



West Kirby Grammar School

YEAR 12 SUMMER PREPARATION WORK

Read:

Read the Aeneid by Virgil in translation. You can either request a copy from Latin staff or use the link to read an online version [Virgil \(70 BC–19 BC\) - Aeneid: I \(poetryintranslation.com\)](http://poetryintranslation.com)

Watch:

Watch the following link from Massolit: Virgil's Aeneid: The city

[MASSOLIT - Virgil: Aeneid: The City | Video lecture by Prof. Llewelyn Morgan, University of Oxford](#)

Do:

Complete lessons 1 – 4 from the attached 'Introduction to Latin Language booklet'

[Sixth Form language introduction.docx \(sharepoint.com\)](#)

Assessment:

You will need to complete the work in lessons 2 and 4 of the 'Introduction to Latin Language booklet' to be handed in, in neat, on the first day back.



LESSON 1 – ENGLISH V. LATIN

The aim of today's lesson is to understand why the endings of words are so important in Latin and not so important in English

Activity 1 is a simple one. Look at the following Latin phrases and count the number of words in each:

a) dominus ancillis donum dedit _____

b) feles nocte exponenda _____

c) dulce bellum inexpertis _____

Too simple? Ok, put each sentence into English, then count how many words there are in the English translation :

a) _____

b) _____

c) _____

What did you find?

Why is this? (What allows Latin to use fewer words?)

Therefore understanding the case system is key to understanding Latin sentences as is being able to identify main verbs.

Activity 2 will require different coloured pencils. Look at the following Latin sentences. Underline the nominative case in each sentence in RED, the accusative in each sentence in BLUE, the dative in GREEN, the genitive in PURPLE, the ablative in PINK and the main verb in BLACK. (Not all sentences will have all cases)

a) dominus ancillis donum dedit

b) pueri et puellae vias urbis complebant

c) sole orte, servi Caecilii ad urbem ibant

d) puer tam stultus erat ut pecuniam domini auferret.

2 - Lower Sixth Latin Language Introduction

What is the SUBJECT in the following English sentence?

The cat should be put out at night _____

What is the OBJECT in the following sentence?

The teacher threw the book across the class in frustration _____

Now look over the two sentences above. What do you notice about the WORD ORDER in both sentences?

Here are four different versions of the same Latin sentence. Look through each sentence and using the colour keys from before underline the different cases and verbs:

magnus equus parvam vaccam vidit

parvam vaccam magnus equus vidit

vaccam magnus equus parvam vidit

vaccam equus parvam magnus vidit

What does this tell us about Latin?

Activity 3 is the most difficult one today and may require expert help(!). Look through the following two lines of Latin poetry. Whereas we saw that the word order in English is relatively rigid, poetic Latin word order is anything but. Try to work out the order of the Latin sentence by working out the case endings and verb and then translate:

1. constitit ante oculos candida vacca meos (*Ovid, Amores 3.5*)

2. ianua per nostras est adaperta manus (*Ovid, Amores 3.12*)

What key thing have you learnt today?

LESSON 2 – TRANSLATION PRACTICE

When the Spartans learnt about the treacherous behaviour of their leader Pausanias, they called him back to the city to face charges. He fled for refuge into a temple but the citizens found a way to punish him with a slow death. Surprisingly they were helped by a member of his own family.

Pausanias dux audax erat sed in omnibus rebus perfidus. olim Lacedaemonii cognoverunt illum consilia inimica contra urbem suam parare. cives igitur iusserunt Pausaniam Spartam redire ut eum perfidiae accusarent.

sed cum Pausanias urbi appropinquaret, monitus ab amico, intellexit se in magnum periculum venisse. itaque in templum Minervae statim fugere constituit quod credebat se in sacro loco tutum esse.

tum multi cives ad templum convenerunt ut ianuam lapidibus obstruerent. ecce! etiam mater Pausaniae lapidem posuit ut filium suum clauderet. multis post diebus, Pausanias, qui e templo effugere non potuit, tam infirmus erat ut mox periret. hoc modo Lacedaemonii ducem magnum tristi morte puniverunt.

(based on NEPOS 4)

Names

Pausanias, Pausaniae (m) Pausanias (a Spartan general)

Lacedaemonii, Lacedaemoniorum (m pl) the Spartans

Sparta, Spartae (f) Sparta (a city)

Minerva, Minervae (f) Minerva (a goddess)

Vocabulary

dux, ducis (m) leader

perfidus, perfida, perfidum treacherous

inimicus, inimica, inimicum hostile

contra (+ accusative) against

perfidia, perfidiae (f) treachery

accuso, accusare, accusavi, accusatus I accuse

tutus, tuta, tutum safe

lapis, lapidis (m) stone

obstruo, obstruere, obstruxi, obstructus I block

claudio, claudere, clausi, clausus I shut in, imprison

possum, posse, potui I am able

infirmus, infirma, infirmum weak

pereo, perire, perii I die

punio, punire, punivi, punitus I punish

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4 - Lower Sixth Latin Language Introduction

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a) Which two adjectives describe Pausanias in the first sentence? Translate them.

b) Why did the citizens order Pausanias to return to Sparta?

c) On understanding he was in danger, what did Pausanias do?

d) Why did he do that?

e) Why did Pausanias become ill?

f) Look at the phrase 'ducem magnum tristi morte'. What makes this so effective?

LESSON 3 – VERBS

The aim of today's lesson is to make sure you understand what verbs are and are able to spot them in Latin so that you can successfully break down Latin sentences and hopefully then translate them more easily.

Activity 1: On a piece of paper write down 20 random words on a piece of rough paper (they should not all be nouns!). Once you are finished get your teacher to write down the whole class' suggestions on the whiteboard. Now on the table below copy those words into the appropriate boxes below:

nouns	adverbs	verbs	adjectives	pronouns

Activity 2: Look through the following lines of Ovid's Amores (a love poem by Ovid, the poet). Take a RED pen and circle all the verbs. (Clue: There are 13 of them – unlucky for some!)

