of great stone. The inside was beautifully decorated with great statues, fountains, and more mosaics; some of which you can still see today!

The baths are so big, they could hold up to 1600 bathers! The complex covered 27 acres of land, and had 1.4 million square feet of inside floor space. The Aqua Marcia aqueduct, brought lots of water to these great baths!

The baths took 6 years to build, and were finished in 217 CE. They were commissioned by the great emperor Caracalla. The baths also included gymnasiums, libraries, gardens, art galleries,

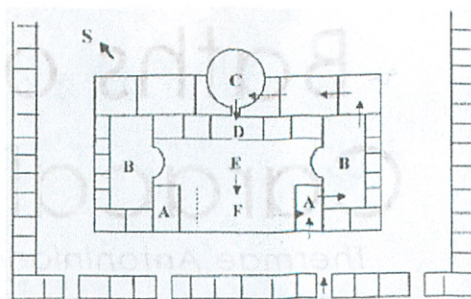


and even restaurants, to help cover the costs.

USE

The baths were an important part of Roman society. Most Romans came in the afternoon. People came not just to get clean, but to meet business acquaintances, relax before dinner, exercise, or to get a pampering back scrub by a slave.

If someone wanted a bath, they would first enter one of the dressing-rooms. It was called the *apodyteria* (A), in roman times. This was where he could undress and place his clothes on a shelf or little locker. Then he might exercise in the gymnasium (*palaestra*) (B) or have a massage, in one of the small rooms (*unctuaria*). They would then proceed into the heated rooms for a sauna or the equivalent of a Turkish bath in the



calidarium (C). This was the large oval room. Then they went to the lukewarm *tepidarium* (D) and then to the large, unheated pool called the *frigidarium* (E). Next to this, was an open-air swimming-pool, the *natatio*. (F). They could swim here when the weather was good. When they were done, they would return to the dressing-room to hopefully find their clothes again, before going shopping at a nearby shop.

CULTURE

This building can explain about the Roman culture. It shows that the Romans loved relaxation and valued their free time. They also loved to build huge technologically advanced buildings, way ahead of their time. The Romans also showed that they had lots of money and loved to spend it. The gymnasium shows that the Romans loved to stay in shape; the gardens and art shows the Romans love and valued the arts.

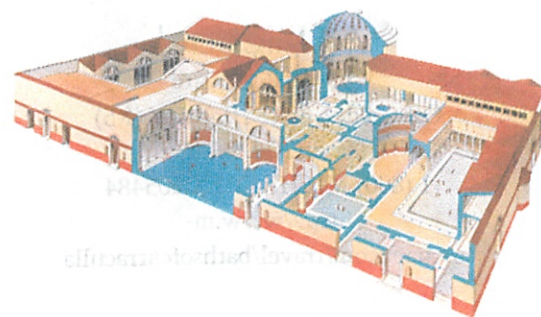
The Roman society benefited from the baths, by staying clean and having somewhere to go on their day off. All citizens could come to the baths, which were provided free by the government, as a public service.

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Travel with us to the land of the Ancient Romans. When in Rome, do as the tourist do. You will see these baths, the Colosseum, the Roman Forum, and more. Our specialists will share with you their extensive knowledge of Ancient Roman history. Packages range from 3 to 7 days. All of our packages include hotel, tours, and meals. Priced from \$500 per person. (Package 052513) This package works great with our Today's Rome (516600) and Roman Art and Architecture (553869) packages. Ask your representative about our special multi-package deals!

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Latin I: Project
Second Quarter
Roman Architecture

NOMEN: Michael P.
75 points

Assignment: You are a travel agent and have been commissioned to design and write a travel brochure about the major Roman ruins. Your guide must include the following:

- A written description of the actual architectural construction (shape/ size/ physical attributes). Be sure to discuss the materials used in the construction of the building, the style of the architecture, and the important dates of when the building was built and used.
- A written explanation of the use and cultural purpose of the building. What does the use of this building tell us about Roman culture? What part of Roman society benefited from and participated in the activities of your building?
- A picture of what the building looked like in ancient Rome and a picture of what it looks like today (hand drawn, copied, or from the internet). Each picture should have a clearly written explanation.

