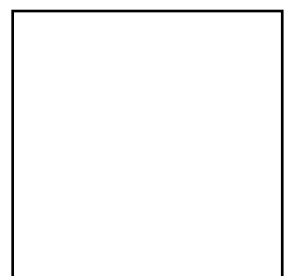
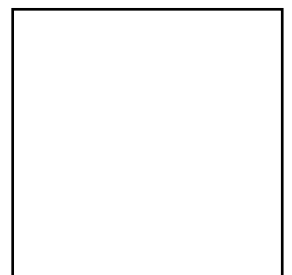
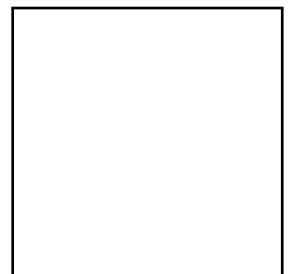


**Nelson Thornes
Distance Learning**

GCSE Latin

Giles Dawson

Adrian Spooner



Nelson Thornes

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Nelson Thornes Distance Learning
Tel: 01242 267111
Fax: 01242 267294

Your tutor may not be immediately available on these numbers, but messages can be left or sent via the fax and will be passed on.

GCSE Latin

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GCSE Latin

Introduction

Latin – a quick history

As you probably know, Latin is the language of ancient Rome and its vast empire. Its influence has extended to modern English, Spanish, Italian, French and other so-called ‘Romance’ languages. One of the pleasures of taking this course lies in tracing these links between our language and Latin, as well as learning more about how languages in general work.

Rome grew from a small settlement (traditional date of foundation: 753 BC) into the greatest empire the world had seen, that lasted, in one form or another, until the fall of Constantinople in 1453 AD. During that time, and particularly in the period around 80 AD you are about to study, Rome proved itself a world leader in matters as diverse as war, medicine, literature, law, architecture, engineering, art and ... corruption!

Latin itself continued as a major European language – certainly for academic and religious purposes – right up until the 19th century. Until about 130 years ago, education in the UK consisted largely of ‘The Classics’: Latin, ancient Greek, and the history, literature and philosophy of those cultures.

Today, after a long period when Classics was, understandably, under a great deal of pressure from new and developing subjects in the school curriculum, it is very much holding its own. About 10,000 students per year take Latin at GCSE level and there is a popular A level in Classical Civilisation.

Why study Latin?

Here, briefly, are just a few of the generally accepted benefits of learning Latin:

- Latin is supreme at helping to develop analytical and synthetical skills. You will see just how precisely a Latin sentence has to be constructed, and how word order can help enhance the meaning.
- Some of the greatest literature ever written is in Latin, and you will be meeting some of it as soon as late November!
- Studying Latin encourages you to develop important study skills such as referencing and cross-referencing.

- Getting to know Latin will help throw a completely new light on your view of English as you discover the Latin origins of so many English words. Indeed, almost all ‘subject-specific’ vocabulary, in secondary education and beyond, is rooted in Greek and Latin.
- As hinted above, knowing Latin will also help your appreciation of modern European languages, especially Spanish, Italian, French and – largely from a grammar point of view – German.
- A recent survey of major employers showed that they considered a qualification in Latin to be a distinct advantage in terms of employability. Latin students have developed a part of their intellect not always catered for in other subjects.
- Latin – especially at this pace – can be tough, but many of our students have found it very fulfilling.

Latin with Nelson Thornes Distance Learning

Fifteen years ago, this company, which was already pioneering distance learning via video-conferencing in several A level subjects, saw an opening for able students to study and take Latin GCSE in one year.

We reckoned it was possible, using the Cambridge Latin Course selectively, to cover the language requirement by the February half-term and, having begun to work on a small amount of the set literature texts before Christmas, to complete the course by the end of April. This leaves us time for a revision period before the GCSE exams at the end of May/beginning of June.

All our courses are based around a weekly, 60-minute lesson (or ‘tutorial’) delivered by the medium of video-conferencing. This is supported by materials such as this Student File, the Cambridge course books and other resources you will find listed later in this file.

Students who really get stuck into the course and follow the rules outlined below get themselves an A grade – and we have even had a few A*. And that’s Year 9 or Year 10 students, typically taking this course a year or even two years before most of their GCSEs; students who also have sports to train for, instruments to learn, plays to perform ... But yes, it can be done – and enjoyed!

How to succeed in this Latin course

There are several absolutely firm ground rules that you must observe if you are to make a success of this stimulating course. It is up to your Link Teacher to ensure that you have the Cambridge books, the set texts, a copy of this Student File and access to other resources as needed. But only **you** can:

1. make up your mind to dedicate at least **three hours** per week to the language studying, homework writing and vocabulary learning. Note that this is time **apart from** the weekly video-conference with your tutor.

2. Try your very best, each week, to do some work **with a partner or as a group**. Some schools are great at organising a timetabled session during which this can take place.
3. Make sure you learn some **vocabulary** (Word List words) each week.
4. At the end of each tutorial, take **precise notes** of what your tutor expects you to have written, learned and prepared for the following week.
5. Always let your tutor know by email if you have a particular difficulty, if there is something you would like the tutor to spend a bit more time on next week or just if your work is going to be a day or two late this week.

What the Latin course consists of

The ‘Learn Latin’ part of the Cambridge Latin course consists of a series of course books. Most of you will have the full-colour, large-format 4th edition (Books 1–4). Some of you will still be working with the smaller Integrated Edition (Units 1–3B). So we refer to both versions here:

NTDL Student File	Cambridge Latin Integrated Edition	Cambridge Latin 4th Edition	Stages
Unit 1 pp1–70	Unit 1	Book 1	1–12
Unit 2 pp71–108	Unit 2(A) and 2(B)	Book 2	13–20
Unit 3 pp109–144	Unit 3(A)	Book 3	21–28
Unit 3 pp145–168	Unit 3(B)	Book 4	29–34
Unit 4 pp169–178	Unit 4(A)	Book 5	35–40

In addition to the Cambridge course books, we have recommended to your Link Teacher that the school buys at least two copies of:

Cambridge Latin Grammar ISBN 0 521 38588 1

We supply the ISBN number in case you, as an individual, would like to have your own copy.

Your knowledge of the language will be tested by two papers of ‘unseen’ translation and comprehension. The material in the first of these will be taken from Mythology or Roman Life. The material in the second exam will be taken from History.

The remainder of the course consists of the study of Latin literature. You will read some history by Tacitus and some poetry by Virgil, getting to know it well enough to be able to answer questions about it and to translate short sections of it in the two literature exams.

You will find everything you need to help you with the set texts (Verse Literature and Prose Literature) towards the back of this file.

**The Examination:
OCR Latin GCSE, J281**

The only Awarding Body now catering for examinations in GCSE Latin is OCR.

You will be studying what is specified in OCR GCSE Latin, leading to examination during summer term 2012, assuming that you are taking this course over just one year, as the majority of our students do.

Most of you will enter the exam at **Higher Tier** (grades A*–D only available). You would not be going in for this express Latin course unless you had been identified as a high-flying student who has every chance of making a success of it.

However, your tutor and school link teacher reserve the right to enter you for **Foundation Tier** (grades C–G only available) if this seems the best option as the exam approaches. The decision about this should be made by February half-term.

Higher Tier candidates will be preparing for four papers:

- | | |
|-------------------------|--|
| Latin Language 1 (A401) | Unseen translation and comprehension paper.
The story will be taken from Mythology or Roman Life. |
| Latin Language 2 (A402) | Unseen translation and comprehension paper.
The material will be taken from History. |
| Prose Literature (A403) | Questions on extracts from the following set texts:
<i>Germanicus and Piso</i> (Tacitus)
<i>Pythius</i> (Cicero)
<i>Clodia</i> (Cicero) |
| Verse Literature (A404) | Questions on extracts from:
<i>Aeneid</i> Book 2 (Virgil): lines 268-280, 298-317,
624-654, 671-716, 768-792 |

Foundation Tier candidates will be preparing for four papers:

- | | |
|-------------------------|---|
| Latin Language 1 (A401) | Unseen translation and comprehension paper.
The story will be taken from Mythology or Roman Life. |
| Latin Language 2 (A402) | Unseen translation and comprehension paper.
The material will be taken from History. |
| Prose Literature (A403) | Questions on extracts from the following set text:
<i>Germanicus and Piso</i> (Tacitus) |
| Verse Literature (A404) | Questions on extracts from:
<i>Aeneid</i> Book 2 (Virgil): lines 268-280, 298-317,
634-654, 671-716 |

All the vocabulary, for both papers, at both tiers of entry, is at the back of this file.

All the Set Texts, with notes, Word Lists and translations will be given to you by your tutor at the Autumn Visit.

NB: Candidates at Foundation Tier are required to know a smaller vocabulary and slightly reduced syntax than Higher Tier candidates. Foundation Tier candidates also study a smaller amount of the literature texts than Higher Tier candidates.

What the exam papers look like

You can find examples of the format and content of the exam papers for this specification by going to the following website:

www.ocr.org.uk

Qualifications A–Z

Latin – GCSE (current)

View all documents

From there, you can look at specimens of all four papers. Please note that you will only be looking at the literature papers (A403, A404) for the layout and style of questions – the actual set texts used for these specimen papers are not those that you are studying. We shall be providing you with specimen papers relevant to your set texts in November.

Of more immediate use are the specimen papers for Language (A401, A402) that you should be able to tackle with confidence by the end of February.

Getting started

By the time you read this introduction, you may already have met your tutor via the video-conferencing system or even had an early visit by the tutor.