'Non ego nobilium sedeo studiosus equorum

6 - Lower Sixth Latin Language Introduction

cui tamen ipsa faves, vincat ut ille, precor.

ut loquerer tecum veni, tecumque sederem,

ne tibi non notus, quem facis, esset amor.

tu cursus spectas, ego te; spectemus uterque

quod iuvat, atque oculos pascat uterque suos.

Health Warning: Do not be despondent if you did not find all of them! This is a very tricky thing to do even for the experts like Latin teachers 😊

Look at the last two lines of the poem above again. Now you have hopefully identified the verbs, try to work out the subjects of those verbs:

verb 1 _____ subject _____

verb 2 _____ subject _____

verb 3 _____ subject _____

verb 4 _____ subject _____

Think about the word order of sentences in ENGLISH again, what was it? (put the words below into the correct order:

1 _____ 2 _____ 3 _____ 4 _____ VERB REST
OF THE SENTENCE OBJECT SUBJECT

Using that formula, try to put the last two lines of the poem into English (expert help may be needed!)

Key idea learnt today:

LESSON 4 – TRANSLATION PRACTICE

When fires broke out in Rome, it was clear that they had been started deliberately. After the consul had appealed for information, a slave gave evidence against his own master. The men responsible were arrested and punished; the slave was rewarded.

hoc anno res gravis Romae accidit. nam cives multa incendia prope forum subito viderunt. interea septem tabernae incensae sunt; tantae erant flammae ut templum Vestae paene delerent. omnes intellegebant homines malos hoc fecisse, quod incendia in multis locis simul apparuerunt.

itaque consul iussit populum convenire atque omnes rogavit num scirent qui tantum scelus fecissent. 'magnum praemium vobis promitto,' inquit; 'offero pecuniam liberto, libertatem servo.'

ubi hoc audivit, servus quidam - Manus ei nomen erat – dixit dominum suum cum quinque amicis incendia fecisse. tum consul statim imperavit militibus ut coniuratos caperent. hi omnes tandem capti sunt et in foro necati sunt; servus fidelis, qui urbem suam servaverat, liberatus est.

(based on LIVY 26.27)

Names

Vesta, Vestae (f)
Manus, Mani (m)

Vesta (a goddess)
Manus

Vocabulary

incendium, i (n)
flamma, flammae (f)
simul
appareo, apparere, apparui
consul, consulis (m)
populus, populi (m)
scelus, sceleris (n)
praemium, praemii (n)
libertas, libertatis (f)
quidam, quaedam, quoddam
coniurati, coniuratorum (m pl)

fire
flame
at the same time
I appear
the consul (a Roman official)
the people
crime
reward
freedom
a certain
conspirators

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a) Where were the fires initially?

b) What almost happened as a result of the strength of the flames?

c) Who did most people believe started the fire and why?

d) What did the consul offer to those people who could reveal the culprits?

e) What did Manus declare?

f) What were the results of his declaration?

LESSON 5 – CASE RECOGNITION

The aim of today's lesson is to understand how knowing case endings is essential to working out which words agree with each other in poetry

9 - Lower Sixth Latin Language Introduction

Words in agreement (nouns agreeing with adjectives) do not necessarily rhyme, though they can do. Look at the following words and circle those which agree (hint: use noun and adjective tables in grammar book to help you if you get stuck)

puellas fortes, pueri fortes, puella laetus, equus magna, equos magnos,

equos fortes, puella forte, equi magnae, puer magnus, equis magnis

Key concept: Some of these agreeing combinations have the same sounding endings but others don't, therefore learning the endings is essential

Agreement of words by case means that connected words in Latin need not stand next to each other as in English

You have already seen these sentences, now look again.

The big horse saw the little cow (English version)

**magnus equus parvam vaccam vidit
parvam vaccam magnus equus vidit
vaccam magnus equus parvam vidit
vaccam equus parvam magnus vidit**

Latin versions

In the four above sentences underline the nominative cases in RED and the accusative cases in GREEN. What does this tell us about these sentences?

In the second sentence above, can it also mean **the small cow sees the big horse**?

Now in the following three lines taken from Ovid's Metamorphoses together let's underline the verbs in RED, subjects in BLUE, objects in GREEN and other words in PURPLE

vota lovi Minos taurorum corpora centum

solvit, ut egressus ratibus Curetida terram

contigit, et spoliis decorata est regia fixis.

Now in pairs you try to find the pairs of words that agree, the verbs and the different cases of each word. To help you the English translation is also given :

..... *tenues volat illa per auras*

10 - Lower Sixth Latin Language Introduction

dumque volat, gemmae nitidos vertuntur in ignes

(it flies through the thin air and as it flies, the jewels are turned into bright fires)

This is for your answers and thoughts:

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Try it again with this extract:

..hunc miseri tumulo ponentem corpora nati

garrula limoso prospexit ab elice perdix

(As he was placing the body of his unfortunate son to the tomb, a noisy pigeon
looked out from a muddy ditch)

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Key thing you have learnt today

LESSON 6 – TRANSLATION PRACTICE

Translate the following passage into English. Write your translation on alternate lines.

After a long and successful reign, Romulus disappeared from sight during a storm. A man called Proculus then claimed that Romulus had appeared to him and had told him to inform the Romans about their future greatness.

primus rex Romae Romulus erat, qui urbem pulchram aedificavit et bonas leges civibus dedit. postquam multos annos bene regnavit, olim contionem habuit ut milites recenseret. subito fuit tempestas magna et nimbus tam densus Romulum celavit ut cives eum videre non possent. ubi tandem lux clara rediit, conspexerunt sedem regis vacuam esse. nemo sciebat quid accidisset; multi dicebant deos eum in caelum tulisse.

tum senator, Proculus nomine, civibus orationem fecit. 'hodie,' inquit, 'Romulus ex caelo ad me descendit. iussit me haec verba nuntiare: dei volunt Romam esse caput omnium terrarum; nulli hostes militibus Romanis umquam resistent.' ab illo die Romani omnes credebant Romulum deum factum esse.