Requirements:

- Your brochure can be any size- not to exceed poster board size- it can be folded or flat- be creative!!
- Your brochure must contain original written explanations about your building (not copied from our sources). It can be typed or NEATLY handwritten, but there is to be NO PENCIL on your final brochure.
- You may have as many relevant pictures as you like.
- Your brochure is due: Oct 27

Topics: These are just suggestions- you may ask about other options

Colosseum
Circus Maximus
Pantheon
Roman Temple (you choose)
Roman Forum (you choose 1 building to focus on)
Aqueducts
Theaters (Pompey/ Marcellus)
Bathhouse (Caracalla)
Tombs (Mausoleum of Augustus)
(Mausoleum of Hadrian)
Ara Pacis (Alter of Peace)
Hadrian's Wall (Britain)
Roman Villa

Look at
back

multiple
sources

Latin I: Project
Roman Architecture
Scoring Rubric

Student Name: _____

_____/25 points: Written description of physical attributes/
building materials/type of architecture/ dates

_____/25 points: Written explanation of cultural importance/
what part of Roman society benefited from
and participated in the activities of the
structure/ purpose

_____/25 points: Overall presentation/ current picture/ original
condition picture/ neat/ well organized/ proof
read

Your total score: ____/75

Additional comments:

built over the course of 6 years and finished in 217 CE.

They were commissioned by the great emperor Caracalla. The baths also included gymnasiums, libraries, gardens, art galleries, and even restaurants. to help cover the costs

USE

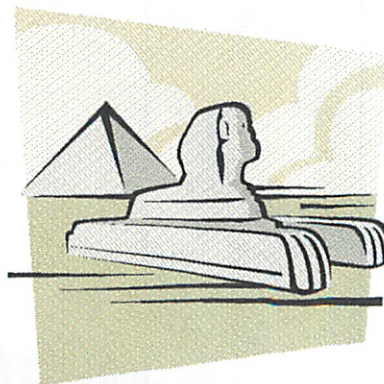
The baths were an important part of Roman society. Most people would come in the afternoon. People came not just to get clean, but to meet business acquaintances, relax before dinner, exercise, or to get a pampering back scrub by a slave. Someone using the facilities at the baths, would first enter one of the dressing-rooms. It was called the *apodyteria* (A), in Ancient Rome. This was where he could undress and place his clothes on a shelf. Then he might take some exercise in the gymnasium (*palaestra*) (B) or have a massage, as mentioned above, in one of the small



rooms (*unctuaria*) leading off it. He would proceed to the heated rooms for a sauna or the equivalent of a Turkish bath in the *calidarium* (C). This was the large oval room, bulging out of the side of the main building. He then went through the lukewarm *tepidarium* (D) to the large, unheated hall called a *frigidarium* (E) where the water was cold. This was open to the outside swimming-pool, the *natatio* (F). When they were done, they would return to the dressing-room to find their clothes.

CULTURE

This building can tell us about the Roman Culture. It shows that the Romans loved relaxation and valued their free time. They also loved to build huge technologically advanced buildings. The Romans also had lots of money and loved to spend it. The gymnasium shows that



the Romans loved to stay in shape gardens and art shows the Roman and value for those things. the arts

The Roman society benefited from baths, by staying clean and having somewhere to go on their day off. All citizens could come to the baths, were provided free by the government as a public service.

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If one wanted to take a bath, they

Where they could swim when the weather was nice.

Diagram explains

way ahead of their time

on extravagant buildings

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2nd
Baths of
Caracalla

Thermae Antoninianae



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Color
Brochure by: Michael Plasmeier

Baths of
Caracalla

DESCRIPTION

The great bathes of Caracalla are so enormous, you will wonder how it was built! The floor was made of mosaic, the walls made of great stone. The walls were decorated with great statues, fountains, and mosaics; some of which you can still see today!