The tutor is there to guide you through the course, answer your questions and mark your weekly written work. Your tutor will emphasise, from time to time, that certain methods and habits are essential for your success at this course.

1. Turn up for your weekly tutorial bang on time – there is no time to waste when you are studying a demanding subject in this way.
2. Keep a dedicated exercise book or file for your grammar notes.
3. EITHER write your weekly written work on A4 lined file paper and hand in to your Link Teacher for posting;
OR get into the habit of typing and sending your work as an email attachment direct to the tutor.
4. Whichever of these two systems you use, always observe the deadline given for written work. If you do so, it is often possible for you to do the work, send it, and have it marked and returned by the tutor in time for the next tutorial. This is highly desirable in such a fast-paced course.
5. Be sure to commit yourself to the 3+ hours per week working at your Latin, as mentioned earlier in this Introduction. Even the most able student cannot do this course successfully without total commitment!

Your tutor's email address – please enter here:

_____@nelsonthornes.com

Now you should be ready to start the course – best of luck!

Nelson Thornes Distance Learning

Contact Numbers

Nelson Thornes Distance Learning

☎ 01242 267111 ☎ (Fax) 01242 267294

Your Tutor



Caecilius

What you are about to learn

1. some simple Latin vocabulary;
2. some key elements of Latin pronunciation;
3. that Latin word order is not the same as English;
4. that Roman personal names are structured to contain information;
5. about middle-class housing in Pompeii.

The opening stage is best done in a group, so that you can support each other, and, finally, congratulate each other on your magnificent achievement.

However, if that's not possible, and you are working on your own, don't be afraid to congratulate yourself.

Here goes. Look at **Unit 1/Book 1, p3** and get introduced to the family members. **You don't need to look at any vocabulary yet!!!** Read the captions to the cartoons and work out what they mean. Then answer the following questions:

Activity 1



1. Who is the father?
2. Who is the mother?
3. Who is the son?
4. Who is the slave?
5. Grumio is holding a frying pan (not a tennis racket). What's his job?
6. In mythology, Cerberus was the guardian dog of hell! What English word comes from canis?

You'll have noticed that there are no Latin words in these sentences for 'a' or 'the'. The reason for that is that Latin doesn't use them. For the moment, translate as you feel appropriate. The important thing to realise is that, after just a few minutes, you have read some Latin from scratch, without help or support. Now, it may be a bit basic as yet, but it won't stay like that for long!

You will probably want to read this stuff aloud, especially if you are working in a group. Here is a guide on pronunciation.

Pronunciation guide:

'C' is always 'hard'. It is pronounced like a 'K', as in the English 'cure, care, bacon'.

The letters 'ae' make the sound 'eye'.

'V' is pronounced like an English 'w'. So, 'via' is pronounced 'wee-a'.

'est' is pronounced 'est'. Don't start thinking French!

'pater' is pronounced 'pat-air'.

So the first caption sounds: 'K-eye-killius est pat-air'. And, by the way, you're right. It means *Caecilius is the father*.

Further notes on pronunciation: generally follow English pronunciation. But note:

Vowel sounds generally as English, but note those with a line over the vowel. They show you that the vowel is pronounced 'long'.

Vowel	Short	Long
a	'hat'	'aagh!'
e	'get'	'say'
i	'sit'	'eat!'
o	'got'	'no'
u	'put'	'too'

Don't worry too much about pronunciation at this stage. You'll pick it up as you go along. Note any oddities in pronunciation, and try to apply them consistently. Your tutor will keep you right during feedback sessions.

Now turn to **Unit 1/Book 1, p4**. You'll translate these captions as you did the last lot. A clue: in each case, *someone is somewhere!* You can start referring to the words and phrases at the top of **Unit 1, p8/Book 1, p6**, if you like.

Activity 2



Who is in:

- the study?
- the hall?
- the kitchen?

Now on to **Unit 1, pp6–7/Book 1, p5**, and more captions to translate. You'll see that the captions are now in pairs of sentences. In the first sentence of each pair, you're told that someone is somewhere. In the second sentence, you're told that they *are doing something there*. In each case, you'll find the verb at the end of the second sentence of each caption. Again, the vocabulary on p8/p6 will help you.

Activity 3



- What is the cook doing in the kitchen?
- What is the dog doing in the street?
- What does father do in the study?

When you translate, look for natural English order. Because of the order of the words, you might have been tempted to say:

'father is in the study writing'

'mother is in the hall sitting'

That's perfectly OK, but you have some freedom of expression. For example, all the following would be acceptable in English for *pater in tablino scribit*.

(a, the) father is in the study writing

(a, the) father is writing in the study

(a, the) father writes in the study

They are all OK! But use this rule of thumb: go for the most natural English expression.

Activity 4



Look at the words and phrases on **Unit 1, p8/Book 1, p6**. Many Latin words have English derivations, and they will help you learn the words. Here are some English derivations for you to match with the Latin originals:

paternal	horticulture	culinary	maternal
viaduct	script	sedentary	filial
service	canine	dormitory	labour
imbibe			

If you ever want to check whether an English word has a Latin origin, check in an etymological English Dictionary, e.g. *Chambers* or *Oxford*.

Activity 5



Now turn to the story **Cerberus** in **Unit 1, p8/Book 1, p6**. Using the words and phrases provided in the book, write out your translation of the piece. Compare it with the translation given in the feedback at the end of this teaching session. And remember: you do have some freedom of expression.

Grammar

In each stage, the section called **About the language** tells you what the input of new grammar has been. In this case, you've learned some vocabulary, but also that the order of words in Latin is not the same as that in English.

- Latin does not express the English indefinite or definite articles (a, an, the).
- In the simple sentences you have seen containing 'est' (is), the order is quite free. So *Metella est mater* could also be written:

Metella mater est
 Mater est Metella
 Mater Metella est
 Est mater Metella
 Est Metella mater.

Although the emphasis in each sentence is slightly affected, they are all grammatically correct.

- Where the verb is not 'est', the verb usually comes at the end of a Latin sentence.

Read through **About the language** on **Unit 1, p9/Book 1, p7**. You won't need to note these points, as you will be applying them constantly from now on. They will become part of the way you live and breathe.

Now look at the exercises in **Practising the language**. They'll reinforce for you the major points about the order of words in a Latin sentence (and help you practise your vocabulary).

Activity 6



In Exercise 1, complete the sentences in Latin by stating who is where, and then translate.

In Exercise 2, you're told that someone's doing something. You have to pick the appropriate phrase to say where they are doing it. Then write a translation of it. And by the way, the translation is more important than worrying whether you've put the right person in the right place. Translations are provided in the feedback on the next page.

Activity 7



Vocabulary

Note this (for we'll only say it once): YOU ONLY NEED TO LEARN VOCABULARY FROM LATIN TO ENGLISH. You will never have to translate from English to Latin in this course.

Learn the words and phrases in **Unit 1, p16/Book 1, p14**.

Feedback

The translation on **Unit 1, p8/Book 1, p6, Cerberus**.

Caecilius is in the garden. Caecilius is sitting in the garden. The slave is in the hall. The slave is working in the hall. Metella is in the hall. Metella is sitting in the hall. Quintus is in the study. Quintus is writing in the study. Cerberus is in the street.

The cook is in the kitchen. The cook is sleeping in the kitchen (is in the kitchen asleep). Cerberus enters. Cerberus looks around. The food is on the table. The dog leaps. The dog is standing on the table. Grumio snores. The dog barks. Grumio gets up. The cook is angry. 'Pest! Scoundrel!' shouts the cook. Cerberus goes out.

Practising the language, p9/p7

Exercise 1

1. The slave is in the garden.
2. The dog is in the street.
3. Grumio is in the kitchen.
4. Caecilius is in the study.
5. Mother is in the hall.
6. Quintus is in the dining room.

Exercise 2

1. Clemens works in the garden.
2. Caecilius is writing in the study.
3. The dog is barking in the street.
4. Metella stands in the hall.
5. The cook is in the kitchen.
6. Quintus is in the hall.

What you have learned

1. some simple Latin vocabulary;
2. some key elements of Latin pronunciation;
3. that Latin word order is not the same as English;
4. that Roman personal names are structured to contain information;
5. about middle-class housing in Pompeii.

In Villa

What you are about to learn

1. that Latin is an **inflected** language, meaning that word ends change according to the job they do in a sentence;
2. word forms showing up the subject and object of a sentence;
3. some key aspects of social and domestic life.

Activity 1



Work through the cartoon captions in **Unit 1, pp18–21/Book 1, pp16–19** as you did before. Vocabulary help is available within the unit, or from the word list at the back of the unit. Try, however, to guess what the words mean by two methods:

1. the context they are used in;
2. comparisons with English.

New verbs include:

salutat *spectat* *gustat* *laudat* *vocat*

Note: You'll see that names change their form in Latin, too. But when you translate into English, you should always use the Caecilius, Metella, Grumio forms, and **not** change them as the Latin does.

Activity 2



To help your guesswork, compare and contrast the following English words:

vocal **salute** **disgusting** **applaud** **spectate**

Grammar

You'll probably have noticed some new endings on familiar words. For instance, you have now met:

<i>Caecilium</i>	<i>Metellam</i>	<i>Quintum</i>	<i>servum</i>
<i>culinam</i>	<i>Grumionem</i>	<i>cibum</i>	<i>canem</i>

which you already knew in these forms:

<i>Caecilius</i>	<i>Metella</i>	<i>Quintus</i>	<i>servus</i>
<i>culina</i>	<i>Grumio</i>	<i>cibus</i>	<i>canis</i>

What's going on here?