Based on LIVY 1.16

Names

Romulus, Romuli (m) Romulus

Proculus, Proculi (m) Proculus (a Roman official)

Vocabulary

lex, legis (f) law

regno, regnare, regnavi, regnatus I rule

contio, contionis (f) assembly, public meeting

recenseo, recensere, recensui, recensus I inspect, review

tempestas, tempestatis (f) storm

nimbus, nimbi (m) cloud

densus, densa, densum thick

possum, posse, potui I am able

lux, lucis (f) light

clarus, clara, clarum clear

sedes, sedis (f) throne

vacuus, vacua, vacuum empty

oratio, orationis (f) speech

caput, capitis (n) (here) capital

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12 - *Lower Sixth Latin Language Introduction*

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a) What two things did Romulus do as king?

b) Why did he hold a meeting?

c) What happened during that meeting?

d) What happened when the light returned?

e) What did many think had happened?

f) What did Proculus say in his speech?

g) What did all the Romans then believe? _____

LESSON 7 – THE DECLENSION SYSTEM

The aim of today's lesson is to understand and come to grips with the case system of nouns

Write down below the names of the six cases of nouns:

- | | |
|----------|---|
| 1. _____ | Make a mnemonic (memory device)
to help you remember the names of
the cases:

_____ |
| 2. _____ | |
| 3. _____ | |
| 4. _____ | |
| 5. _____ | |
| 6. _____ | |

The GOOD news: Some cases are easily identified as they have unique endings. These are:

- | | |
|--------------------------|-------------------------------------|
| - as acc pl fem | - os acc pl masc |
| - am acc sg fem | - orum gen pl m/n |
| - arum gen pl fem | - bus dat/abl pl all genders |

The BAD news: generally the cases look different in different declensions. Find firstly the **genitive singular** then the **accusative plural** for all the following nominative words (You CAN use your noun tables)

- | | | |
|--------------|-------|-------|
| 1. puella | _____ | _____ |
| 2. equus | _____ | _____ |
| 3. rex | _____ | _____ |
| 4. exercitus | _____ | _____ |
| 5. res | _____ | _____ |

Look at your noun tables. Can you spot any similarities between declensions? That is therefore a pattern of sorts. What is that pattern?

Therefore the case system is not random. It is highly structured and if you learn it you can crack any translation given time.

Knowing the declension of a noun (group it belongs to) is vital to identifying its case and thereby understanding its place in the sentence. There are FIVE declensions in all.

Look again at your noun tables. Find FIVE words which are in the SAME case BUT have DIFFERENT endings. You are NOT allowed to use nominative singular though as it is too easy.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

(You may use your noun tables to help you once more)

Look again at your noun table. Find THREE words which have different cases but visually have identical endings.

1. _____ 2. _____ 3. _____

This is why cases are so difficult and why you need to both know the cases and know the context of the passage you are translating.

Look at the following extract. Try to work out the case of the highlighted words:

et cur ulla foret me fortior? ire per ignes

et **gladios** ausim; nec in hoc tamen **ignibus** illis

aut **gladiis** opus est, opus est mihi **crine** paterno.

ille mihi est auro pretiosior, illa **beatam**

purpura me votique mei factura potentem.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

(You may use your noun tables to help you once more)

Finally can you remember the uses of the cases:

nominative _____

vocative _____

accusative _____

genitive _____

dative _____

ablative _____

Key Concept: How many declensions? _____ How many cases? _____

LESSON 8 – TRANSLATION PRACTICE

Translate the following passage into English. Write your translation on alternate lines.

The philosopher Aristotle was asked to choose a successor to be the head of his school of philosophy after his death. He found a clever way of showing his choice between two men.

Aristoteles, qui iam senex erat, corpus validum non habebat; sciebat se mox moriturum esse. multi amici igitur eum oraverunt ut ipse novum magistrum quam celerrime legeret. verebantur enim ne sine successore mox moreretur. illo tempore erant in ludo eius nonnulli viri optimi, quorum duo sapientissimi videbantur, Theophrastus et Menedemus. Theophrastus ex insula Lesbo fuit, alter Rhodo.

postea cum forte Aristoteles inter eosdem comites cenam consumeret, 'hoc vinum mihi non placet' inquit. 'quam celerrime mutandum est; fer mihi vinum aliud, aut Rhodium aut Lesbium.' deinde servum misit qui utrumque vinum peteret. ubi servus regressus est, Aristoteles primo vinum Rhodium bibere coepit, deinde Lesbium. paulisper dubitavit; tum 'utrumque bonum est,' inquit, 'sed Lesbius melior Rhodio.' cum dixisset se Lesbio favere, omnes intellexerunt eum non vinum sed successorem sic legisse. itaque, Aristotele tandem mortuo, Theophrastus omnium consensus magister ludi factus est.

Based on Aulus Gellius, *Noctes Atticae* 13.5

Names

Aristoteles, Aristotelis (m)	Aristotle
Theophrastus, -i (m)	Theophrastus
Menedemus, -i (m)	Menedemus
Lesbus, -i (f)	Lesbos (an island)
Rhodus, -i (f)	Rhodes (an island)
Rhodium, -a, -um	from Rhodes
Lesbius, -a, -um	from Lesbos

Words

magister, -i (m)	(here) head, principal
successor, successoris (m)	successor, replacement
ludus, -i (m)	school
uterque, utraque, utrumque	each, both
consensus, -us (m)	agreement

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a) What is the state of Aristotle's health?

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b) What did his friends beg him to do? and why?

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c) Who were the two wisest men in his school? and where were they from?

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d) When Aristotle was dining with them what did he say?

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e) How did Aristotle choose his successor?

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LESSON 9 – ADJECTIVES

The aim of today's lesson is to understand adjectives; how they agree and into which groups they fall

Key concept:

What three ways do adjectives agree with nouns?

- 1.
- 2.
- 3.

