Latin 1
Coursebook

Oak Meadow

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Introduction

Welcome to *Latin 1*! This Oak Meadow course was designed to accompany the *Cambridge Latin Course Unit 1*. In this course, you will be introduced to grammar, vocabulary, and sentence structure through a fictional story line based on an actual household in Pompeii during the days prior to the great eruption of Mount Vesuvius. You will learn about Roman life, architecture, politics, and culture, and see photos of artifacts, art, and structures uncovered during extensive excavations in Pompeii. Line drawings throughout the text give visual clues to help you as you learn this new language.

Why Study Latin?

Latin is all around you, and you probably use Latin expressions and abbreviations all the time without realizing it. This course will open your eyes to how prevalent Latin is in our modern culture.

Latin is intrinsically interesting to anyone who likes language, word origins, or history. Studying Latin leads to a better understanding of the structure and roots of English. Many English words derive from Latin, and you'll improve your command of the English language by adding Latin words to your vocabulary. Latin studies also facilitate the study of French, Spanish, and Italian. The period of the Roman Empire was a key epoch of European history, and the study of Latin provides a better understanding of the past through primary sources, such as written evidence and archaeological relics. Through Latin, you will gain insight into literature, law, religion, philosophy, ethics, civil engineering, and political science. Many modern careers rely on technical terminology that is based in Latin: law, medicine, horticulture, and biological sciences. Learning Latin opens doors to new opportunities for professional advancement in the future.

Please read this introduction in its entirety. It will explain the requirements for this course, and inform students enrolled in Oak Meadow School about the best way to submit work and communicate with their Oak Meadow teacher.

Course Materials

This coursebook contains all the instructions and assignments for Latin 1. In addition to this coursebook, the following books are included with this course:

- *Cambridge Latin Course Unit 1* (The North American Fourth Edition)

- *Cambridge Latin Course Unit 1 Omnibus Workbook* (The North American Fourth Edition)
- *Cambridge Latin Course Unit 1 Audio CD* (The North American Fourth Edition)

You will also be creating a book as you go: your **main lesson book**. Your main lesson book (MLB) will become a valuable study tool and an excellent resource as you fill its pages with ideas, questions, sketches, and designs inspired by your readings. Writing down new vocabulary words and phrases in your MLB will help you remember them more easily. You can jot down grammar rules, terms, and Latin word forms and tenses for later study and review. Your main lesson book can be used to record references to helpful or interesting passages (remember to make note of page numbers), write down questions and observations, note new words and their definitions, draw maps and diagrams of Roman architecture, and doodle relevant images to help with vocabulary memorization. If you aren't familiar with the concept of a main lesson book, you can do an internet search for "main lesson book images" to get an idea of the wide range of uses this book can have. You may use any notebook as your main lesson book, but one with unlined pages is particularly useful as you may be drawing as well as writing in it.

You will be reminded to use your MLB in each lesson and will find suggestions throughout this coursebook for using your main lesson book to its fullest advantage. Enrolled students will send their MLB (or a copy of it) to their teacher at the end of each semester.

Course Orientation

In this course, there are 36 lessons divided equally into two semesters. Each lesson represents one week of study. In addition to the assignments in each lesson, you will also find different sections to guide your studies and deepen your understanding of the material:

Mīrābile dictū (a common Latin expression meaning "wondrous to say") will provide help with your translating skills. These sections include explanations of grammatical constructs, vocabulary usage, and idiomatic expressions.

Mīrābile vīsū (another common expression, translated as "wondrous to see") will help you learn to recognize Latin roots and make connections between Latin and English.

Meīs verbīs ("in my own words") are assignments that give you a chance to write original sentences in Latin and translate from Latin to English and vice versa (that is a Latin expression with which you are probably very familiar!).

An **Assignment Checklist** is included with each lesson so you can see at a glance what is required and check things off as you complete them. Assignments will be fully explained in the lesson.

You'll find **Latin Expressions** that offer widely used quotations and phrases, some of which may sound familiar. These phrases will help you expand your Latin vocabulary while giving you a glimpse as to how extensively the language is used.

The **Share Your Work** section provides reminders and information for students who are submitting their work to a teacher.

Quizzes and tests are also found in the appendix at the back of this coursebook. There are 12 quizzes (one for each Stage, or chapter, in the textbook) and 3 tests. You will be directed to them at the appropriate times. You can either make a copy of the pages to complete them, or complete them in your book and tear out the pages to mail them (copy them first), or scan and send them to your teacher. You are encouraged to complete as much of each of the quizzes and tests as possible without looking at your notes or the textbook; however, you can use your notes and text to complete the quizzes and tests if necessary.

The **audio CD** included with this course allows you to hear the model sentences (the sentences that accompany the illustrated scenes) and other selected passages. This CD will be especially helpful in familiarizing you with the sound and structure of Latin.

The **Appendix** contains important material that you will be expected to know, use, and demonstrate mastery of throughout the year. Take some time to read through the appendix, paying particular attention to the sections on academic expectations, original work guidelines, plagiarism, and citing your sources. Familiarize yourself with the location of the quizzes and tests you will need, and get acquainted with the other resources in the appendix.

You are encouraged to explore using Quizlet (quizlet.com) to help you study the vocabulary words from each Stage. Quizlet is a free and easy-to-use online tool. Type "Cambridge Latin" into the search bar and you'll see all the Stages for Unit 1 (and for more advanced courses). You can test yourself by having the Latin appear first (you click to flip the card and see the English translation) or you can have the English appear first to test your recall of the Latin words. Spending just a few minutes a day or 15 minutes a week on Quizlet (or quizzing yourself with homemade flash cards) can boost your retention and recall and make learning Latin easier, more effective, and more enjoyable.