Well, as we've already said, Latin is an **inflected** language. By that we mean that the ends of words change according to the job they are doing in a sentence.

Look at the following English sentences.

the friend greets Quintus
Quintus greets the friend

In each one, someone is doing the greeting, and someone gets greeted. So one person is doing the verb, and the other is affected by the verb.

The doer of the verb is called **the subject** of the sentence. The recipient of the activity is called **the object** of the sentence.

This differentiation is essential in Latin, because, unlike English, the word order won't give you the sense of the sentence.

Look:

Caecilius greets the slave becomes something quite different in English when you change the word order: **The slave greets Caecilius**.

But in Latin, you can change the order and get away with it.

Caecilius servum salutat means the same as **Servum Caecilius salutat**. Latin can only do this because the words change according to the job they do in the sentence. So . . .

Caecilius is the SUBJECT form of the noun. That is, it shows you Caecilius is doing the verb. Caecilium is the OBJECT form of the noun. It shows you that Caecilius is being affected by the verb.

So . . .

Servus Caecilium salutat . . . and . . . Caecilium servus salutat both mean 'The slave greets Caecilius'.

Now for a piece of terminology. In Latin, the form of a word is referred to as its **case**. When the word is the subject of a sentence, its form is called **the nominative case**. When the word is the object of a sentence, its form is called **the accusative case**.

Here's a list of nominatives and accusatives which you already met:

Nominative (subject) case	Accusative (object) case
Caecilius	Caecilium
Quintus	Quintum
filius	filium
servus	servum
<i>(Get the picture?)</i>	
coquus	coquum
Cerberus	Cerberum

Some nouns change like this:

Metella	Metellam
pecunia	pecuniam
cena	cenam
ancilla	ancillam

Yet others change like this:

pater	patrem
mater	matrem
canis	canem
mercator	mercatores
Grumio	Grumionem

Note: Any noun that has its subject form ending in -um **DOESN'T CHANGE** in its object form.

vinum	vinum
-------	-------

You might be thinking we've made a bit of a meal of this. If so, apologies, but the fact that Latin changes its word endings according to the job the word does in its sentence is the basis on which Latin, and all inflected languages, stand.

Activity 3



Now you'll be translating **mercator**, **Unit 1, p22/Book 1, p20**. Work through it orally as a group, rotating the job of translating, and referring to the words and phrases as necessary.

In the case of **In triclinio, Unit 1, p22/Book 1, p20**, answer the following:

1. What is Grumio carrying into the dining room?
2. What is Clemens carrying?
3. In the next sentence (end line 2), how do you *know* that the piece of poultry is not eating Caecilius (apart from common sense)?
4. What is the consensus about the quality of the meal?
5. Lines 6–7: who is giving pleasure to whom, and how do you know?
7. Sentences end of line 12, beginning line 13: who is doing what to whom, and how do you know? Put another way, why does *ancilla* change to *ancillam*, and *Grumionem* to *Grumio*?

Some feedback is provided at the end of this section on page 18.

Grammar

Take a look at **Unit 1, p196/Book 1, p180 (About the language)**. In section (2) under ‘nouns’ you’ll see a chart laying out the changing forms of the Latin noun. For reference only at this stage, look at the *nominative and accusative singulars only*, and ignore everything else on the page for the moment. Refer back to this page whenever you have difficulty with a word ending. You’ll start making notes on this later, once you’ve learned some more cases, and some plural forms.

An observation: English *used to be* an inflected language, with different word endings. They still exist, almost exclusively in pronouns, and you know them, even if you don't know that you know them. Here they are:

Nominative	Accusative
I	me
he	him
she	her
we	us
they	them
who	whom

Activity 4



Read through **About the language Unit 1, p24/Book 1, p21** to reinforce the grammar work you've just done.

Turn to **Practising the language Unit 1, p25/Book 1, p22**. Work through each of these exercises together as a class, or in your head if you're on your own. You're simply choosing the word or phrase to make sense of the stuff. Notice, however, that Exercise 2 is asking you to stick a verb onto a nominative-accusative sequence.

Activity 5



And finally, translate Exercise 3 **Unit 1, p26/Book 1, p22** by yourself, all alone and in writing, and arrange to send it to your tutor as an assignment.

Activity 6



Check out the words and phrases in the vocabulary checklist at the end of the stage.

Mix and match the following English derivations:

mercantile ancillary dominion dormitory

Feedback

In triclinio questions:

2. CaeciliUS (subject/nominative) does the verb, whilst the pavoNEM is being affected by the action (object/accusative).
5. The slave girl (ancilla: nominative) pleases the master (dominum: accusative); the slave girl (ancilla: nominative) pleases the merchant (mercatores: accusative).
7. Lines 12–13: in sentence 1, it is ancilla, because she is doing the pleasing, but in the next sentence she is on the receiving end (as it were) and so appears in the accusative form, ancillam.

What you have learned

1. that Latin is an **inflected** language, meaning that word endings change according to the job they do in a sentence;
2. word forms showing up the subject and object of a sentence, represented by the **nominative** and **accusative cases** respectively;
3. some key aspects of social and domestic life.

Negotium

What you are about to learn

That Latin nouns can be put into groups of nouns according to how they change endings to form the nominative and accusative cases.

Note: It won't have escaped you that you will be under pressure of time to complete this course. For that reason, you'll be told which exercises you *can* leave out, if pushed. In this stage you can omit **in foro** and **tonsor**. If not pushed, of course, you can work through them anyway. Equally, you may wish to return to them at the end of the stage, and swish through them as revision. In any case, a brief synopsis of each passage will be given below.

A brief synopsis of **in foro**: Caecilius is at work in the forum at his banker's stall. He sees his old mates Celer, the painter, and Pantagathus, the barber. They exchange greetings. Then Syphax, the slave dealer, enters the forum. He's also a friend of Caecilius, but is not in the best of tempers at the moment because he's set up a meeting with a merchant who hasn't turned up.

Activity 1



pictor: Unit 1, p34/Book 1, p29. Rotate the translation around the class, or work with a colleague and translate a sentence each. When you are not translating, you are in kindly judgement of your colleagues' (colleague's) performance.

And what in the world is **ianuam** to do with January and the two-faced god Janus?

Janus can look both ways at once, back and forth. Similarly, you can go **in** through a door, as easily as you can go **out** of it. Two directions is the link. And, of course, January is the doorway to the new year. And as for *janitors* . . . look it up in an English dictionary if you don't know.

tonsor again you may omit, but come back to it if you get a chance, again for revision purposes. And as they say in the football results when a match is to follow: if you don't want to know the score, look away now.

A brief synopsis of **tonsor**: Caecilius enters Pantagathus' barber shop. Pantagathus is shaving a rather nervous old man. Suddenly a poet enters the shop, recites a dirty verse, and runs out. This amuses Caecilius, but not the barber, who throws a couple of oaths at the poet, in the process of which he slices the old man with the razor. The flow of blood is enough to make Caecilius leave.

Match the following English words to their Latin origins in the words and phrases in **Unit 1, p37/Book 1, p30**:

tavern senility ridicule section sanguinary

Activity 2



Tutor assignment

With the help of the words and phrases you are given, translate, by yourself, and in writing, the passage **venalicius** in **Unit 1, p38/Book 1, p31**.

At this stage it might be useful to take a look back at the work you were doing in Stage 1. What you should register is how far you have come in such a short time: from basic couplets to decent, connected, though simple, prose.

If you're feeling that it's getting more rigorous, and that you're halting more over the translations, then you're doing the right thing! If you're still whizzing through it, you are admired (at a distance).

Grammar

So what do you know about Latin nouns so far? They change their endings according to whether they are *nominative* (they do the job of the subject), or *accusative* (they do the job of the object).

1. some nouns go from	nominative	to	accusative
	-a		-am
2. others from	-us		-um
3. yet others from	mercator		mercator-em
	leo		leon-em
	senex		sen-em

Noun endings don't change at random. They are bunched together into groups, and all the nouns in each group change in the same way. So far you've seen three groups. Again we run into a terminology thing. Whereas you might be tempted to refer now to group 1 nouns, group 2 nouns, and so on, you are humbly requested to refer to them as:

first declension nouns

second declension nouns

third declension nouns.

This terminology doesn't in any way affect how the nouns change. It's merely that using the right terminology will stop ancient and revered classicists the world over from pointing at you and laughing when you say 'group 1' nouns, instead of 'first declension' nouns. And here endeth the lesson in linguistic etiquette.

If you want to see the declensions set out so far, turn again to **Unit 1, p196/Book 1, p180** in the grammar section of your course book, and there they are, nicely tabulated. (Ignore the dative case for the moment.) Nor do you need to note anything yet on declensions. Just remember to refer to page 196/180 when you need to.

Activity 3



Turn to **Unit 1, p40/Book 1, p33** for the *Practising the language* exercises. In Exercise 1 you're looking for the verb which makes sense of the sentence. Run through that in your head now.

Exercise 2 wants you to decide whether you need a nominative or accusative to complete the sentence correctly. Do this exercise in the kindly critical company of your colleagues or learning partner. Feedback is provided.

Activity 4



Note the words and phrases in **Unit 1, p46/Book 1, p38**, and link the following to their Latin origins:

imbibe

ridiculous

video

surge

circumspect

irate

naval

porter

Feedback

Exercise 2, p40/p33

You have (please!) chosen:

1. servum
2. tabernam
3. dominus
4. mercator
5. tonsorem
6. poeta
7. senex
8. pictorem.