Look at your noun and adjective tables. Try to notice the following:

Adjectives are either 2 – 1 – 2 type or 3 type.

e.g.	2	1	2
	bonus	bona	bonum
	(equus)	(puella)	(bellum)
		3	
	fortis	fortis	forte
	(civis)	(navis)	(mare)

Look at the following adjectives and try to work out if they are 2 -1 – 2 adjectives or 3 type adjectives:

- a) laetus b) tristis c) gravis d) inimicus e) benignus f) audax (audacis)

Key concept:

When group 1 or 2 nouns are agreeing with a type 2 – 1 – 2 adjective they will look the same

e.g.	bonus equus,	bonum equum,	boni equi
	bona puella,	bonam puellam,	bonae puellae
	bonum bellum,	bona bella	

The same is true for group 3 nouns and type 3 adjectives

e.g. civis fortis, civem fortem, cives fortes

Note! The ablative singular for nouns in group 3 is NOT the same for type three adjectives

e.g. civE fortI

Activity 1 - Try to put the following into Latin. You CAN use your noun tables:

1. brave girl (nominative singular)
2. good ship (accusative singular)
3. brave horses (nominative plural)
4. good sea (dative singular)
5. brave girls (ablative plural)
6. good citizen (ablative singular)

18 - *Lower Sixth Latin Language Introduction*

7. happy citizens (genitive plural)

8. sad horse (ablative singular)

9. happy girls (genitive plural)

10. sad citizens (ablative singular)

How many have endings that look the same? _____ and how many are different? _____

Activity two : Together in pairs look at the following sentences carefully. Where you think the word order suggests a special emphasis, try to bring this out in the translation:

1. puella pulchra Marcum amat.

2. puerum pulchra puella amat

3. pulchrum puerum puella amat

4. amat puellam pulchram puer

5. formam pulchram puellae laudat mater

6. mater puellae pulchrae formam laudat, mentem culpat

7. vilicus Britannicus miseros servos Graecos verberat

8. Graecos culpat servos vilicus Britannicus

9. felices servi domini boni numquam poenas dant

10. domini boni servi vita bona est

LESSON 10 – TRANSLATION PRACTICE

Translate the following passage into English. Write your translation on alternate lines. You may recognise this story BUT it is a harder version so watch out!

After a successful reign, Romulus disappeared from sight during a storm. Proculus then claimed that Romulus had appeared to him and had ordered him to tell the Romans about their future greatness.

primus rex Romae Romulus fuit, qui aequas leges dedit imperiumque Romanorum auxit. tam sapienter cives regebat ut omnes ei faverent. olim contionem habebat ad exercitum recensendum. subito, tempestate ingenti orta, Romulus nimbo tam denso celatus est ut conspici non posset. ubi tandem lux clara rediit, cives animadverterunt sedem regis vacuum esse. nemo sciebat quid accidisset; alii verebantur ne mortuus esset, alii putabant deos eum vivum in caelum sustulisse.

postridie autem senator quidam, Proculus nomine, civibus hanc orationem fecit: 'Romulus prima luce hodie ex caelo ad me descendit. "ad forum festina!" inquit. "nuntia Romam auxilio deorum caput omnium gentium futuram esse; nulli hostes armis nostris resistere poterunt." hoc audito, quod nemo de fide Proculi dubitavit, Romani omnes credebant Romulum in caelum ablatum esse. itaque ab illo tempore eum quasi deum colebant.

Based on LIVY 1.16

Names

Romulus, Romuli (m) Romulus

Proculus, Proculi (m) Proculus

Vocabulary

contio, contionis (f) assembly, public meeting

recenseo, recensere, recensui, recensui I review, inspect

nimbus, nimbi (m) cloud

densus, densa, densum thick

clarus, clara, clarum (here) clear

sedes, sedis (f) throne

vacuus, vacua, vacuum empty

caput, capitis (n) (here) capital

colo, colere,

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Look through the passage again and make a list of all the adjectives that you find.

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Now ask yourself what type of adjectives are they, 2 – 1 – 2 or 3 type

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Key concepts you have learnt in these two lessons

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LESSON 11 – METRE AND SCANSION

The aim of today's lesson is to understand the basic principles of vowel quality.

Read through the following extract from Julia Donaldson's *Gruffalo*:

A mouse took a stroll through the deep dark wood.
A fox saw the mouse, and the mouse looked good.

"Where are you going to, little brown mouse?
Come and have lunch in my underground house."

"It's terribly kind of you, Fox, but no –
I'm going to have lunch with a gruffalo."

"A gruffalo? What's a gruffalo?"
"A gruffalo! Why, didn't you know?"

He has terrible tusks, and terrible claws,
And terrible teeth in his terrible jaws."

"Where are you meeting him?"
"Here, by these rocks,
And his favourite food is roasted fox."

"Roasted fox! I'm off!" Fox said.
"Goodbye, little mouse," and away he sped.

"Silly old Fox! Doesn't he know,
There's no such thing as a gruffalo?"

In what two ways has
Julia Donaldson written
this passage to make it
so obviously a poem:

a)

b)

So now colour all the rhyming words and where you think the stress/es in each line is / are.
What do you notice?

Key concept: In English poetry the metre is usually accentual (stressed syllables), however in Latin metre it is quantative, based upon the length of 'long' and 'short' syllables.

The key to identifying which syllables are long and which are short in a line of verse is to spot the LONGS first. There are ways which make a syllable long:

1. vowel long by nature: e.g. if the word ends in *i*, *o* or *u*, the last vowel is long (as in *servi*), ablative singulars of the first declension end in a long *a* or if a word ends in *s*, the last vowel is long, such as *servos*, however nominative singular words are short, such as *servus*
2. vowel long by position: e.g. a vowel followed by two consonants is long, as in the *a* and *e* in *acquiescat* and the first vowel in each 'foot' of metre is long
3. diphthong: These are 'ae' (as in *laetus*), 'au' (as in *laudat*), 'ei' (as in *deinde*), 'eu' (as in *eheu*), 'oe' (as in *coepit*) and 'ui' (as in *cui*)

22 - Lower Sixth Latin Language Introduction

Use the above guide to work out if the following vowels in bold are long or short and why:

- a) fides _____ b) plaudebant _____
c) arcessivit _____ d) dominus _____

Most of the poetry you will be studying this year is composed in HEXAMETER. This is a line divided into six 'feet'. What are the key rules or principles of hexameter scanning?