National Latin Exam

The National Latin Exam (nle.org) is a test every Latin student is encouraged to take. It is held mid-March each year and the application deadline is in January. The National Latin Exam (NLE) is sponsored by the American Classical League and the National Junior Classical League, and is available on seven different levels. This course will prepare you for the Latin 1 exam.

Participating in the NLE gives you a way to see your progress and know how your current knowledge fits into the course content and expectations of Latin students nationwide and around the world. NLE certificates and honors are awarded, and NLE scholarships are offered to accomplished upper-level students. The NLE website is packed with incredible resources, including past exams, practice questions, syllabi for all exams, tip sheets, information on registrations, and information for homeschoolers. Visit the NLE website for more information and to take advantage of its great resources.

For Enrolled Students

If you are enrolled in Oak Meadow School, you will be reminded to submit your work to your Oak Meadow teacher after every two lessons. Continue working on your next lessons while you are waiting for your teacher to send lesson comments. After you have submitted the first 18 lessons, you will receive a first semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

In addition to the assignments you find in this coursebook, you will be completing assignments in the Cambridge *Omnibus Workbook*. You can write in this workbook and then copy or scan your work to submit it to your teacher. Please remember to include your name, lesson number, and assignment number when submitting these workbook pages.

Stay in touch with your Oak Meadow teacher throughout this course and share your comments, ideas, questions, and challenges. Your teacher is eager to help you have a successful learning experience.

Latin Comes to Life

We hope you are now well prepared to get the most out of this course. Whatever your background and interests, we hope that you will approach the study of Latin with an open, engaged mind. *Carpe diem!*

Stage 1 Caecilius: Caecilius *et familia*

Salvē! Good day! Let's begin by taking a moment to look at the table of contents on page iii of your Cambridge textbook (*Cambridge Latin Course Unit 1*). You'll see that the book is organized into 12 Stages (or chapters). You'll also find several sections in the back of the book that will be helpful to you. Familiarize yourself with these resources by taking a few minutes to glance through them.

In the first lesson, we meet the family of Caecilius and begin to build a Latin vocabulary. You may notice right away that words in your Cambridge text are only capitalized if they are proper nouns (like someone's name or the name of a town). It initially looks odd to see sentences begin with a lowercase letter. In fact, in ancient Rome, everyday handwriting used a writing style called Old Roman Cursive or majuscule cursive. Many of these lowercase cursive symbols resemble letters from the Greek alphabet. Old Roman Cursive was used on wax tablets by school children and in business accounts or inventories kept by merchants. Informal writing, such as the political campaign slogans or graffiti that were found on Pompeian walls, used Roman square capitals. You will see this style in the Cambridge Stage titles.

Originally Latin used little punctuation at all—you can imagine the confusion that would cause. Modern-day Latin texts use capital letters at the beginning of sentences and standard punctuation for reading ease, and you are encouraged to do the same.

Learning Objectives

- Begin building vocabulary of Latin terms relating to the home
- Understand the use of definite and indefinite articles in translations
- Practice speaking Latin

ASSIGNMENT CHECKLIST

☐ Listen to track 1 on the Latin CD, and translate the model sentences.

☐ Complete the exercises in "Practicing the Language" (9).

☐ Complete exercises 1.1, 1.3, and 1.4 in the *Omnibus Workbook*.

☐ Complete the MLB activities.

Assignments

1. Listen to track 1 on the Latin CD, and then read and translate the 18 model sentences on pages 2–6 in your textbook. When acquiring a new language, the ear often picks up the tone, rhythm, and style of a language before the brain processes it intellectually. When a lesson includes a passage from the text that is on the audio CD, listen to the track first before reading the passage. Then read the passage and listen to the track again. This will help you with comprehension as well as pronunciation, grammar, and syntax.

   After listening to track 1, read each sentence aloud in Latin and examine the accompanying illustration. Pronounce each word as best you can, and look carefully at the characters in their various settings. Be an astute observer! Try to deduce the meaning of the words based on the context. If you need to, turn to the vocabulary checklist on page 7 for help. Listen to track 1 on the Latin CD a second time to learn the correct pronunciation of the words. Practice reading the model sentences until you are comfortable with pronunciation, and then translate into English each of the 18 model sentences. See *mīrābile dictū* for translation tips. Write these translations in your Google course doc, and remember to number each one (see the section **Share Your Work** for more details on using the Google course doc).

2. Complete the exercises in "Practicing the Language" (9). Write your answers to the exercises in your Google course doc. Carefully number each exercise. Make sure to write the complete sentence each time.

   You will often see assignments that ask you to copy sentences directly from the Latin text. While normally you would have to cite your source and put quotation marks around any direct quotations, these exercises are clearly labeled as using direct text references, so you don't have to worry about citations or plagiarism. Of course, in most cases, you would not be allowed to copy sentences directly like this without proper citation! When learning Latin, we want you to develop a strong sense for word order, verb tense and conjugation, noun/verb agreement, etc. By copying directly from the text, you not only demonstrate your comprehension (by choosing the correct word to complete a sentence, or the correct sentence to answer a question), but you also gain practice in writing with accuracy and correct form. The format of these assignments ensures that this copying work will not be considered plagiarism.

3. Complete the following exercises in the *Omnibus Workbook*:

   - 1.1 What does he say? What does he do?

   - 1.3 What's in a name?

   - 1.4 Word Building

   You may remove this page from your workbook to send to your teacher or you can photocopy or scan it to submit electronically. If you send work through the postal mail, remember to always keep a copy of the work at home.