If you got any wrong, revisit the sentence in question and satisfy yourself that you know why the answer is as it is. If you're stuck anywhere, make a note in the box below and ask your tutor:

nominative/accusative queries

declension queries

What you have learned

That Latin nouns can be put into groups of nouns according to how they change endings to form the nominative and accusative cases.

In Foro

What you are about to learn

Some additions to the verb, so that you can say 'I do something . . .' and 'You (singular) do something'; i.e. *the first and second person singular of the present tense*.

Activity 1



In your group, or with your learning partner, run through the captions in **Unit 1, pp48–52/Book 1, pp40–42**. A clue: compare Latin **tu** with the same word in French. Then think of how the Latin **ego** is used in English, usually in either a psychological sense, or with reference to self-regard, as in 'you must have a huge ego if you're prepared to wear that!'.

Don't worry if you need to look up vocabulary. But here's a good habit to get into early on. If you become conscious of a word 'sticking', and you are regularly looking it up, make a note of it in your vocabulary book.

In **Unit 1, pp48–49/Book 1, p40** the characters introduce themselves and say what they do. In **Unit 1, pp50–52/Book 1, pp41–42** one character asks a question, the other replies. There's some feedback on these at the end of the unit.

Activity 2



For further practice at the 'I' and 'you' parts of the verb, translate, in writing and by yourself, **Hermogenes** in **Unit 1, p53/Book 1, p43**.

For feedback, go through the translation sentence by sentence within the group, and get a consensus on the best translation for each sentence. If there are any problems the group cannot resolve, make a note for your next tutorial session.

Problems with 'I' and 'you', and with detailed translation of Hermogenes:

Activity 3



Now a playlet for four characters. Turn to **in Basilica** in **Unit 1, p54/Book 1, p44**. Read through it individually to prepare the translation, then do an inspired reading in English, distributing the characters appropriately. This exercise is suitable for group work, or with a learning partner. The outcome will be that you know 'who did what, and what's the evidence'.

Grammar

The contents of the **About the language** section in **Unit 1, p55–56/Book 1, p44** have already been well flagged up, and the overall result is that you are now acquainted with the 'I', 'you' and 'he, she, it' parts of the verb in the present tense. So, to sum up your knowledge of verbs to date:

(ego) porto	I carry	doceo	I teach
(tu) portas	you carry	doces	you teach
portat	he, she, it carries	docet	he, she, it teaches
traho	I drag		
trahis	you drag		
trahit	he, she, it drags		

You'll recall how we put nouns together into groups according to how they change their form. Well, it'll probably not surprise you to discover that we put verbs in groups, too, according to how they change. So, to sum up, you find whole bunches of verbs that change form like these groups are called conjugations *porto*, *doceo* and *traho* respectively.

Most languages have their irregular verbs, and the verb 'to be' is often one of them. So far, you know:

sum	I am	Compare the French:	je suis
es	you are		tu es
est	he/she/it is		il/elle est

Verb terminology:

Some more terminology so that you are not thrown when these technical terms are used.

The **tense** of the verb tells you when the action is happening. You know the *present* tense.

The subject of the verb (the person who *does* the action) is called (surprise surprise) the **person**. The person will be either *singular* or *plural*. *I, you, he/she/it* are designated *1st, 2nd, 3rd person* respectively. We can sum up the terminology like this:

	Singular	Plural
1st person	I	we
2nd person	you	you
3rd person	he/she/it	they

Note: The ending of the verb will tell you which person is *doing* it. You don't have to use *ego, tu*, but you can if you like, usually for emphasis.

Activity 4



You now need to reinforce your understanding of the verb forms to date. Translate, in your group or with your learning partner, the sentences in section 5 of **About the language**.

Activity 5



Translate, in writing and by yourself, Exercise 1 of **Practising the language in Unit 1, pp56–57/Book 1, p46** for submission to your tutor. You can omit Exercise 2 altogether.

Activity 6



Note and learn the vocabulary in **Unit 1, p62/Book 1, p52**. To help you, match the following English derivations from the Latin words in the list:

enquire	agenda	satisfactory
judiciary	mendacious	impecunious

Feedback

The captions to the introductory cartoons:

ego sum	I am
ego coquo	I cook etc.
tu es	you are
tu coquis	you cook
quis?	who?
quid?	what?

The rest of the verbs and persons follow the ego/tu patterns.

What you have learned

You have learned the first and second persons singular of the various groupings of verbs, including the verb 'to be'.

When you have completed Stage 4, do the following REVISION exercises

A Translate into English on alternate lines:

1. ego sum Caecilius. ego in Italia habito.
2. tu es Metella. tu in horto ambulas.
3. Quintus est filius. filius in foro stat.
4. servus in via currit.
5. mercator in tablino sedet.
6. tu in culina coquis.
7. ego cibum gusto.
8. tu amicum expectas.

B Select the correct words to complete the sentences below.

Write out the correct Latin sentences.

Translate into English.

1. Metella Caecilium (saluto, salutas, salutat).
2. ego ancillam (laudo, laudas, laudat).
3. tu pecuniam (numero, numeras, numerat).
4. amicus mercatorem (visito, visitas, visitat).
5. tu canem (audio, audis, audit).
6. ego vinum (bibo, bibis, bibit).

In Theatro

What you are about to learn

- the nominative plural of the noun;
- the third person plural (*they*) of the present tense of the verb.

Work through the cartoon captions **Unit 1, pp64–67/Book 1, pp54–57**. The note above about what you are going to learn will give you a clue about what is happening in the cartoons. Also note the similarity between the French **ils sont** and the Latin **sunt**.

Activity 1



Now turn to **actores, Unit 1, p68/Book 1, p58**. Translate, by yourself and in writing, the first and fourth paragraphs. Here are the second and third paragraphs translated for you:

The farmers enter the city. The sailors make for the city. The shepherds come down from the mountain and hurry to the city. The crowd rushes through the gate.

The messenger shouts in the forum: ‘The actors are here. The actors are in the theatre. Priscus is putting on a play. Priscus is putting on an excellent play. The actors are Actius and Sorex.’

Activity 2



Now turn to **Poppaea in Unit 1, p69/Book 1, p61**. Another for you to act out in your groups, or for an animated reading with your learning partner. Then look at lines 3–15 again, and identify and note in the box below:

- 1 verb in the first person singular
- 1 verb in the second person singular
- 1 verb in the third person singular
- 2 verbs in the third person plural (they)
- 2 nouns in the nominative (subject) plural

Feedback is given at the end of the stage.

Grammar

In this stage you learn the *third person plural* of the verb (they ...), and the nominative plural of the noun, so that you can put a subject with the verb. You can now enhance your list of verbs like this:

porto	I carry	doceo	I teach
portas	you carry	doces	you teach
portat	he, she, it carries	docet	he, she, it teaches
portant	they carry	docent	they teach
traho	I drag	sum	I am
trahis	you drag	es	you are
trahit	he, she, it drags	est	he/she/it is
trahunt	they drag	sunt	they are

And you can also enhance your noun list, like this:

1. some nouns go from	nominative	to	accusative
	-a		-am
with the nominative plural	-ae		
2. others from	-us		-um
with the nominative plural	-i		
3. yet others from	mercator		mercator- em
with the nominative plural	mercatores		
	leo		leon-em
with the nominative plural	leones		
	senex		sen-em
with the nominative plural	senes		

Activity 3



In your groups, or with your learning partner, go through Sections 2 and 3 of **About the language (Unit 1, pp70–71/Book 1, p62)** and confirm that you understand how the third person plural and nominative plurals work.

Activity 4



Work through Exercise 1 (**Unit 1, p72/Book 1, p63**) in your group or with your study partner.

Activity 5



Tutor assignment

On your own, and in writing, do Exercise 2 for submission to your tutor.

You may omit Exercise 3, unless you feel it would offer you a useful revision session.

Activity 6



Look at the words and phrases at the end of the stage. Match the following English words with their Latin origins from the list:

agriculture
ubiquitous
optimism

advent
concur
petition

preamble
juvenile
spectators

auditory
multiply
urban

Feedback

1st person singular:	exspecto			
2nd person singular:	clamas	facis		
3rd person singular:	est	stertit		
3rd person plural:	laborant	intrans	adsunt	currunt
	faciunt	sunt	clamant	
nominative plural nouns:	agricolae	actores	pueri	Pompeiani

What you have learned

You now know the nominative (subject) plurals of nouns, and the third person plural of verbs.

Latin Vocab List 1: Stages 1–5

Here are all the words you were asked to learn from the Checklists in Stages 1–5 of Book 1 / Unit 1.

At this stage of the course, we assume you will all be sitting the examination at Higher Tier. Those who end up sitting at Foundation Tier will not need to revise words marked *.

Instead of giving you the English translation again, we invite you to test yourself.

For some words, we provide an English word DERIVED from the Latin, to give you a nudge in the right direction.