- first syllable of a line is long
- last two syllables = foot 6
- preceding three = foot 5 (long, short, short)
- identify all longs by position and diphthong
- single syllable between two longs must be long, as short only come in pairs
- then work backwards towards the start of the line
- a DACTYL is a short foot made up of a long and a short vowel
- a SPONDEE is a long foot made up of two longs

Your teacher will demonstrate the pattern of the six feet on the board. Copy it down below:

1. Let's look at the following lines from Ovid's Metamorphoses 8. 227 – 230 and try to identify all those vowels long by nature, then long by position and then long by diphthong (please note as 'x' was originally 'cs' in early Latin it is actually a double consonant, so beware!)

tabuerant cerae: nudos quatit ille lacertos,

remigioque carens non ullas percipit auras,

oraeque caerulea patrium clamantia nomen

excipiuntur aqua, quae nomen traxit ab illo.

Now with the help of your expert teacher, try to scan them.

Key concept: Vowels are long by 1.

2.

3.

LESSON 12 – DACTYLIC HEXAMETER

The aim of today's lesson is to improve your understanding of scanning hexameter verse.

Firstly let's recap last lesson. How many feet does a hexameter line have? _____

Write down three interesting facts about feet:

- 1.
- 2.
- 3.

Using the skills you learnt last lesson try to scan these lines of hexameter:

1. Daedalus ingenio fabrae celeberrimus artis
2. et nunc ad fontes, nunc ad mare versus apertum
3. cum puer audaci coepit gaudere volatu
4. devovitque suas artes corpusque sepulcro

Did you manage to find a suitable place to put a caesura? In which foot should a caesura go? _____

You are now going to learn about the principles of ELLISION. The first type of elision is that of normal vowel elision that is common in most modern languages.

e.g. in the words *tanta est* what happens is that the last -a of *tanta* is lost or hidden and elides into the word *est*:

tant(a) est would be pronounced *tantest*

Whenever there are two vowels together at the end of a word and a beginning there is the possibility of elision. The only time there might not be elision is if the second word begins with a consonantal I e.g. *ianua*

Look at the following words and show how they elide:

1. *vixque ipse*
2. *atque ita*
3. *ubi es?*

The second type of elision is that of -m before words beginning with a vowel.

e.g. *puerum ignarum* would elide so that the -um of *puerum* is lost or hidden and elides into the word *ignarum*:

puer(um) ignarum would be pronounced *puerignarum*

Again this is not true for consonantal i words!

Look at the following words and show how they elide:

1. parum est 2. variorum ambage 3. fatorum ignara

This rule applies to any vowel and –m not just –um.

1. puellam ignaram 2. senem ita 3. mercatorem inde

Now look out for elisions in the following lines to be scanned before you then look for long vowels and then scan each line:

ad limen potuit: tanta est fallacia tecti.

innumeras errore vias vixque ipse reverti

ducit in errorem variarum ambage viarum.

atque ita conpositas parvo curvamine flectit,

'Icare,' dixit 'ubi es? qua te regione requiram?'

Key concept: when a word ends in a vowel and the next word starts with a vowel, what occurs? _____

What other types of words must you look out for?

Write down below the order that you have learnt so far that you must do things when scanning any line of poetry (please add to the numbers given if you need)

1.

2.

3.

4.

5.

6.

Why do we scan lines of poetry? _____

LESSON 13 – TRANSLATION PRACTICE

Translate the lines below which follow on directly from the previous passage. Write your answer on alternate lines.

Even when he is about to engage in some sporting activity, Dionysius interprets a humorous remark as a threat, with tragic results.

olim Dionysius cum pila ludere vellet (quod magno cum studio facere solebat) tunicamque deponeret, adulescenti, qui carissimus ei erat, tradidisse gladium dicitur. quo facto, cum familiaris quidam per iocum rogavisset num huic adulescenti vitam suam ita committere auderet et risisset adulescens, Dionysius utrumque interfici iussit, alterum quod modum demonstravisset sui occidendi, alterum quod verba familiaris ridendo approbavisset. utrisque tamen necatis, adeo doluit ut nihil gravius in vita passus sit. nonne Dionysius satis videtur ostendisse neminem esse felicem cui semper timor impendeat?

(Cicero, *Tusculanae Disputationes*, 5, 60-62, adapted with omissions)

(20 marks)

Vocabulary List

Latin – English

approbo, -are, -avi, -atum approve

committo, -ere, -misi, -missum entrust

Dionysius, -i (m) Dionysius

impendeo, -ere + dative threaten

iocus, -i (m) joke

pila, -ae (f) ball

tunica, -ae (f) tunic

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26 - *Lower Sixth Latin Language Introduction*

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LESSON 14 – SCANSION COMPLICATIONS

The aim of today's lesson is to understand how there are certain complications which may make scanning sentences a little harder.

What is elision?

Elision can make scanning a line more difficult. Look at the following line:

mollibat lusuque suo mirabile patris

is the first vowel of 'patris' long or short? _____

Now look at this line:

et patriae tremuere manus; dedit oscula nato

is the first vowel of 'patriae' long or short? (You may need expert advice for this!)

_____ why? _____

The rule is: A *mute* (b,c,d,g,p,f or t) followed by a *liquid* (l or r) can count as a single consonant, as long as they are in the same word, depending on whether a long or short syllable is required to fit in with the rest of the line.

In each of the following lines there is a mute followed by a liquid. Can you spot them? Then scan the lines to see if the vowels are long or short.

multiplicique domo caecisque includere tectis

ludit et ambiguo lapsu refluitque fluitque

utque ope virginea nullis iterate priorum

Health Warning: You will definitely need help with these lines as they are not easy! This is a very tricky rule to get to know and will only be learnt with lots of scansion practice. So as if by magic...

The following lines are generally straightforward without too many complications. (Those lines will follow next time!)

Scan the following lines:

1. Daedalus interea Creten longumque perosus
2. exilium tactusque loci natalis amore
3. obstruat et caelum certe patet; ibimus illac:
4. dixit et ignotas animum dimittit in artes
5. a minima coeptas, longam brevior sequenti,
6. ut clivo crevisse putes: sic rustica quondam
7. tum lino medias et ceris alligat imas
8. ut veras imitetur aves. puer Icarus una
9. stabat et, ignarus sua se tractare pericla,
10. captabat plumas, flavam modo pollice ceram

What I am finding difficult about scansion

What I am 'enjoying'?