> *Labor omnia vincit.*
>
> **Labor conquers all.**
>
> **Virgil**

Main Lesson Book

Read "About the Language" (8) and summarize the information on language structure in your main lesson book (MLB). Write the new vocabulary words and definitions from the Stage 1 vocabulary checklist (18) in your MLB. Since your list of vocabulary words will grow considerably, give some thought to how you might organize the words. You can organize them by Stage, but it might work better to organize them alphabetically. Leave two pages for each letter to make sure you'll have room. You might also have separate sections in your MLB for grammar rules, verb conjugations, etc.

Mīrābile dictū

In this course you will often be asked to translate sentences and passages. Translating means you will write a Latin passage in English (or sometimes an English passage in Latin). In doing so, you will gain experience with the rules, style, and vocabulary of the Latin language.

English uses definite (*the*) and indefinite (*a, an*) articles in front of nouns to create a fluid translation. Latin, however, does not have these articles. When translating from Latin into English, you should include articles in front of common nouns. When using articles, be aware of the difference between the use of *a* and *the*. For example (*e.g.*, for *exemplī grātiā*):

> *Grumiō est in culīnā.* Grumio is in *the* kitchen.
>
> *Māter est in ātriō sedet.* Mother is sitting in *the* atrium.
>
> *Cerberus est canis.* Cerberus is *a* dog.

The verb *est* translates as *is*. If no subject is given, the translation may be *he is*, *she is*, or *it is*:

> *Caecilius est in tablīnō.* Caecilius is in the study.
>
> *Metella est in ātriō.* Metella is in the atrium.
>
> *Est in vīllā.* He/she is in the house.

When translating present tense verbs, you may choose to use present tense auxiliary verbs (also called helping verbs) such as *am*, *is*, *do*, or *are*. These will make your sentences more fluid. All of the following translations are correct:

> *Cerberus lātrat.*
>
> Cerberus barks. Cerberus is barking. Cerberus does bark.
>
> *Cerberus in viā dormit.*
>
> Cerberus sleeps in the street. Cerberus is sleeping in the street. Cerberus does sleep in the street.
>
> *Caecilius in tablīnō scrībit.*
>
> Caecilius writes in the study. Caecilius is writing in the study. Caecilius does write in the study.

You may notice that certain words have a horizontal mark over a vowel. This is not an accent—it is called a *macron*. A macron above a letter signifies a long vowel sound. You might also notice that all Latin words are in italics, but there are times when the character names are not italicized. These discrepancies might look like mistakes, but they are not. It is the norm to write all foreign words in italics but not italicize names, except when they are part of an italicized sentence. It is also the norm to use macrons in names *only* when they are part of a Latin passage, not when they are used as part of an English sentence. So, in both the textbook and this coursebook, you will see macrons and italics used on certain names when they are part of a Latin passage but these same names are written without macrons (or italics) in assignment questions, which are written in English. (For a good example, take a look at the sentences above that use the name *Caecilius*.) This might take some getting used to at first, but now that you understand the conventions, hopefully it will make sense.

Mīrābile vīsū

Salvē is the imperative form of the verb *salvēre*, which translates as *to be well* or *to be in good health*. As a greeting, *salvē* means *Good day!* or *Good morning!* It is appropriate to say *salvē* to one person. (Remember, the *v* is pronounced as a *w* sound.) If you are greeting more than one person, say *salvēte*. Consider all of the English derivatives from *salvēre*, such as *salute* or *salve* (which is a healing ointment). How many others can you think of?

The verb *est* translates as *is*. The English word *essence* derives from *est*. *Memento* (Latin for *remember!*): your *essence* is what makes you what you are. Can you think of another English derivative from *est* that means necessary or indispensable?

Garden in a Pompeian home. (Image credit: Lucy Oliver)

SHARE YOUR WORK

Your teacher will share with you a Google course doc that you are encouraged to use to record the written responses to your assignments. While using the Google course doc is not mandatory, it is a great tool for keeping your assignments organized and having all your teacher's lesson comments in one place. Since most students will be using a Google course doc, you will see instructions about it frequently. If you are not using the course doc, please disregard these instructions, and write your assignments on paper, either handwritten or typed.

If you choose to submit your work through the postal mail, please make sure lessons are organized neatly and clearly labeled with your name, the lesson number, and the assignment number. If you are writing by hand, please write legibly, and keep a copy of all your work at home. If you are submitting typewritten work, please make sure it is saved at home on your computer or in a printed copy. If you prefer to send your work via email attachments or another method, please consult with your teacher.

Stage 1 Caecilius: *Cerberus*

In this lesson, you'll translate a funny scene about Caecilius's dog, Cerberus, and find out what archaeologists have learned about the real Caecilius and his family.

Learning Objectives

- Research a creature from Roman mythology

- Translate English sentences into Latin

- Create original sentences in Latin

Assignments

1. Listen to track 2 on the Latin CD, and then translate the passage in your Cambridge text titled "*Cerberus*" (7). Practice reading the passage aloud until you are comfortable with it. Write your translation in your Google course doc.

2. Read about the Roman merchant, Caecilius, and his wife, Metella (10–12), and complete the following exercises in your *Omnibus Workbook*:

   - 1.8 Caecilius

   - 1.9 Metella

   Study the map of the Plain of Campania (10) in your textbook and locate the ancient cities of Pompeii, Herculaneum, and Stabiae.

3. Research Cerberus, the famous mythological creature, and write a three-paragraph speech (in English) introducing Cerberus to your audience. Pretend you are the keynote speaker at a conference on Roman mythology and make your presentation as interesting as possible. Highlight Cerberus's parentage, natural habitat, dietary habits, and physical description. Relate at least two distinguished encounters between Cerberus and mortals or immortals. You may

ASSIGNMENT CHECKLIST

☐ Listen to track 2 on the Latin CD and translate the passage titled "*Cerberus*" (7).