VERBS	English derivative	Meaning
*adest, adsunt		
agit	act, actor	
ambulat		
audit	audition, audience	
clamat	exclamation	
currit	[electric] current	
dormit	dormitory, dormant [volcano]	
exspectat		
habet		
inquit		
intrat	entrance	
laborat	labour, laboratory	
laudat		
petit	petition	
portat	porter, import	
quaerit		
*reddit		
respondet	response	
ridet		
salutat		
sedet		
spectat	spectator	
stat		
surgit		
(est, sunt)		
venit		
videt	vision	
vocat	vocation	
NOUNS		
amicus	amicable	
ancilla	ancillary	
cena		

	English derivative	Meaning
cibus		
clamor		
dominus	dominate	
femina	feminine	
filius	filial	
hortus	horticulture	
ianua		
iuvenis	juvenile	
mater	maternal	
navis	navy, naval	
pater	paternal	
pecunia		
puella		
senex	senile	
servus	servile	
signum	signal	
taberna	tavern	
turba	turbulent	
urbs	urban	
via		
vinum	vine	
ADJECTIVES		
iratus	irate	
laetus		
magnus	magnify	
meus		
multus	multiply	
optimus	optimist	
perterritus		
PRONOUNS		
ego/me		
quis, quid...?		
tu/te		
ADVERBS		
cur..?		
ecce...!		
satis	satisfactory	
ubi...?		
hodie		
non		

English derivative

Meaning

PREPOSITIONS

ad

e / ex

in

CONJUNCTIONS

et

quoque

sed

What you are about to learn

You'll be looking at the third person singular (*he/she/it*) and the third person plural (*they*) of the *imperfect* and *perfect* tenses of the verb.

Activity 1



As a group work through the cartoons in **Unit 1, pp81–82/Book 1, pp70–71** and read the captions. You'll spot some new forms of the verb, but you don't need the details yet. From the context, simply decide whether it is best to express the verb as '*was/were doing*' or '*has done/did*'.

Grammar

The imperfect tense indicates an action which **was going on** in the past and which might not be completed:

portabat	he/she/it was carrying
portabant	they were carrying
docebat	he/she was teaching
docebant	they were teaching
trahebat	he/she/it was dragging
trahebant	they were dragging
audiebat	he/she was hearing
audiebant	they were hearing
erat	he/she/it was
erant	they were

The perfect tense identifies a **completed action** in the past:

portavit	he/she/it (has) carried
portaverunt	they (have) carried
docuit	he/she (has) taught
docuerunt	they (have) taught
traxit	he/she/it (has) dragged
taxerunt	they (have) dragged
audivit	he/she (has) heard
audiverunt	they (have) heard

This appears in **Unit 1, p86/Book 1, p74** of the Cambridge course.

You'll have noticed how the endings contain the clues. Well, that's what they're there for!

Activity 2



Translate, by yourself and in writing, **pugna** in **Unit 1, p83/Book 1, p72**. Feedback is provided.

Translate, in pairs, **Felix**. Pick out one example each of:

Imperfect: 3rd person singular and plural

Perfect: 3rd person singular and plural

Repeated words don't count!

Again you'll find some feedback on this.

Then a good, animated group performance of **Felix et fur**, **Unit 1, p85/ Book 1, p73**. Read aloud the Latin first, with feeling, and then translate into English.

You can, if you wish, omit **avarus**, **Unit 1, p88/Book 1, p76**, in which an old miser foils some thieves by using a large snake to guard his money.

Activity 3



Do Exercise 2, **Unit 1, p89/Book 1, p77**, by yourself and in writing. Feedback is provided. Check that the subject you choose matches the verb form.

Feedback

pugna

Clemens was walking in the forum. There was a huge crowd in the forum. The slaves and slave girls were buying food. Many bakers were selling bread. A poet was reciting. A Greek merchant was having an argument with a farmer. The angry merchant was demanding money. *(Notice how, up till now, the verbs are all imperfect. That's because it's scene-setting, and the actions are all continuous in the past.)*

Suddenly the farmer struck the Greek, because the Greek was cursing the farmer. The Pompeians laughed and urged the farmer on. Clemens, after he heard the racket, hurried to the fight. At last the farmer overcame the merchant and chased him out of the forum. The Pompeians praised the brave farmer.

From **Felix**, the verbs you could have chosen were:

Imperfect, 3rd person singular:

erat sedebat lacrimabat ridebat dormiebat

Imperfect, 3rd person plural:

bibebant

Perfect, 3rd person singular:

intravit	clamavit	salutavit	invitavit
quaesivit	intravit	spectavit	festinavit
excitavit	narravit	paravit	

Perfect, 3rd person plural:

intraverunt festinaverunt salutaverunt

Exercise 2, p89/p77

1. (libertus) The freedman was hurrying through the street.
2. (servi) The slaves were carrying the money.
3. (fur) The thief looked around the hall.
4. (mercatores) The merchants heard the noise.
5. (pueri) The boys overcame the thief.
6. (nauta) The sailor hurried to the city.

What you have learned

You have now met the 3rd person singular and plural of the imperfect and perfect tenses of the verb.

What you are about to learn

You'll be looking at some more examples of the perfect tense, and then see that Latin can express the subject of a sentence from within the verb itself without using a noun in the nominative case.

Activity 1



As a class, or with your learning partner, work through the cartoon captions.

Take a look at the captions in **Unit 1, p96/Book 1, p84**, and answer the following questions (and yes, they are as easy as they seem!):

1. Who entered the house?
2. Who greeted his friend?
3. Who praised the dinner?
4. Who tasted the wine?
5. Who told the story?
6. Who said 'Hooray!'?

The point is that you simply don't need to say 'Caecilius' every time Caecilius does something. Because inflection lets the verb change its ending, all the information is there. *Indeed, the inflected forms of the verbs contain a database of information, telling you tense, number (singular or plural), active/passive, mood (more later on that), and so on . . .* So eat your hearts out, computer programmers. You'll be taught all these points at the appropriate parts of the course.

Just to reiterate the point:

'Caecilius elephantum videt. Elephantum amat.' 'Caecilius sees the elephant. He loves the elephant' is just as good as . . . **'Caecilius elephantum videt. Caecilius elephantum amat'** . . . given that the subject of the sentence is clear from the context.

Read through the example sentences in **Unit 1, p100/Book 1, p87**.

Activity 2



By yourself, do a written translation of **fabula mirabilis (Unit 1, p99/Book 1, p86)**. A sample version appears in the feedback for you to compare and contrast. If you get any details wrong, be sure you understand why. If you don't understand, talk to your colleagues, or make a note for your next tutorial.

Activity 3



As you have done before, give a moving performance of the playlet **Decens in Unit 1, pp101–102/Book 1, p88**. Do it in Latin first, with plenty of gusto and ham. Then, in your group, translate.

You can omit **post cenam**. However, in this course, 'omit' is never an order! To summarise the guests depart, all worked up because of the ghost stories. A cat howls and terrifies them more.

Grammar

About the language (Unit 1, p103/Book 1, p90) gives some further examples of the perfect tense. Read through this and check out the forms. Also check out the forms in **About the language in Unit 1, p107/Book 1, p90**. You'll have noticed that, however the verb forms its perfect tense, you can rely on the endings to stay the same: **-it, -erunt**.

As you are warned in **(3) in Unit 1, p103/Book 1, p90**, it is possible to mistake a perfect tense for a present tense. Do as suggested, and refer to the vocabulary list at the end of the book if you have any doubts. Look up, for instance, **apparet**.

What you'll see is: **apparet** appears: **apparuit**. Apparuit is the perfect form, apparet the present.

Activity 4



Tutor Assignment

Do Exercise 1 of **Practising the language** for a tutor assignment. When you make your choice, you'll have to be careful to match up the subject and the verb. Ask yourself, does this subject (nominative) form need a verb in the singular or plural?

Activity 5



... and then work through Exercise 2 with your group or learning partner. This time you must decide whether you pick a noun in the nominative or accusative case. Feedback is given. Then go straight into **venatio** in **Unit 1, p105/Book 1, p103**. This should be another group exercise, but as you work through it, do the following:

By yourself, identify 4 examples of the perfect tense, and 4 of the imperfect. State whether they are 3rd person singular or plural (he/she/it or they). Share your answers with the rest of the group for comment.

Activity 6



Run through the vocabulary at the end of stage 7, and match the following English words with their Latin origins:

umbrella tacitly interrogate conspicuous intellect nil

Feedback

fabula mirabilis, p99/p86

Many friends were dining with Caecilius. Felix was also present. All the friends praised the cook, because the dinner was excellent. After they had all dined, Caecilius shouted, 'Where is Decens? Decens isn't here.' Then Caecilius sent the slave out of the house. The slave looked for Decens through the city. After the slave left the house, Felix drained his cup. Then the freedman told a strange story:

'Once upon a time my friend was departing from the city. The night was gloomy, because the moon was not shining. (My) friend hurried through the street, where there was a wood, and suddenly spotted a centurion. My friend greeted the centurion. The centurion, however, said nothing. Then the centurion took off his tunic. Behold! the centurion vanished. A huge wolf suddenly appeared. My friend was very frightened. The huge wolf howled and hurried to the wood. The tunic lay in the street. My friend cautiously inspected the tunic. See! The tunic was made out of stone. Then my friend understood the truth. That centurion was a werewolf.'

Exercise 2, p104/p92

coquum	libertus	amici	agricolae	ianuam
poeta	centurionem	gladiator	spectatores	senex

What you have learned

You have looked at some more examples of the perfect tense, and then seen that Latin can express the subject of a sentence from within the verb itself without using a noun in the nominative case.

When you have completed Stage 7, do the following REVISION exercises

C Translate into English on alternate lines:

1. Pompeiani erant solliciti quod multi cives urbem intrabant.
2. ingens turba per vias ruebat.
3. Caecilius filium terruit.
4. amici nihil viderunt sed omnia audiverunt.
5. Metella per viam ambulabat; subito clamorem audivit.
6. canis in via dormiebat quod nox erat.
7. omnes puellae in foro currunt.
8. omnes puellae in foro cucurrerunt.

D Select the correct words to complete the sentences below.

Write out the correct Latin sentences.

Translate into English.