LESSON 15 – COMPREHENSION PRACTICE

Study the passage below and answer the questions which follow.

Dionysius, the tyrant of Syracuse, has made himself so unpopular that he is compelled to take extreme measures to ensure his safety.

duo de quadraginta annos tyrannus Syracusanorum fuit Dionysius. traditum est eum fuisse virum crudelem natura et iniquum et propter hoc civibus odio ac miserrimum. qui, quamquam multos propinquos habebat, credebatur eorum nemini sed corporis custodiam committebat servis quos ex familiis divitum delegerat. ne tonsori caput committeret, patris capillum tondere filias suas docuit; iter nocte facturum adeo metuebat ut servi totam viam antea inspicere iuberentur. ut tuto nocte dormiret, aedes suas altissima fossa circumdederat, super quam ponticulum ligno factum posuerat et antequam cubiculi ianuam claudebat, hunc ponticulum tollebat.

(Cicero, *Tusculanae Disputationes*, 5, 57-59, adapted with omissions)

1 *duo de...Dionysius* (line 1). For how long had Dionysius ruled over Syracuse?
(1 mark)

2 *traditum est...miserrimum* (lines 1-2).

(a) What aspects of Dionysius's character are here recorded? (1 mark)

(b) In what ways did Dionysius suffer as a result of these characteristics? (1 mark)

3 *qui, quamquam...delegerat* (lines 2-4).

(a) What did Dionysius do to ensure his safety? (2 marks)

(b) Why did he use this particular method? (2 marks)

4 *ne tonsori...docuit* (lines 4-5). What danger did Dionysius fear **and** what did he do to avoid it? (2 marks)

5 *iter nocte...inspicere iuberentur* (line 5). What precaution was taken to safeguard Dionysius **and** in what circumstances? (2 marks)

6 *ut tuto nocte...ponticulum tollebat* (lines 6-7). Describe the measures taken by Dionysius to ensure a safe night's sleep. (4 marks)

Vocabulary List

Latin – English

capillus, -i (m) hair

committo, -ere, -misi, -misum entrust

deligo, -ere, -legi, -lectum select

lignum, -i (n) timber

Syracusani, -orum (m) people of Syracuse

tonsor, -oris (m) barber, hair-dresser

circumdo, -are, -dedi, -datum surround

cubiculum, -i (n) bedroom

Dionysius, -i (m) Dionysius

ponticulum, -i (m) little bridge

tondeo, -ere, totondi, tonsum cut

tyrannus, -i (m) tyrant

LESSON 16 – DECLENSION PATTERNS

The aim of today's lesson is to understand and attempt to master the declension patterns of adjectives

As a quick reminder, how many cases are there? _____ How many declensions of nouns? _____ How many types of adjectives? _____

Write down the endings of a) puella b) servus and c) mercator below:

Singular	puella	servus	mercator
----------	--------	--------	----------

nom.			
voc.			
acc.			
gen.			
dat.			
abl.			

Plural

nom.	
voc.	
acc.	
gen.	
dat.	
abl.	

Mastering noun declensions is all that is really required to handle adjective declensions since they are broadly modelled on them – adjectives are a bit like nouns and even look like them at times.

What are the two types of adjectives? (Look back in your notes so far if you have forgotten) 1. _____ 2. _____

Look at your noun and adjective tables. Can you work out an instance when the noun and adjective in the same case would have the same endings and would seem to rhyme? (Give examples below)

What is the rule?.....

Other noun and adjective combinations will NOT rhyme but they still count as agreeing. Give examples below:

If you look in a dictionary or vocabulary list, words indicate their declension and gender by how they are shown. e.g. *puella, puellae* which shows the nominative and genitive singular endings tells us the noun is first declension. Similarly *servus, servi* which shows again the nominative and genitive singular endings tells us the noun is second declension.

If we see adjectives, they are listed as either *magnus, a, um* which is type 2 – 1 – 2 or *audax, audacis* or *tristis, tristis, triste* which is type 3.

Attempt to put the following English words into their Latin equivalent:

a) of the happy girl

b) to the daring merchants

c) of the sad boys

d) the large lions (accusative)

This is a tricky activity and may need help. Do try to complete it on your own before seeking it though, you may surprise yourself!

Look at the following lines and try to highlight the words that agree with each other:

cum bene surrexit versu nova pagina primo

attenuat nervos proximus ille meos

nec mihi materia est numeris levioribus apta

aut puer aut longas compta puella comas.

(Hint: Initially you may find that you need to identify each word in the line and work out its case, number and gender, but as you become more experienced you may find you can spot matching words quite quickly)

Now look at those same lines and see if you can spot the verbs. Highlight them in a different colour. Use a dictionary to identify all the meanings of the words you do not know. Then attempt to translate the lines below:

.....

.....

.....

.....

.....

.....

LESSON 17 – COMPREHENSION PRACTICE

The meanings of the underlined words are given below.

Study the passage below and answer the questions which follow.

A Roman fleet commanded by Cleomenes sails out in search of pirates; but it is extremely short of men and provisions. Cleomenes does nothing to remedy the shortages. A surprise announcement of the presence of pirates does not worry Cleomenes until he discovers the reality of his situation.

Cleomenem egredientem e portu sequitur sex navium classis mira visu, sed infirmam quod multi nautae propter pecuniam datam dimissi erant. postquam classis Pachynum quinto die pervenit, nautae propter inopiam cibi adeo confecti fame erant ut radices arborum colligerent quibus miseri se sustinerent. Cleomenes autem totos dies in terra bibendo agebat. subito nuntiatum est piratarum esse naves in portu propinquo sed Cleomenes, quod sciebat praesidium Pachyni esse, sperabat se posse complere numerum nautarum dimissorum eis militibus quos ex eo praesidio deduxisset. frustra tamen hoc speraverat, cum essent pauci reliqui, ceteris quoque dimissis.