☐ Read about Caecilius and Metella (10–12), and complete exercises 1.8 and 1.9 in your *Omnibus Workbook*.

☐ Research the mythological Cerberus, and write a three-paragraph speech.

☐ Translate five English sentences into Latin and create five original sentences in Latin.

☐ Complete the MLB activities.

consult print and internet sources. Remember to cite your sources properly. (See the appendix for details and examples of how to cite your source.)

4. *Meīs verbīs*: Translate five English sentences into Latin and create five original sentences using the Latin words provided. *Meīs verbīs* means "with or by my own words." This is an opportunity for you to illustrate what you have learned by creating your own sentences in Latin. Render the following English sentences into Latin in your Google doc.

   a. The slave is Clemens.

   b. Mother sits in the dining room.

   c. Father is writing in the house.

   d. Clemens is working in the garden.

   e. The cook is angry.

5. Use the following "word bank" to create your own sentences in Latin. Use each word only once, and provide an English translation for each of your creations in your Google doc.

in vīa	*scrībit*	*in tablīnō*	*labōrat*
coquus	*est*	*in culīnā*	*pater*
canis	*Quīntus*	*in hortō*	*lātrat*

Main Lesson Book

Add the new vocabulary words from the "*Cerberus*" passage (you'll find a list of words following the passage, at the bottom of page 7) and review the vocabulary words from the Stage 1 vocabulary checklist. Add the phrases and pronunciation tips from *mīrābile dictū* to your MLB. Be as creative as you like about doodling Roman designs, underlining notes, circling or highlighting words and phrases, or making your MLB an artistic and practical study tool.

Mīrābile dictū

Salvē! Quid agis? This means *Hello! How are you?* Possible responses would be:

> *Sum bene*. I am well.
>
> *Sum optimē*. I am great.
>
> *Sum pessimē*. I am terrible.

A family shrine and fountain.
(Image credit: Lucy Oliver)

As in English, if someone should ask of your health, you should respond with a truthful answer and then respond with a *thank you*. To say *thank you*, a Roman would say *tibi grātiās agō* (literally, *to you thanks I give*). You will see this abbreviated as *t.g.a.*

> *Errare humanum est.*
>
> It is human to err.
>
> **Seneca**

Now that you are beginning to get a bit familiar with the sound of the Latin language, here are a few pronunciation tips that might help:

- The Latin alphabet consists of 24 letters (there is no *j* or *w*); *k* is used only in archaic words, and *y* and *z* are only used in words of Greek origin.

- The letter *i* acts as a consonant (sounds like *y* in *year*) when it is between vowels or before a vowel at the beginning of a word; in all other instances, it acts as a vowel.

- Most Latin consonants are pronounced like they are in English, with the following exceptions:

    c is always a hard sound, as in *cart* (never soft, as in *city*)

    ch is also pronounced like a hard *c* (as in *character*)

    g is always a hard sound, as in *go* (never soft, as in *gem*)

    v is pronounced like *w*

Mīrābile vīsū

The Latin words for mother and father sound a lot like the corresponding English words. It's fun to compare the similarities between words in other languages.

LATIN	ENGLISH	SPANISH	ITALIAN	FRENCH
māter	mother	madre	madre	mère
pater	father	padre	padre	père

SHARE YOUR WORK

Please send all your work from lessons 1 and 2 to your teacher for review, and then begin working on lesson 3. You can scan your *Omnibus Workbook* exercises and attach them to your course doc or email them, or you can copy and mail the worksheet exercises. **Do not send the original worksheet from this lesson (for exercises 1.8 and 1.9) as you will need it to complete the exercise on the back in the next lesson**—just send a copy of exercises 1.8 and 1.9. When your work for lessons 1 and 2 has been added to your course doc, use the "Email collaborators" command under the "File" menu of your Google course doc to let your teacher know it is ready for review. If you are sending work through the mail, please send it directly to your teacher. If you have questions about submitting your work, or about any of your assignments, please contact your teacher.

Stage 3
negōtium: in forō

In this lesson, Caecilius visits the forum and meets with several other businessmen. You'll have a chance to answer questions about the reading by writing your responses in Latin.

Learning Objectives

- Answer reading comprehension questions using passages from the Latin text

- Identify first, second, and third declension nouns

- Explore Roman cuisine

Assignments

1. Read and translate "*in forō*" (36). Read the passage aloud to practice your pronunciation, and translate each sentence aloud as you read. Afterward, write your translation in your Google course doc.

2. Read and translate "*pictor*" (37), and then answer the following questions by copying the Latin sentence from the text that applies. The first one is done for you as an example.

   a. What does the painter do when he arrives at the house?

      Celer iānuam pulsat.

   b. What happens when Cerberus hears the artist knock and call out?

   c. What does Celer do in the dining room?

   d. What does Caecilius do when he sees the painting?

ASSIGNMENT CHECKLIST

☐ Read and translate "*in forō*" (36).

☐ Read and translate "*pictor*" (37), and then answer questions citing Latin sentences.

☐ Read "About the Language" (41) and give nominative and accusative forms for first, second, and third declension nouns.

☐ Complete the exercises in "Practicing the Language" (42).

☐ Complete exercises 3.3 and 3.5 in the *Omnibus Workbook*.

☐ Create a Roman dinner party (to be submitted with lesson 8).

☐ Complete the MLB activities.