The facility is so big it could hold 160 bathers! It covered 27 acres of land, and had 1.4 million square feet of floor space. The Aqua Marcia aqueduct, brought water to this magnificent place.

This amazing site was started being built by the emperors.

Traveling with M-Michael was the best thing I ever did for myself. They took care of all the details, and I had all the fun! It was an experience I'll always treasure. Thank you M-Michael! - Carol Philips, M Travel client

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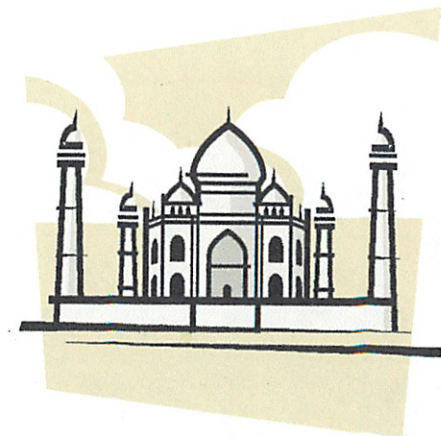
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Description

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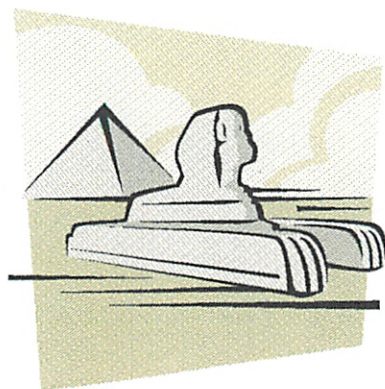
PICK A PACKAGE

We have several packages to accommodate almost any need, or you can let us create a custom travel package.

Following is a small sampling of some of our packages. Call us to find out more about these and other packages, or let us know where you want to go and we can create just the right custom package for you!

EGYPTIAN NIGHTS

Travel with us to the land of the pyramids, where you'll see ancient



Culture



mysteries revealed before your eyes! Our specialists will share with you their extensive knowledge of Egyptian history and artifacts as you gaze upon ancient wonders like the Sphinx and the pyramids at Giza.

Packages range from 7 days and nights to 21 days and nights, and all packages include hotel, tours, and meals. Priced from \$1,000 per person.

SPLENDORS OF ITALY

From the leaning tower at Pisa to the Vatican in Rome, you'll see the greatest sights in Italy. You'll visit Florence, Rome, Pisa, and villages in the Italian countryside. You'll even get a primer in the Italian language from a world-renowned linguist. Plus, you'll visit a cooking school for a lesson on how to make real Italian lasagna! Salute! Priced from \$800 per person.



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Baths of Caracalla

Thermae Antoninianae



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BROCHURE BY: MICHAEL PLASMEIER

Baths of Caracalla

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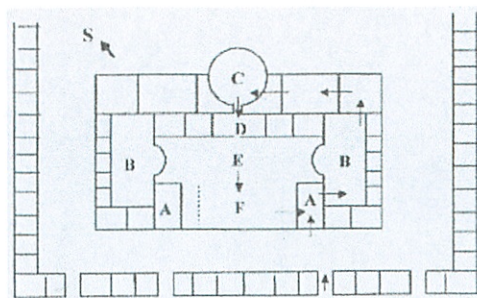


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USE

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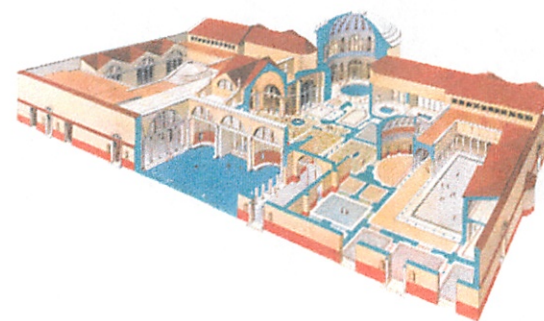
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Chap 5 Translated