1. actores in theatro (stabat, stabant).
2. amicus in triclinio (cenaverunt, cenavit).
3. ancilla vinum in culinam (portat, portant).
4. pueri et puellae per urbem (ambulavit, ambulaverunt).
5. femina ridebat quod actores (spectabant, spectabat).
6. postquam Caecilius 'vale' dixit, in cubiculo (dormiebat, dormiebant).

Gladiatores

What you are about to learn

Another part of the noun comes along. This time it's the accusative (object) plural. You'll also be seeing how to form the *superlative* form of the adjective. What's that? Just the biggest, juiciest, loveliest and most alluring form it can take. All will be revealed!

Activity 1



There are various types of gladiator, classified according to the kind of weapons and armour they carry.

The **murillo** (accusative singular, *murmillonem*, nominative and accusative plural, *murmillones*) carried sword and shield, and wore a helmet with a crest in the form of a fish. The word is best translated 'murillo' or 'swordsman'.

The **retarius** was lighter armed, and carries a net and a trident. Translate 'net-man'.

The **bestarius** would normally carry a spear, and took part in wild beast hunts held in the arena. Translate 'beast hunters'.

Activity 2



As a group read through the cartoon captions (**Unit 1, pp112–114/Book 1, pp98–99**).

List below any five nouns (and you may repeat some) you know to be in the accusative plural case. Note: sometimes the nominative and accusative plural forms are the same. Feedback at the end.

Activity 3



In your group read through **gladiatores** in **Unit 1, p115/Book 1, p100**.

Between lines 10 and 15 there are three examples of the accusative plural. Make a note of them.

Then see the feedback to check your answers.

Activity 4



In the same way, read through **in arena (Unit 1, p116/Book 1, p101)** up to line 16, then, individually, and in writing, translate from line 17 onwards. Feedback is provided.

Grammar

You'll have noticed in your reading that the sentences are getting longer and more complex. That is because new units of meaning, called *subordinate clauses*, are being added to them.

Look at these sentences, which are English translations of sentences from **in arena**:

after the gladiators greeted the spectators, the trumpet sounded.

the murmillos greatly pleased the Pompeians, **because they were often the victors**

the Pompeians, **because they were angry**, cursed the murmillos

the net-men, however, **after Regulus gave the sign**, killed the murmillos

All the clauses above which are printed in bold are called **subordinate**, because they depend on the rest of the sentence, which is the **main clause**. You can tell a subordinate clause immediately, because it cannot stand alone as a complete sentence, unlike the main clause. The giveaway that you are dealing with a subordinate clause is often the fact that they are introduced by words like:

postquam

quod

ubi

Activity 5



You're already aware of the accusative plural forms. Translate, together, the sentences in paragraph 4, **Unit 1, p117/Book 1, p102**. Then see how the accusative plural fits in with the forms of the noun (the cases) that you already know.

Grammar

SINGULAR

nominative	puell-a	serv-us	mercator
accusative	puell-am	serv- um	mercator-em

PLURAL

nominative	puell-ae	serv-i	mercator-es
accusative	puellas	servos	mercatores

Activity 6



Again, as a group, read through **venatio** in **Unit 1, p105/Book 1, p103**, and answer the questions below on p119.

You can omit **pastor et leo**, in which a shepherd removes a thorn from a lion's foot, and is later rewarded by not being eaten by it in the arena.

Activity 7



Work through Exercise 1, **Unit 1, p120/Book 1, p106**, together. Then, individually, do Exercise 2 in writing. Notice that the words you have to make your choice from are the 1st, 2nd and 3rd person singular of the verb (the 'I', 'you' and 'he/she/it' parts).

Feedback is given.

Grammar

In **venatio** you met the words **fortissimi** and **iratisissimi**. Elsewhere you have seen **pulcherrima**, **laetissimus** and **notissimi**.

In sequence they mean:

- Very/most brave, bravest
- Very/most angry, angriest
- Very/most beautiful

Very/most happy, happiest
Very/most famous.

They are a form of the adjective called **the superlative**, and add the sense of 'very' (or 'most') to the adjective. You'll see other examples in **Unit 1, p121/Book 1, p105**.

And aficionados of westerns will now understand more clearly the rank of any Mexican military man called *generalissimo*. Again, you see, the form of the word in Latin, particularly the ending, contains a 'meaning programme'.

Activity 8



Work through the vocab in **Unit 1, p126/Book 1, p112**. Also, make the links with the following English words:

consumption	total	spectacular	facility	gladioli
pedestrian	inhabit	induce	ferocious	puerile
portal	announce	pugnacious		

Feedback

From the cartoon captions, you could have picked:

nuntios	gladiatores	iuvenes	feminas	pueros
tabernas	Pompeianos	murmillos		

The three examples of the accusative plural in **gladiatores** are:

bestias **nuntios** **Nucerinos**

Line 17 onwards of **in arena** goes like this:

'The Pompeians, because they were angry, blamed the murmillos; however, they requested their release, because the murmillos were brave. The Nuceriensians demanded death. All the spectators fell silent, and watched Regulus intently. Regulus, because the Nuceriensians demanded death, turned his thumb up. The Pompeians were angry, and shouted loudly. The net-men, however, after Regulus gave the signal, killed the murmillos.'

For Exercise 2, **Unit 1, p120/Book 1, p106**, you should have chosen the following verbs:

vendis	habitas
pugno	celebrat
cenat	venis
video	intellego

What you have learned

You have now met the accusative (object) plural. You've also seen how to form the *superlative* form of the adjective.

Thermae

What you are about to learn

The time has come to add a new form (case) of the noun to the nominatives and accusatives you already know. It's called the *dative*, and it shows some kind of transaction taking place.

Initially, look for the endings: **-o**, **-is**, **-i**, and **-ibus** and translate as 'to' or 'for'. Note, too, that the line above the vowels in the text show that they are pronounced long (apart from *-ibus*).

You'll see very soon how it works.

Activity 1



In your groups, read the cartoons (**Unit 1, pp128–130/Book 1, pp114–115**). Then move on to **thermae** and work through it together. Notice in particular the **subordinate clauses**, looking out for the 'marker' **postquam**. (This is the only one used in this passage, but you'll recall other markers, such as **quod, ubi**.)

Grammar

Time, then, to look at the dative case in a bit more detail. You know that it indicates a transaction, and is often translated 'to' or 'for':

... send a message **to Michael**

... save your kisses **for me**

But you'll also realise that English doesn't always use 'to', 'for', and can still get the same effect without them. Like this:

... send **Michael** a message

... save **me** your kisses.

Caution: This doesn't mean that you're dealing with a dative case every time you see **to/for** in English. I've been here **for ages**/I like **to ride** my bicycle have nothing to do with the dative, because there's no transaction involved.

Now here's the form of the dative case:

SINGULAR

nominative	puell-a	serv-us	mercat-or
accusative	puell-am	serv-um	mercator-em
dative	puell-ae	serv-o	mercator-i

PLURAL

nominative	puell-ae	serv-i	mercator-es
accusative	puell-as	serv-os	mercator-es

dative	puell-is	serv-is	mercator-ibus
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Now read notes 1–4 from **About the language, Unit 1, pp133–134/Book 1, p118.**

Activity 2



In your group read **in palaestra (Unit 1, p132/Book 1, p116)** aloud, changing translator every two sentences. Keep a weather eye out on the comprehension questions, and give the answer when it appears in your reading.

Grammar

We can now fill in some more detail about the Latin for 'I'/'you'.

	I	YOU
nominative	ego	tu
accusative	me	te
dative	mihi	tibi

See section 5 on p134/p119.

Activity 3



Read through **in taberna (Unit 1, p135/Book 1, p120)** as far as line 15. Then translate the rest, in writing and without co-operation, as a tutor assignment.

Activity 4



Work through Exercises 2 and 3 together (**Unit 1, p137/Book 1, p121**). Answers are provided in the feedback.

Activity 5



Check out the vocab on p126/p128. Make the links:

tradition accelerate data emission reiterate median ostentatious

Feedback

Exercise 2:

dedit
posuerunt
tradidit
emit
ostenderunt
quaesivit
elegerunt
paraverunt (two singulars make a plural!)

Exercise 3:

cum Melissa
tabernam
feminas
stolas
tunicas
signum
togas
servos

If in doubt about any of these, look back to **in taberna**.

What you have learned

You've seen that the dative case expresses a transaction, whether 'to/for' are expressed or not. You've also seen some further aspects of 'ego/tu'.

Latin Vocab List 2: Stages 6–9

Here are all the words you were asked to learn from the Checklists in Stages 6–9 of Book 1 / Unit I.

At this stage of the course, we assume you will all be sitting the examination at Higher Tier. Those who end up sitting at Foundation Tier will not need to revise words marked *

Instead of giving you the English translation again, we invite you to test yourself.

For some words, we provide an English word DERIVED from the Latin, to give you a nudge in the right direction.