3. Read "About the Language" (41) and give the nominative and accusative singular forms for each noun below (you'll find one noun each from the first, second, and third declension).

    a. dinner

    b. pest

    c. master

4. Complete the exercises in "Practicing the Language" (42). Add them to your course doc. Remember to write in complete sentences, underlining the nominative or accusative word form chosen to complete each sentence.

5. Complete the following exercises in the *Omnibus Workbook*.

    - 3.3 How are these words connected?

    - 3.5 Celer, Pantagathus, Syphāx

6. Create your own Roman dinner party. Pretend you are a master chef, and create a Roman meal for your family or friends. Begin by researching traditional Roman food, and then create a menu for your dinner party. Your dinner should include an appetizer, main dish, salad, and dessert. Choose recipes that allow you to use both contemporary products and spices from your own pantry. Stay true to the recipe (for instance, do not use sugar when the recipe calls for honey). During dinner, discuss the Roman palate with your guests—ask them questions about how they like the different tastes and combinations. When you submit your project, include a copy of the menu and a brief summary of your dinner, including how your guests reacted to the food, and what your personal reaction was to the food. Make sure to take a photo of your banquet setting. Here are two good resources to consider:

    - *Ancient Roman Feasts and Recipes* by Jon and Julia Solomon

    - *A Taste of Ancient Rome* by Ilaria Gozzini Giacosa

    You can also find great recipes to choose from by doing an internet search for "Apicius recipes." **You have three weeks to complete this project—it will be submitted with lesson 8.**

Main Lesson Book

In your MLB, summarize the information on first, second, and third declension found in "About the Language." Add new vocabulary words and take a few minutes to review all the words you've learned so far. Use your MLB to highlight words, phrases, or grammar rules that are tricky for you. By writing them down and drawing borders, writing associated words, making arrows, underlining, etc., you'll help engage your memory and make future reviews of the material easier.

panis radix vinum cena pauperorum

Bread, rooted vegetables, and wine are dinner for the poor.

Mīrābile vīsū

Consider how each of the following English words is related to Roman culinary etiquette.

company: invited guests with whom one shares bread

cum together + *pānis* bread

crater: a bowl-shaped depression around a volcano's opening

crātēr in Latin is a mixing bowl

cochlear (or *cochleāre*): having the form of a snail shell

cochleāre is the Latin word for spoon

scissor: a cutting instrument

in ancient Rome, the slave who cut a guest's meat was called a *scissor*

radix: the root of a plant, a base

any rooted vegetable such as turnip or beet was called *rādix* in Latin

salary: compensation paid for services

a person was once paid for his service with a quantity of *sāl* or salt

(salt was extremely precious in ancient times)

SHARE YOUR WORK

Please send all your work from lessons 5 and 6 to your teacher for review. Remember to copy or scan your *Omnibus Workbook* exercises (you'll need to keep the original for next week's lesson assignment, which is on the back of exercise 3.5). Notify your teacher that your Google course doc is ready for review ("Email collaborators"). Begin working on lesson 7.

Garden in a Pompeian home. (Image credit: Lucy Oliver)

Stage 7 *cēna:* Decens *et umbra*

In the final two lessons of the first semester, you will be working on a creative project about Roman culture.

Learning Objectives

- Continue working with past tense verbs
- Differentiate between nominative and accusative nouns
- Research Roman culture

Assignments

1. Read and summarize "*post cēnam*" (110). Write four to five sentences describing this funny scene.

2. Read "About the Language II" (111) and complete the following *Omnibus Workbook* exercise:

   - 7.6 Present or Past?

3. Complete the exercises in "Practicing the Language" (112). Remember to always write out the entire sentence in Latin before translating it into English. This writing practice will help you improve your grammar, spelling, and use of macrons as well as improve memorization and comprehension. Underline the words chosen to complete the sentence correctly.

4. Read and translate "*animal ferōx*" (113). Read the passage several times to clarify your comprehension before writing your translation. Reading it aloud with expression can aid your comprehension and memory.

5. Design a colosseum tour (to be completed by the end of lesson 18). Create a tourist's guide to the colosseum in ancient Rome. You may consider describing a typical day at the colosseum or a special day with events. As a guide, you may want to include the following:

   - When was the colosseum built and by whom?

ASSIGNMENT CHECKLIST

- ☐ Read and translate "*post cēnam*" (110).

- ☐ Read "About the Language II" (111) and complete *Omnibus Workbook* exercise 7.6.

- ☐ Complete the exercises in "Practicing the Language" (112).

- ☐ Read and translate "*animal ferōx*" (113).

- ☐ Begin your colosseum project.

- ☐ Complete the MLB activities.

- What are some special features of the structure?

- How is it used and for what different types of events?

- What is its importance in society?

Give an explanation of how the colosseum was a crucial component of the Roman idea of *panem et circenses*. Include images in your project, which may take the form of a brochure, a slide show presentation, a poster, or any other multimedia presentation. Use at least three different sources, and cite your sources appropriately.

Main Lesson Book

Write down the new vocabulary words from the reading passages in this lesson, and make notes as needed about forming the plural perfect tense (111).

SHARE YOUR WORK

If you have questions about the form your final project will take, please contact your teacher.

> *morituri, te salutamus*
>
> We, destined to die, salute you
>
> (said by the gladiators to the sponsor of the games before combat began)

Stage 9 *thermae: discus in palaestrā*

In this lesson, we learn more about the culture and conventions of the Roman baths.

Learning Objectives

- Become familiar with the dative case

- Summarize a Latin passage

- Identify and utilize the appropriate noun case

Assignments

1. Read "*in palaestrā*" (146) and answer the textbook questions that follow (147), using Latin words and phrases from the text to support your answers.