Cicero, In Verrem, II, v, 86-87 (adapted with omissions)

1 **Cleomenem egredientem...visu (line 1).** State two of the facts we are told here about the fleet which sailed with Cleomenes. (2 marks)

2 **sed infirma...dimissi erant (lines 1-2).** Why is the fleet described as infirma? (1 mark)

3 **postquam...se sustinerent (lines 2-4).**

(a) Describe the condition of the sailors when they reached Pachynus and state the reason for it. (2 marks)

(b) How did they try to remedy their situation? (2 marks)

4 **Cleomenes autem...agebat (line 4).** What was so disgraceful about Cleomenes' conduct while his sailors were suffering? (1 mark)

5 **subito nuntiatum est...propinquo (lines 4-5).** What news did Cleomenes suddenly receive? (1 mark)

6 **sed Cleomenes...deduxisset (lines 5-7).** Why was Cleomenes at first not worried by the news? (4 marks)

7 **frustra tamen...dimissis (lines 7-8).** What two discoveries frustrated the hopes of Cleomenes? (2 marks)

(Total: 15 marks)

Cleomenes, -is (m) Cleomenes (commander of the Roman fleet)

infirmus, -a, -um weak

Pachynus, -i (m) Pachynus (a harbour in Sicily)

pirata, -ae (m) pirate

radix, -icis (f) root

LESSON 18 – ABLATIVE ABSOLUTES

The aim of today's lesson is to be able to identify and translate ablative absolutes successfully.

Look at these words below. Using your grammar sheets highlight all the ablative cases:

patre	solum	uxori	litterae	adventu
missi	viros	vivo	puella (long a)	debilis

Take a highlighter pen and using your grammar sheet to help you highlight all the ablative cases.

Look at this passage:

cum Romae quoque cantare vellet, populo oranti promisit se brevi tempore in scaenam ascensurum esse; tum militibus citharam ferentius, amicisque comitantibus, in medium progressus, carmen cantare coepit.

Take a highlighter pen and using your grammar sheet to help you highlight all the ablative cases.

Now write the ablative absolutes below:

1. 2.

(You will have noted hopefully that one is a rhyming pair and one is a non-rhyming pair)

The literal meaning of ablative absolutes is 'with...'. They comprise of a noun + participle.

Look at the following phrases and translate them literally:

a) hostibus victis b) Philippo consule

c) me duce d) Augusto regnante

e) servis hortantibus f) urbe capta

Note that present participles are always type 3 adjectives and past participles are always type 2 – 1 – 2 adjectives.

Present participles are ACTIVE and past participles are PASSIVE.

IMPORTANT! : Literal translations are POOR translations when it comes to ablative absolutes. When a PRESENT participle is used, then the translation should start, WHILE, AS or WHEN. e.g. Augusto regnante – While Augustus was ruling... When a PAST participle is used, then the translation should start WHEN, AFTER, ALTHOUGH or BECAUSE. e.g. urbe capta – After the city was captured.

Look at the following sentences and try to give the most natural translation for each ablative absolute phrase:

a) urbe expugnata imperator rediit

.....

b) urbe expugnata imperator tamen non rediit

.....

c) urbe expugnata hostes se dederunt

.....

Look at the following examples and translate:

1. eo interfecto _____

2. omnibus cupientibus _____

3. armis obsidibusque acceptis _____

4. rege duce _____

5. his dictis _____

6. Hannibale mortuo _____

7. sole orta _____

8. omnibus paratis _____

9. servo accusato dominus discessit.

11. oppidis nostris a barbaris captis, bellum geremus.

Key concept: What are ablative absolutes made up of?

LESSON 19 – PRINCIPAL PARTS OF VERBS

In wordlists and dictionaries, Latin verbs are written showing their main parts. Of you know them, it can help you to work out which part of the verb is being used in a Latin sentence. The main or principal parts are written in this order:

1st Person Present
porto

Infinitive
portare

1st Person Perfect
portavi

Perfect Participle
portatus

From present stem:

- Present tense
- Imperfect tense
- Present participle
- Future tense
- Present subjunctive
- Imperative
- Gerundive
- Gerund

From Perfect stem:

- perfect tense
- pluperfect tense
- pluperfect and perfect subjunctives
- future perfect tense
- perfect infinitive

From perfect participle:

- perfect passive
- pluperfect passive
- future infinitives
- perfect passive infinitive

From infinitive:

- imperfect subjunctive
- passive infinitive

Look at the following English sentences and work out which of the Latin principal parts would be used:

1. No-one was able **to wake up** the slaves _____
2. I **dragged** the dog to the house _____
3. She **was trying** to finish her work _____
4. **"Stop!"**, shouted the guard _____
5. **We had carried** the food to the table _____

Knowing the principal parts of verbs is very important as it helps determine the tense.

Fill in the parts of the following verbs (You can use dictionaries if really needed)

1. _____, facere, feci, _____
2. capio, _____, cepi, _____
3. audio, audire, _____, _____
4. paro, _____, _____, paratus

37 - Lower Sixth Latin Language Introduction

Now using the verbs above, work out what the Latin equivalents would be:

1. We made _____
2. They were taking _____
3. I had heard _____
4. He prepares _____
5. We are taking _____

Look at the following verbs and try to work out what tense each is (You may need to use dictionaries to work out):

1. duxerunt _____
2. laudabant _____
3. portaveratis _____
4. audimus _____
5. docueramus _____
6. audiens _____
7. acceptus est _____
8. contendere _____

You may not find this task easy, however the better you recognise tenses the easier translations will be in the future, so stick with it!

Key concept:

How many principal parts are there? _____

What are the principal parts?

- a.
- b.
- c.
- d.

When learning verbs....(finish this statement) _____

LESSON 20 – TENSES OF VERBS

The aim of this lesson is to understand the formation of certain tenses and how they are translated.

Present tense

To form this tense, take the present stem (e.g. porta- , sede-, capi-, audi-) and add the endings:

I – o, You – s, he – t, we – mus, you – tis, they – nt

The meaning of the verbs is happening now. Often Roman writers use the present tense for direct speech or when describing events which have already happened so that they bring the events 'alive'. This is known as the 'historic present'.