10/18

Cornelia and Flavia often walk in the garden. If the day is warm, they ~~exit~~ ^{walk out of} the garden and walk in the woods ^{because} ~~where~~ there is a cold stream. In the same words ^{also often} ~~wonder~~ the boys. → Today, because

the day is hot, the girls are sitting under a tree, near the stream. While they sit Flavia calls out, "Why does Marcus not climb the tree? ~~like~~ ^{is he a} I want? Are you lazy boy?" → "No" responds

Cornelia, " ^{Why don't you like Marcus?} ~~Are you not Marcus's friend?~~ Marcus is neither lazy nor reckless. → Then Flavia says ^{But} ~~Marcus is always worried.~~ ~~is not always~~ ~~sole.~~ "Noughting frightens Sextus."

Part 2 → Suddenly ^{the girls catch sight of a wolf who} ~~a wolf catches sight of them, and~~ stealthily climbs down towards the ~~river~~ ^{stream}. The girls are terrified. They immediately call out, "Marcus, Sextus, Bring help, help!" → ^{When the boys} ~~the boys~~ ^{shout} ~~shout~~ ^{they immediately run} ~~run~~ towards the girls

→

The wolf catches sight of them, then
^{because the wolf scares him,}
Sextus, ~~then scares the wolf~~ who looks for
a tree and climbs it. Then Marcus grabs hold
of a branch and ~~drives~~ away a wolf.

The Girls then run out of the woods and
~~run~~ towards the center, ^{where they arrive} here, safely. In a
^{officer, the girls are} short time, Marcus, ^{marcus} is happy and welcome.

Sextus, an ignorant boy still sits in
a tree frightened. He ^{is afraid to climb out of} ~~climbs~~ down the
tree ~~afraid~~.

Verb-Ville

Infinitive

10/19

Action Words

Person
t = singular (He/She/It)
nt = plural (They)

Infinitive = verb form that completes the meaning of another verb

Marcus wants to climb trees.
Subject Verb Infinitive DO

Infinitives are translated - to _____

To Build - to Sleep - to Jump = To play

In Latin: Infinitives End in (re)

Verbs	
1. (AT)	2. (ET)
vexat	videt
habat	videt
ambulat	terret
Infinitives	(Infinitives)
Not (ARE)	Not (RE) Add Macron on prior E
Vexare (to annoy)	videre
habitare (to live)	videre
ambulare (to walk)	sedere (to sit)

Michael Plasmeier

5b 5c ↓

10/26

1. arbores - Today, Sextus is climbing the tree
2. Marcum - Sextus catches to climb.
3. Sextum - Nothing scares Sextus.
4. ^{confusing - M is the D.O.} Lupum - The girls catch sight of the wolf.
5. clomorem - The boys hear the shout.
6. Sextum - The wolf scares Sextus.
7. magum - Sextus climbs a big tree.
8. Marcum - The girls happily welcome Marcus

5C (?)

10/21

Infinite 2

1. Ego ad hortum curro quod Davum vexare volo
I wish Davus would run to the garden ?
Ego armorem non ascendo quod in firmum calidum volo
I do not wish ? to climb the tree, because the river
I may fall's cold?
3. Quod dies est calidus, tu prope in rivum erecte paras.
If the day is cold, prepare I wander by the river
Because the day is warm, you prepare to wander by the stream
4. Lupas ad villam furtim appropinquat, servus eam repellere non potest
The wolf approaches the country house, stealthily, The slave is not able to repel the wolf
5. Sextus ex arbore descendit non vult quod lupas eum intimidet
Sextus would climb out of the tree, not because the wolf scares him.
does not wish to

Finally, get it

Watch word order

6. Ego magnum arborem ascendere timeo

(1) I wish you climb the tree scared.
i needs to I am afraid to climb the big tree.

7. Scribitur statua in piscem cadit, clamor atque
Sicubentia the statua falls in the fish pond. The days short.
infinite - there is none.