2. Read "About the Language" (148–149) regarding the dative case, and complete the exercises in "Practicing the Language" (151). This is the third case to learn, adding onto your knowledge of the nominative and accusative cases.

3. Listen to track 14 on the Latin CD, and then read and summarize "*in tabernā*" (149–150). Please note that the passage continues on the next page. Summarize the scene in four to five sentences (in English).

4. Complete the following exercises in the *Omnibus Workbook*:

   - 9.5 To Whom? For Whom?

   - 9.7 *in thermīs*

   - 9.8 Seneca's Noisy Neighbors

ASSIGNMENT CHECKLIST

☐ Read "*in palaestrā*" (146) and answer questions using Latin words and phrases to support your answers.

☐ Read "About the Language" (148–149) and complete the exercises in "Practicing the Language" (151).

☐ Listen to track 14 on the Latin CD, and then read and summarize "*in tabernā*" (149–150).

☐ Complete exercises 9.5, 9.7, and 9.8 in the *Omnibus Workbook*.

☐ Complete the Stage 9 Quiz.

☐ Design and begin a creative project on the Roman baths.

☐ Complete the MLB activities.

5. Complete the Stage 9 Quiz in the appendix of this coursebook. Before taking the quiz, use your MLB, Quizlet, flash cards, etc., to review the material.

6. Design and begin a creative project on the Roman baths. Briefly explain how the public baths were used. Include answers to the following questions in your project:

    - How were the baths of ancient Pompeii similar to a contemporary spa?

    - How were they different?

    - Who attended?

    - What activities would one find there?

    - Were there set hours?

    - Were there different areas for different classes?

    - How did the baths contribute to the public health of the community?

    - How did they contribute to one's social life?

    Your creative project can take the form of a poster, play, creative writing, or other artistic rendition. **You will have two weeks to complete this project.**

Main Lesson Book

Write notes on the dative case from "About the Language," paying particular attention to how the dative case is modified for first, second, and third declension. Jot down the dative forms for the personal pronouns *I* and *you*.

facta non verba

deeds not words

Mīrābile dictū

In Latin, case endings are used to clarify a word's function in a sentence. You have studied the following cases for their functions.

nominative	subject or predicate nominative
accusative	direct object or object of a special preposition
ablative	object of a prepositional phrase

(Although you won't find the ablative case mentioned in your textbook, you've been using it since lesson 1 in phrases such as *in viā, in arēnā, in theātrō*. We'll talk about the ablative case in more detail in lesson 30.)

It is now your task to learn a new case. It is the dative case. Actually, the word *dative* derives from the Latin *dat*, meaning "gives." The dative case is used for indirect objects. An indirect object occurs after a verb of giving (*do, offero, trado, paro, emo*), showing (*ostendo*), or telling (*narro, nuntio*). In English, after such verbs, the preposition *to* or *for* is frequently used. Notice that there is no word for *to* or *for* after such verbs in Latin! Study the following sentences.

*Grumiō **ancillae** cēnam offerēbat.*	Grumio was offering dinner to the maid.
*Dominus tunicās **servīs** ēmit.*	The master bought tunics for the slaves.
***Mercātorī** dēnāriōs Marcus ostendit.*	Marcus did show the merchant the coins.
*Servus **Quīnto** discum tradidit.*	The servant handed over the discus to Quintus.

Study the following chart for case endings.

	1st decl. singular	1st decl.plural	2nd decl. singular	2nd decl. plural	3rd decl. singular	3rd decl.plural
nominative	a	ae	us, r, ius	i, ii	---	ēs
dative	ae	īs	ō	īs	ī	ibus
accusative	am	ās	um	ōs	em	ēs
ablative	ā	īs	ō	īs	e	ibus

As you study, look for patterns.

accusative singular	vowel + m
accusative plural	vowel + s
dative plural	īs or ibus
ablative plural	īs or ibus

SHARE YOUR WORK

If you would like help for your creative project on the Roman baths (assignment #5), or if you would like some guidance in narrowing the scope of your project, please contact your teacher.

Appendix

Latin Reference Pages

Grammar

I. The Alphabet

The Latin alphabet consists of 24 letters:

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

- There is no **J** or **W**

- **K** is used only in archaic words

- **Y** and **Z** are used only in words of Greek origin

Special qualities of **i**:

- When **i** is between vowels or before a vowel at the beginning of a word, it is a consonant

- All other times **i** is a vowel

II. Vowels

Each vowel in Latin has two sounds: long and short. If there is a line (*macron*) above the vowel, it is long. If there is no macron it is short.

1. Long vowels

   ā as in *father*

   ē as in *obey*

   ī as in *machine*

   ō as in *note*

   ū as in *rule*

2. Short vowels

   a as in *idea*: *ab, ac, ad, at, amat*

   e as in *bet*: *ex, et, nec, sed, vel, bene*

   i as in *sit*: *in, quis, dissimilis*

   o as in *omit* (ah-mit): *ob, mox, quot, tot, quod*

   u as in *put*: *sub, ut, dum, tumultus*

3. Diphthongs are two vowels combined to form one sound.

> *ae* as in *my*: *prae, laetae, aegrae, aequae, aetas*
>
> *au* as in *how*: *aut, aurum, laud, paul, gaudium*
>
> *eu* as in *ay-oo*, spoken as a single syllable: *ceu, heu, Europa, Teuton*
>
> *oe* as in *boy*: *poena, proelium, foedus, moenia*
>
> *ui* as in *seen*: *huic, cui, tui*

Syllabication is easy in Latin because it is uniform. Each Latin word has as many syllables as it has vowels or diphthongs; there are no silent letters.