VERBS		English derivative	Meaning
*abest,	aberat		
conspicio	conspexit	conspicuous	
consumo		consume, consumption	
cupio			
do,	dedit		
duco	duxit	duct, conductor	
emo	emit		
facio	fecit	fact	
fero		transfer	
festino			
habeo			
intellego		intelligent	
lacrimo			
maneo	mansit		
narro		narrator	
neco			
*offero			
ostendo		ostentatious	
paro		preparation	
procedo	processit	procession	
pugno		pugnacious	
revenio			
rogo			
scribo	scripsit	inscription, scribe	
supero			
terreo		terrify	
trado	tradidit		
vendo		vending [machine]	

	English derivative	Meaning
NOUNS		
dies		
gladius	gladiator	
homo		
libertus	liberated	
nuntius		
*pes, pedis	pedal	
porta	portal	
puer	puerile	
res		
*sanguis		
silva		
ADJECTIVES		
ferox	ferocious	
fortis	fortitude	
ingens		
medius	middle, medium	
mortuus	mortal	
omnis	omnivorous	
parvus		
pulcher		
totus	total	
tuus		
PRONOUNS		
eum, eam		
ille		
nihil		
ADVERBS		
celeriter		
facile	facility	
ferociter	ferocious	
*heri		
*iterum	re-iterate	
mox		
olim		
saepe		
statim		
subito		
tamen		
tum		

English derivative Meaning

PREPOSITIONS

cum
per
post
prope

CONJUNCTIONS

postquam
quod

Rhetor

What you are about to learn

You'll be meeting the 1st and 2nd persons plural of the present tense of the verb (*we/you do*), and a form of the adjective of more, though not superlative, interest.

Activity 1



Read the captions (**Unit 1, pp144–147/Book 1, pp130–133**).

You'll be looking for the new aspects of grammar that occur in this stage. Have a clue: compare and contrast:

French	Latin
nous	nos
vous	vos

A note on the pictures: in the top picture on p144/p130 and p145/p131 in the surveying scene you can see the ancient version of the theodolyte, called a *groma*. Essentially it allows you to survey straight lines.

In the sculptural picture, the *groma*-like instrument is a bit like the old fashioned *pantograph* toy which was a device to help you copy drawings. In this case, the instrument let the sculptor copy an original by measuring features on an original and transferring them to a block of marble, to direct the cutting.

Grammar

Straight to the new grammar input now. Below you will see all the present tenses, with the *we/you* parts added.

I ...	port-o	doc-eo	trah-o	aud-io
you ...	port-as	doc-es	trah-is	aud-is
he/she/it ...	port-at	doc-et	trah-it	aud-it
we ...	portamus	docemus	trahimus	audimus
you ...	portatis	docetis	trahitis	auditis
they ...	port-ant	doc-ent	trah-unt	aud-iunt

To be: sum
 es
 est
 sumus (French *sommes*)
 estis (French *êtes*)
 sunt

You'll recall that you don't have to express *nos/vos* because the verb contains that in its ending (its lexical software).

Translate the four examples in section 4 of **About the language**, in **Unit 1, p151/Book 1, p136**.

Activity 2



Translate **controversia** (Unit 1, p148/Book 1, pp134–135) in class. Try this:

- have one person read and translate the narrative, non-dialogue bits;
- have another as Quintus;
- a third should be Theodorus;
- finally you need an Alexander.

Any others in the group are available for comment on linguistic accuracy!

You can, if you wish, omit **statuae**, in which Thrasymachus and Diodorus squabble over some statues bought them as gifts. Quintus proposes a solution which suits himself, and claims to be the diplomat.

Activity 3



In your group, read **anulus Aegyptius** (Unit 1, pp152–153/Book 1, pp138–139) aloud *in Latin only*, then answer the questions in English.

Now turn to **Practising the language** in **Unit 1, p154/Book 1, p140**. Do Exercise 1 by yourself, in writing. Feedback is provided: Do Exercise 2 in your group.

Grammar

You've already seen phrases like:

meliores	quam
maior	quam

Now look at para 1, **About the language (Unit 1, p154/Book 1, p138)**. This form of the adjective is called the *comparative*, because, surprise surprise, it compares one thing with another. The comparative is translated thus:

angrier, more angry

tastier, more tasty

preciser, more precise

... with *quam* meaning *than*.

Note too *maior*, greater, and compare with the English *major*.

Look at the examples given in para 2 and translate. Feedback is provided.

Activity 4



Work through and match up:

tacit

sententious

imperial

fraternal

library

solo

Feedback

1. We are Greek teachers; we *controversiam habemus* are having a debate in the palaestra.
2. We are very famous actors; we *fabulam agimus* are performing a play in the theatre.
3. We are beautiful slave girls; we *stolas componimus* arrange the stolas for the women.
4. We are cooks; we *cibum offerimus* offer food to (our) masters.
5. We are bakers; we *panem paramus* prepare bread for the citizens.

p154/p138

1. The Pompeians are stupid. The Nuceriaans are more stupid than the Pompeians.
2. Diodorus was angry, but Thrasymachus was angrier than Diodorus.
3. My house is beautiful, but your house is more beautiful than mine.

What you have learned

You've met the 1st and 2nd persons plural of the present tense of the verb (we/you do), and the comparative adjective.

A BACKWARD GLANCE (after stage 10)

Before your next tutor session comes up, you should take the opportunity to revise the key grammar points to date. You could do this individually, as a group, or with your learning partner. From now on we'll be giving you the root of the word (the bit that doesn't change, with the ending separated by a dash, so that you can see clearly the bit which does change).

The roots we will use from now on are those used in the Cambridge Latin Grammar. So far, there are three groups (*declensions*) of nouns, and four groups (*conjugations*) of verbs:

Nouns

- | | | |
|----|----------|----------|
| 1. | puella | girl |
| 2. | servus | slave |
| 3. | mercator | merchant |

Verbs

- | | | |
|----|-------|---------|
| 1. | porto | I carry |
| 2. | doceo | I teach |
| 3. | traho | I drag |
| 4. | audio | I hear |

1. Revise the main forms of the noun you have met. Look at the grid in **Unit 1, p196/Book 1, p180**.
2. Do the same for the verbs: the grid is on p198/p182.
3. Details of the verb *to be* that you have met so far are on p200/p184.
4. Pages 201–202/p185 show how the perfect tense is formed. Essentially, the endings are added to the *perfect stem*:

portav-

docu-

trax-

audiv-

+ i, isti, it, imus, istis, erunt

5. You also saw how you could use prepositions to put new clauses into sentences. You could use prepositions like:

postquam

quod

Take a look at p205/p188.

Then have a classroom quiz on vocabulary to date.

When you have completed Stage 10, do the following REVISION exercises

E Translate into English on alternate lines:

Caecilius et Metella in atrio stabant. Caecilius erat iratus quod cena non erat parata. Metella erat iratior quod Grumio erat ebrius et in culina dormiebat. amici per vias ambulabant et ad villam advenerunt. unus amicus, nomine Sextus, donum Caecilio portabat. Caecilius 'vinum est optimum' dixit. Caecilius et amici triclinium intraverunt. Metella ad culinam festinavit. 'Grumio' clamavit 'ubi est cena?' Grumionem excitavit et vituperavit. tandem Grumio amicis cenam paravit.

F Select the correct words to complete the sentences below.

Write out the correct Latin sentences.

Translate into English.

1. nos (sumus/estis) servi. nos in villa laboramus.
2. vos (sumus/estis) feminae. vos in foro ambulatis.
3. Grumio (tibi/tu) cenam parat.
4. nos (Metellae/Metellam) donum damus.
5. servi (sumus/sunt) laeti quod dominus eos laudavit.
6. tu (es/sum) mercator. tu es stultissimus quod tu pecuniam no habes.

Candidati

What you are about to learn

You'll find that there are some transactions which are **not** expressed in English by 'to' or 'for', but still require the dative case in Latin. You'll also be seeing how questions work in Latin.

Activity 1



Read through the cartoons (**Unit 1, pp160–161/Book 1, pp146–147**) first by yourself, and work out the sense of them. Then look at the vocab on p162/p148, and note particularly *favent* and *credunt*. You'll see that they are given two translations each:

favent: favour, *give support to*
credunt: trust, *have faith in*

The translations in italics show that supporting and having faith in involve transactions. Now translate these expressions from the cartoons:

nos Lucrio favemus

nos mercatori favemus

nos pistori credimus

nos athletae credimus

nos candidato nostro non credimus, sed favemus

You'll find some feedback on the above. When you've checked your translations, read through the cartoons again.

Activity 2



In your groups read through **Marcus et Quartus** in **Unit 1, p162/Book 1, p148**.

Grammar

You already know that the dative case indicates a transaction. And, as you have seen, not all transactions are expressed in English by 'to/for'. Here are some examples:

give (to) me that

tell (to) me this

answer (to) me

In Latin, *credo* I trust, *faveo* I favour and *placet(ne)* it pleases are all followed by a noun in the dative case.

Read through the examples in section 4 of **About the language (Unit 1, p167/Book 1, p150)**.

We can now add the dative cases to the pronouns *ego*, *nos* and *vos*.

	I	YOU
nominative	ego	tu
accusative	me	te
dative	mihi	tibi
	WE	YOU
nominative	nos	vos
accusative	nos	vos
dative	nobis	vobis

Note: You'll have seen several times that the plural forms of the nominative case and accusative case are the same. That means you'll have to work out the nominative and accusative from the context they are in. In fact, you've already been doing that for some time.

Activity 3



Look at **Sulla** in **Unit 1, p163/Book 1, p149**. In your groups, choose a narrator, and cast the roles of Marcus, Quartus and Sulla. Give an animated reading in Latin, then translate *down to line 19*.

Translate the rest by yourself and in writing. Feedback is provided.

You may omit all four sections of **Lucius Spurius Pomponianus**, in which Grumio pretends to be a citizen in order to receive a bribe. He also gets involved in a scuffle. Clemens helps out Caecilius and receives payment as a reward.

Activity 4



Do Exercise 1 (**Unit 1, p168/Book 1, p154**) by yourself, in writing, and check your answers out against the feedback. Then do Exercise 2 in your groups.

Grammar

You have been manipulating questions in Latin for some time now. Refresh your knowledge by reading through **About the language (Unit 1, p169/Book 1, p154)**, and then read this summary.