8. Puer lupum conspicit, ramum accipit, lupum repellere parat.
The boy sees the wolf, picks up a branch, and prepare to repel the wolf.
correct

9. Si dies es calidus, Marces vult ambulare in silva ubi
prope rivum frigidum sedere potest.

If the day is warm, Marces will walk into the woods,
where near the river, he can sit
i needs to where he can sit near the cold stream

10. In hortum exire volo quod in villa laboro.

volo

In the garden I want them to work in the villa
not to exit the garden

I do not wish to go out to the garden, I
desire to work in the house.

infinite
do they need to

10/21

Went over infinitives. review - end in re
4 groups of verbs (conjugative)

1 (at)
labrat

Intive
not Re

laborare

2 (et)

terrot
videt

(ere)
no t

terrere

Abt

how to

spell

3 (it)

concre

(ere)

concre

4 (on / base)

last / audit / audire
Helo / domit / domiere
avenit

Irregular

(ire)

Know what groups

Big Deal

Verbs that end in

are +
+ are Ho / She / It
nt are they

Latin I
Chap. 5 Vocabulary

NOMEN: Michael Plasmeior

Using the vocabulary for Chapter 5 on page 25 in your text book, complete the following exercises.

I. Draw a picture for each of the following words:

rivus



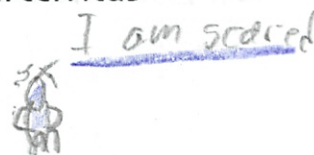
repellit



lupus



perterritus



II. What Latin word do the following English words come from:

1. calorie: Calidus

2. Pennsylvania: Penh's Woods - silvan

3. ignorant: ignaus

4. petition: petit

5. timid: terrific

III. Give an English derivative for each of the following Latin words:

1. rivus: river

2. frigidus: refrigerator

3. errant: errand

4. respondet: respond

5. perterritus: petrified

6. repellit: repel

7. advenit: arrive

IV. List 5 adjectives in the Latin and English:

laeta - happy

ignaus - lazy

molostus - annoying

perterritus - frightened

temeratus - terrified

maghus - big

V. List 6 verbs in the Latin and English:

terr'it - scares

ascendit - (climb)

facit - do

audit - hear

videt - see

conspicet - catch sight of

VI. List 2 nouns in the Latin and English:

puella - girls

puer - boys

VII. Write two sentences in English and Latin using as many of the following words as possible:

rivus

lupus

silva

repellit

arripit

perterritus

puella

prope

servus

ramus

frigidus

ignavus

1. English:

Lupus ambulat ad rivum fridum prope puellam

Latin:

The wolf walks towards the cold stream near the girls.

2. English:

The slaves repels the scared wolf

Latin:

Servus repellit lupum perterritum

adj do you add m

50

10/27

1. Conelia saepe ^{can put here} ~~erante~~ in silvam vult.
2. Flavia ~~ampe~~ vult ascendere magnam arborem.
3. Marcus potest repelere lupum.
4. Sextus timet decedere ^{ex} arbore~~x~~.
5. Sextus non vult cadere in rivum.

DID YOU KNOW?

You probably know "crescent" as the shape of a moon that is less than half illuminated. These days, "crescent" is generally used of either a waxing or waning moon, but that wasn't always the case. Originally, it referred only to the increasing illumination phase that immediately follows the new moon. That original meaning nicely reflects the meaning of the word's Latin ancestor *crescere*, "to grow." The meaning of *crescere* also shines through when we use "crescent" as an adjective meaning "increasing" or "growing." English-speakers have been using "crescent" in this way since the 16th century.



Michael Plasno'e'i
Latin Extra Credit

- anno Domini: AD:
used to indicate #
of years after birth
of Jesus Christ; found
in dictionary

- Crescere: to grow;
calendar a day

17

OCTOBER 2004

SUNDAY

DID YOU KNOW? →

\kre-s'nt\adj : marked by an increase
Mario stood on the station platform, suitcase in
hand, listening to the **crescent** volume of the
whistle as the train approached.

Crescent