III. Consonants

Most Latin consonants are pronounced as they are in English, with the following exceptions:

> *bs* is pronounced *ps*
>
> *bt* is pronounced *pt*
>
> *c* is always hard, as in *came* (never soft, as in *city*)
>
> *ch* is pronounced as in *character*
>
> *g* is always hard, as in *go* (never soft, as in *gem*)
>
> *gu* before a vowel as in *anguish*
>
> *i* (when a consonant) is like *y* in *youth*
>
> *ph* as in *philosophy*
>
> *s* as in *sit* (never like a *z*, as in *busy*)
>
> *su* before a vowel as in *suave*
>
> *v* is pronounced like *w*
>
> *z* is like *dz* as in *adze*

Mathematics

The Romans never got beyond simple arithmetic in their mathematics, because their system of numerals, arriving at a decimal count by multiplying alternately by five and by two, was too clumsy. The Greeks went further in mathematics: they had no place system and no zero, but their numerals were less cumbersome. They used their alphabet: A was 1, B was 2, and so on to I, which was 10. They could then represent 11 and 21 by IA and IB.

Roman merchants became quite good at adding, subtracting, multiplying, and dividing by using their fingers, held in different positions and pointing in different directions (merchants in the Near East still often prefer this system to a pocket calculator). The Roman version of a calculator was the abacus,

which took several forms, the simplest being a piece of wood or stone with hollows carved out to represent the different numbers.

To add, say, MMDCCLXVI and MDCCCXXXX, a Roman would begin by putting six pebbles (*calculi*) in the first hollow, to represent the *I*s in his sum. He would then take out five of them and put one in the *V* hollow. Next he would put another (from MMDCCLXVI) in the *V* hollow, take them both out and put one in the *X* hollow, adding five more to represent the six *X*s in his sum. He would then take out five from the *X* hollow and put one in the *L* hollow, add another *L* from the sum, take out two *L*s and put one in the *C* hollow. Proceeding leftward in this way, he could end by reading off the sum.

To subtract MDCCCXXXXIII from MMDCCLXVIII, he would begin by recording the larger number with two markers in the *M* slot, one in the *D*, two in the *C*, one each in the *L*, *X*, and *V* slots, and three in the *I* slot. Then he would subtract by taking three from the *I* slot, taking the one from the *L* slot and putting five in the *X* slot, removing four from the *X* slot, taking the one from the *D* slot and putting five in the *C* slot, taking four from the *C* slot, taking one from the *M* slot and putting two in the *D* slot, and taking one from the *D* slot and one from the *M* slot. He could then read off DCCCCXXV.

A large abacus would also include hollows for the various fractions: *semis* (1/2), *triens* (1/3), *quadrans* (1/4), and *sextans* (1/6), the symbols for which are S, = =, = -, and ~, respectively. Roman fractions would be difficult for us because the numerator was always one. A fraction like two-thirds would have to be represented by one-half plus one-sixth.

Coinage

The monetary unit was an *as* (pronounced *ahs*). Originally, it was worth one pound of bronze. These coins all had a god's head on one side and a ship on the other. In tossing a coin, the Romans said, "Heads or ships?"

- 1/12 as = unica
- 1/6 as = sextans
- 1/4 as = quadrans
- 1/3 as = triens
- 1/2 as = semis
- 2 asses = dupondius
- 2 1/2 asses = sestertius
- 5 asses = 2 sestertii = quinarius
- 10 asses = 4 sestertii = 2 quinarii = denarius
- 250 asses = 100 sestertii = 50 quinarii = 25 denarii = aureus (or solidus)
- 2500 asses = 1000 sestertii = 500 quinarii = 250 denarii = 10 aurei = sestertium *

* Not a *sestertius*. A *sestertium* was not coined; it is merely the name for a sum of money.

Weights and Measures

The unit of weight was an *as* or *libra*. This equaled 327.45 grams, or about twelve ounces.

- 3 grana = siliqua
- 12 grana = 6 siliquae = scripulum (or scrupulum)
- 24 grana = 12 siliquae = semisextula
- 48 grana = 24 siliquae = 2 semisextula = sextula
- 108 grana = 36 siliquae = sicilicus
- 216 grana = 72 siliquae = 2 sicilici = semuncia
- 432 grana = 144 siliquae = uncia
- 2 unciae = sextans
- 3 unciae = quadrans
- 4 unciae = triens
- 5 unciae = quincunx
- 6 unciae = semis
- 7 unciae = septunx
- 8 unciae = bes
- 9 unciae = dodrans
- 10 unciae = dextrans
- 11 unciae = deunx
- 12 unciae = as (or libra)

Distance

- 1/24 uncia = scripulum (or scrupulum)
- 1/12 uncia = semisextula
- 1/6 uncia = sextula
- 1/4 uncia = sicilicus
- 1/2 uncia = semuncia
- 3/4 uncia = digitus
- 16 digiti = 12 unciae = pes
- 24 digiti = 18 unciae = 1 1/2 pedes = cubitum

- 40 digiti = 30 unciae = 2 1/2 pedes = gradus
- 80 digiti = 60 unciae = 2 gradus = 6 pedes = passus (about 4' 10")
- 625 pedes = 125 passus = stadium

Square Measure

The unit of measure is called an *actus quadratus,* an area 120 by 120 Roman feet.

- 2 actus quadranti = iugerum (= 5/8 of an acre)
- 4 actus quadranti = 2 iugera = heredium
- 400 actus quadranti = 200 iugera = 100 heredia = centuria

Capacity

The unit of measure is called a *cochlear* or *ligula*; this measures about L.14 centileters or .02 pint.