Questions in Latin:

1. With a question word: **quis, quid, ubi, cur?**
2. By using a questioning tone of voice. In text, of course, the question is marked thus:?
3. Putting **-ne** at the end of the first word of the sentence. (Compare English **isn't, aren't**)
4. Using the question word **num** when you expect a negative answer. Surely that's not an aardvark? That's not an aardvark, is it?

Activity 5



Look at the vocab, **Unit 1, p174/Book 1, p160**, and match up the following English words:

convention
genetic

virile
legible

reverberation
mural

stultify

Feedback

From the cartoons:

we favour/give support to Lucius

we favour/give support to the merchant

we trust/have faith in the baker

we trust/have faith in the athlete

We don't trust our candidate, but we support him.

Sulla from line 20:

The writer showed the brothers the wall. Look! Marcus saw this slogan:

‘Marcus favours Afer. Afer is the best candidate.’

‘Hooray! This slogan pleases me a lot,’ said Marcus.

Quartus spotted the other slogan on the wall:

‘Quartus supports Holconius. Holconius is the best candidate.’

Quartus was also very happy.

The brothers gave Sulla thirty denarii. Sulla smiled. After Marcus and Quartus left, he added a third slogan:

‘Marcus and Quartus are very generous.’

Practising the language 1 (p168/p154)

1. I (*contendo*) hurry to the forum. I am a supporter.
2. You (*faves*) support Afer. You are a blockhead.
3. I (*faveo*) support Holconius, because Holconius is the best candidate.
4. We do not (*favemus*) support Holconius, because Holconius is an ass.
5. Clemens, why do you (*contendis*) hurry to the harbour?
6. You (*favetis*) support Afer, because you are bakers.
7. We (*contendimus*) hurry to the forum, because Holconius and his friends are in the forum.
8. Alas! Why (*contenditis*) are you hurrying from the forum? You have my money (*denarii*).

What you have learned

You have pulled together a few dative cases, seen that *faveo*, *credo* and *placet* take a dative, and considered ways of asking questions in Latin.

Vesuvius

What you are about to learn

The first and second person singular and plural (I, you, we, you) of the imperfect and perfect tenses of the verb.

Activity 1



Read through the cartoons (**Unit 1, pp177–179/Book 1, pp162–163**) in your group. You're now expecting to see the *I/you/we/they* parts of the imperfect and perfect tenses. As you translate the cartoons, look out for the subjects of the verbs, and particularly the pronouns *ego/tu/nos/vos*.

Grammar

This means that you've now met the complete imperfect and perfect tenses of the verb. Here they are set out for you:

Imperfect

portabam	docebam	trahebam	audiebam
portabas	docebas	trahebas	audiebas
portabat	docebat	trahebat	audiebat
portabamus	docebamus	trahebamus	audiebamus
portabatis	docebatis	trahebatis	audiebatis
portabant	docebant	trahebant	audiebant

Perfect

portavi	docui	traxi	audivi
portavisti	docuisti	traxisti	audivisti
portavit	docuit	traxit	audivit
portavimus	docuimus	traximus	audivimus
portavistis	docuistis	traxistis	audivistis
portaverunt	docerunt	traxerunt	audiverunt

And finally, the imperfect tense of the verb 'to be':

I was	eram
you were	eras
he/she/it was	erat
we were	eramus
you were	eratis
they were	erant

Activity 2



In your groups read **tremores** (p180/p164) aloud in Latin and then answer the questions on p181/p165 as the answers emerge from your reading and understanding.

Then straight on to **ad urbem**, translating around the class. As you'd expect, the passage is stuffed with examples of the imperfect and perfect tenses. And, you'll recall, you know that they are imperfect or perfect from the code carried by the endings. And those endings also carry the code to tell you *who* is doing the verb. Thus:

contendi (I hurried) is the **1st person singular** of the **perfect tense**.

inspiciebamus (we inspected) is the **1st person plural** of the **imperfect tense**.

Using this terminology, describe the following verbs from **tremores**.

Feedback is given:

_____ **person** _____ **of the** _____ **tense**

cenabat
ambulabam
agebas
sensi
sensistis
credebamus
narravit
eratis

Activity 3



With your learning partner, translate **ad urbem**. Take a paragraph each, and agree the sense of each paragraph before you move on.

Then read through **ad villam** by yourself, and produce a summary of what happens. Don't write more than five lines in your summary. Read through the whole passage before you start your summary. There is feedback for you to check your understanding.

Finally to **finis**. Read with your partner to line 12, and then translate the rest, by yourself, in writing. Feedback is provided.

Activity 4



Work through the vocabulary list on p190/p176, and match the following English words:

timid	adjacent	custodial	fugitive	epistle	cinders
mission	terrain	incident	frustration	fortitude	

Feedback

The verbs picked from **Tremores** should be described thus:

cenabat	3rd person singular of the imperfect tense
ambulabam	1st person singular of the imperfect tense
agebas	2nd person singular of the imperfect tense
sensi	1st person singular of the perfect tense
sensistis	2nd person plural of the perfect tense
credebamus	1st person plural of the imperfect tense
narravit	3rd person singular of the perfect tense
eratis	2nd person plural of the imperfect tense

Summary of **ad villam**

Caecilius and friends battle their way into Pompeii. When Julius collapses, Clemens carries him to the Temple of Isis, and is made a freedman by Caecilius for his trouble. Caecilius goes ahead to find Metella and Quintus. Julius recovers and decides to leave town, but Quintus won't accompany him. Instead he heads for Caecilius' house.

finis

'I came to the house,' said Caecilius. 'I did not see Metella! I did not see Quintus! The house was deserted. Then I rushed to the study. Suddenly the ground shook and a wall fell on me. You are a faithful slave. Go away! I order you. I am in despair about my life. Metella and Quintus have perished. Now I too am about to die.'

Clemens refused. He obstinately stayed in the study. Caecilius again shouted:

'Clemens, go! I order you. Perhaps Quintus has survived. Look for Quintus! Give Quintus this ring!'

Caecilius, after he handed his ring over to Clemens, died at once. Clemens sadly bade his master farewell and left the house.

Cerberus, however, stayed in the house. He guarded his master in vain.

What you have learned

The first and second person singular and plural of the imperfect and perfect tenses of the verb.

Note: The pattern of working through self study and tutor support has by now been pretty well established. From now on you'll navigate through the rest of the course with notes a bit briefer than those for Unit 1/Book 1.

Pompeii is gone, and its inhabitants are sick, dead or departed. But Italy is not the only area of Roman activity in the world by far. In Unit 2A/Book 2 you'll journey to Roman Britain, find out something about provincial life, meet some new characters, and some old friends.

When you have finished Stage 12, do the following REVISION exercises

G Translate into English on alternate lines:

Poppaea et Grumio erant amici. Poppaea erat ancilla et Grumio erat coquus. amici prope portum convenerunt quod mons Vesuvius erumpebat. 'cur terra movet?' rogavit Poppaea. Grumio 'quod mons est iratus' respondit. 'effugere debemus.' perterriti amici navem ascenderunt et mox ab Italia navigabant.
postquam ad Galliam pervenerunt, e nave descenderunt. 'eram perterritissima.' dixit Poppaea. 'nunc sum contenta. nonne tu quoque es contentus?' 'minime. meus dominus et omnes amici mortui sunt,' respondit Grumio. 'num tu es laeta?' amici taciti erant.

H Select the correct words to complete the sentences below.

Write out the correct Latin sentences.

Translate into English.

1. ego (dixi/dixisti) 'vale'.
2. coquus cenam (splendidus/splendidissimam) paravit.
3. postquam mons Vesuvius erupuit, omnes Pompeiani (perterritissimi/perterritos) erant.
4. 'num vos (estis/eramus) fessi?' rogavit Caecilius.
5. amici per vias (ambulavit/ambulaverunt).
6. vinum est (bonus/optimum/pessima).

Latin Vocab List 3: Stages 10–12

Here are all the words you were asked to learn from the Checklists in Stages 10–12 of Book 1 / Unit 1.

At this stage of the course, we assume you will all be sitting the examination at Higher Tier. Those who end up sitting at Foundation Tier will not need to revise the words marked *.

Instead of giving you the English translation again, we invite you to test yourself.

For some words, we provide an English word DERIVED from the Latin, to give you a nudge in the right direction

VERBS		English derivative	Meaning
accipio		acceptance	
capio	cepit	capture	
convenio			
credo	credidit	credible	
exclamo		exclamation	
fugio		fugitive	
habito		inhabitant	
*iaceo	iacuit		
invenio		invention	
lego		legible	
mitto	misit	mission	
nuntio		announcement	
promitto		promise	
sentio	sensit	sensitive	
servo		conservation	
taceo		tacit [assumption]	
timeo		timid	
vale/valete!			
NOUNS			
civis		civic, civilian	
epistula			
frater		fraternal	
*imperium		empire, imperial	
liber		library	
mons		mount[ain]	
murus		mural	
pax		pacify	
*portus		port	
senator			
templum		temple	
terra		territorial	

	English derivative	Meaning
*uxor		
vir		virile

ADJECTIVES

duo, duae, duo

noster

primus

primary

solus

solitary

stultus

suus

tres, tres, tria

unus, una, unum

unique

ADVERBS

*frustra

igitur

minime

minimize

nunc

paene

quam

semper

tandem

PRONOUNS

nos

vos

PREPOSITIONS

de

If you have really learned all the Book 1 checklist vocabulary that also features in the GCSE Word List, **you have learnt 35% of the Latin words** you need to know for Paper 1 – Language. A flying start!