- 4 cochlearia (ligulae) = cyathus
- 6 cochlearia (ligulae) = 1 1/2 cyathi = acetabulum
- 12 cochlearia (ligulae) = 3 cyathi = 2 acetabula = quartarius
- 6 cyathi = 4 acetabula = 2 quartarii = hemina
- 12 cyathi = 8 acetabula = 4 quartarii = 2 heminae = sextarius

Dry Measure

- 8 sextarii = semimodius
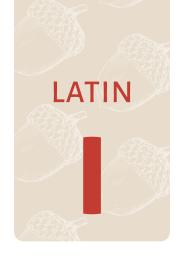- 2 semimodii = modius

Liquid Measure

- 6 sextarii = congius
- 8 congii = cadus or amphora
- 20 cadi or amphorae = culleus (about 120 gallons)

Numerals

Below you will find a list of cardinal and ordinal numbers, and Roman numerals.

#	num.	1, 2, 3	1st, 2nd, 3rd
1	I	ūnus	prīmus
2	II	duo	secundus
3	III	trēs	tertius
4	IV	quattuor	quārtus
5	V	quīnque	quīntus
6	VI	sex	sextus
7	VII	septem	septimus
8	VIII	octō	octāvus
9	IX	novem	nōnus
10	X	decem	decimus
11	XI	ūndecim	ūndecimus
12	XII	duodecim	duodecimus
13	XIII	tredecim	tertius decimus
14	XIV	quattuordecim	quārtus decimus
15	XV	quīndecim	quīntus decimus
16	XVI	sēdecim	sextus decimus
17	XVII	septendecim	septimus decimus
18	XVIII	duōdēvīgintī	duōdēvīcēsimus
19	XIX	ūndēvīgintī	ūndēvīcēsimus
20	XX	vīgintī	vīcēsimus
21	XXI	vīgintī ūnus	vīcēsimus prīmus

LATIN

1

Stage 1 Quiz

A. Give the English definition for the following words.

1. coquus _____

2. hortus _____

3. māter _____

4. bibit _____

5. canis _____

6. est _____

7. pater _____

8. via _____

9. cubiculum _____

10. servus _____

B. Translate the following sentences into Latin.

1. The son is in the house. _____

2. Father is in the kitchen. _____

3. Mother is sitting in the atrium. _____

C. From which Latin word are the following English words derived?

1. laborious _____

2. culinar _____

3. viable _____

4. horticulture _____

5. salutations _____

6. essence _____

7. affiliate _____

D. Give an English word derived from the following Latin words.

1. servus

2. cubiculum

3. sedet

4. māter

5. canis

6. pater

7. scrībit

E. Where would you expect to the find the following?

1. Coquus est _____	a. in triclīniō
2. Servus labōrat _____	b. in cubiculō
3. Pater bibit _____	c. in viā
4. Fīlius dormit _____	d. in hortō
5. Canis est _____	e. in ātriō
6. Māter sedet _____	f. in culīnā

F. How would you say in Latin?

Hello _____

How are you? _____

I am well _____

Thank you _____

LATIN

I

Stage 2 Quiz

A. Give the English definition for the following words.

1. amīcus _____

2. cēna _____

3. laudat _____

4. mēnsa _____

5. salūtat _____

6. toga _____

7. tunica _____

8. quoque _____

9. intrat _____

10. cibus _____

B. Give an English word derived from the following Latin words.

1. dominus _____

2. dormit _____

3. laetus _____

4. salūtat _____

5. laudat _____

C. Give the Latin word from which the following English words were derived.

1. ancillary _____

2. cenacle _____

3. gusto _____

4. mesa _____

5. amicable _____

D. Translate the sentences into English.

1. Ancilla in vīllā labōrat. _____

2. Metella cibum gustat. _____

3. Mercātor in forō dormit. _____

4. Amīcus mercātorem salūtat. _____

E. Translate these sentences into Latin.

1. The cook visits the friend. _____

2. The tunic is on the table. _____

3. The master is happy. _____

4. The friend praises the dinner. _____

F. How well do you remember? These are boni! (Bonuses!)

1. a peacock _____

2. a thief _____

3. laetissimus _____

4. anxious _____

G. Complete the following sentences in English.

1. The doer of the verb is called the _____. The doer of the verb is placed in the _____ case.

2. The person or thing that receives the action of the verb and answers the question "What?" or "Whom?" after a verb is called a _____. The person or thing that receives the action of the verb is placed in the _____ case.

H. As a bonus, list five (5) culinary words that you found interesting. If stating an English word, give its Latin definition. If stating a Latin word, translate that word into English.

LATIN

I

Test 1

Translate the following passage.

Words in boldface may be unfamiliar. You may use a dictionary.

ad carcerem

iūdex Hermogenem **convincit**.

"ego Hermogenem **ad carcerem mittō**," inquit iūdex.

"ego sum **innocēns**," clāmat Hermogenēs.

"**immo**, tū es mercātor **scelestus**!" respondet iūdex. "tū **multam** pecūniam dēbēs."

servus mercātōrem scelestum ē basilicā **trahit**. servus mercātōrem ad carcerem dūcit et iānuam **pulsat**. **custōs** iānuam **aperit**. custōs est Grōma. Grōma mercātōrem **statim agnōscit**. Grōma rīdet.

"Hermogenēs est amīcus **veterrimus**," inquit Grōma. "Hermogenēs vīllam nōn habet. Hermogenēs in carcere **habitat**!"

servus rīdet. sed Hermogenēs nōn rīdet. Hermogenēs Grōmam vituperat. Grōma est īrātus. Grōma mercātōrem ad carcerem trahit.

"**cella tua** est **parāta**," inquit Grōma.

_____

_____

_____

_____

_____

_____

_____

_____