Activity 1

Translate these present tense verbs:

a) portamus b) sedent c) capit d) auditis e) fit

Imperfect tense

To form this tense, take the present stem (e.g. porta- , sede-, capi-, audi-) and add the endings:

-bam, -bas, -bat, -bamus, -batis, -bant (think imperfect sheep: baaaa!!!!)

The translation is continuous past i.e. it is an event which is happening over a certain amount of time (e.g. he was watching television).

Activity 2

Translate these imperfect tense verbs:

a) dormiebamus b) faciebant c) fiebat d) agebas e) cogebam

Future tense

To form this tense, take the present stem (e.g. porta- , sede-, capi-, audi-) and add the endings:

-bo, -bis, -bit, -bimus, -bitis, -bunt (for 1st and 2nd conjugation verbs)
-am, -es, -et, -emus, -etis, -ent (for all other conjugations of verbs)

Activity 3

Translate these future tense verbs:

a) laudabit b) sedebo c) capiet d) ducetis e) fiet

Learning how these verbs are formed is vital to avoid confusing tenses. Look at the following verbs and work out if they are present or future tense:

a) audiet b) ducit c) regent d) cogunt e) aget f) agit

Once you understand how verbs are formed you are less likely to make mistakes over their translation.

Now try these sentences:

num in silva diu manere times? _____

frater meus Romam ire cupit _____

puer flumen timet _____

omnes custodes nunc dormiunt _____

quid consumis, serve? _____

his servus semper bene laborabat _____

multis post diebus mari tandem appropinquabamus _____

milites capti pro vita sua diu orabant _____

naves Romanorum trans mare lente navigabant _____

urbem hostium decem annos oppugnabamus _____

omnes liberi regem salutabunt _____

nonne hunc servum fortem liberabis? _____

cenam mox parabo _____

multa templa Romae videbimus _____

hostes numquam muros nostros debebunt _____

Ask yourself honestly, did you identify the verbs accurately?

Write below the things that you got wrong and need to remember next time:

Key concept: Tenses are only hard if you don't learn them. The more you know them, the easier they become!

LESSON 21 – PARTICIPLES

The aim of this lesson is to understand the formation of and use of participles in Latin

A Participle is a special kind of adjective. Like any other adjective its job is to work with nouns. In Latin there are four different types:

Present Active Participle

Past Passive Participle (from ordinary verbs)

Past Active Participle (from deponent verbs)

Future Active Participle

- **Present Active**

Describes an action occurring *at the same time* as the main verb. Can be translated by '...ing' but also by 'while', 'since' or by subordinate clauses.

Can also be used as a noun e.g. *amans* 'a loving person' = a lover.

Recognise by the *-ns* or *-nt-* on the present stem of the verb.

Endings are the same as 3rd declension adjectives. '*ingens*'

- **Perfect Passive Participle**

Describes an action completed *before* that of the main verb. In most grammar books and dictionaries, this appears as the 4th principal part of a Latin verb. Some of these you simply have to learn!

Translates literally as 'having been...' (i.e. it's past and it's passive) but this phrase will not often make its way into your final translation. It can be helpful, however, to have it in mind as you begin to translate.

Endings are the same as 1st and 2nd declension adjectives. '*bonus*'

- **Perfect Active Participle**

Describes an action completed *before* that of the main verb. These come from Deponent verbs. So, '*conor*' I try '*conari*' to try '*conatus sum*' I tried, where '*conatus*' is the **Perfect Active Participle** meaning 'having tried.' There are about half a dozen important Deponent verbs, and like some irregular verbs in English, the only way to recognise them is to learn them.

Endings are the same as 1st and 2nd declension adjectives. '*bonus*'

- **Future Active Participle**

Describes an action that will take place *after* the main verb.

Translates literally as 'about to...' but also 'going to...', 'intending to...', 'determined to...', 'on the point of...'

Recognise it by the *-ur-* within the 4th principle part of the verb. E.g. *amatus* becomes *amaturus*, *missus* becomes *missurus*.

Endings are the same as 1st and 2nd declension adjectives. '*bonus*'

Look at this example of a **Present Participle**:

*lupum in silvam **intranter** conspeximus*

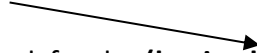


We saw the **wolf entering** the wood

The **Present Participle** is giving the reader a bit more information about the wolf.

Now look at this example of a **Past Passive Participle**:

*puella **libros amissos** petere coepit*



The girl began to look for the **(having been) lost books**

The **Past Passive Participle** is giving the reader a bit more information about the books. It's terrible English, so we could change it and write something like: the girl began to look for the books she lost. When you translate, you must be prepared to change things around, but only *after* you're certain what's going on.

Now look at this example of a **Past Active Participle**:

*forum **ingressi**, milites oratorem audiebant*



Having entered the forum the **soldiers** listened to the speech

The **Past Active Participle** is giving the reader a bit more information about the soldiers. We know that they entered the forum *before* they listened to the speech.

Now look at this example of a **Future Active Participle**:

*discipulus, magistrum **vulneraturus**, pugionem cepit*



The pupil, **about to wound** the teacher, seized a knife

The **Future Active Participle** is giving the reader a bit more information about the pupil.

Exercise:

canis dominum **intranter** vidit

ingens multitudo virorum **fugientium** urbem complevit.....

senex multas iniurias **passus**, auxilium a medico petivit.....

fures, ad iudicem **ducti**, veniam petiverunt.....

anulum **inventum** ad centurionem tulimus.....

statuae deorum, ex auro **factae**, ad templum portabantur.....

ecce! duos elefantos video per viam **procedentes**.....

dux, milites **hortatus**, principia intravit.....

puer, virorum **pugnantium** clamore perterritus, fugit.....

Romani urbem **captam** incenderunt.....

hoc clamore **terrītus** me in arborem celavi.....

Troia decem annos **obsessa** tandem capta est.....

equites a imperatore **iussi** impetum ad hostes faciebant.....

epistolam **inventam** patri tradidi.....

militi **invento** aquam dedimus.....

urbem **captam** incendimus.....

prima luce **profectus** Romam contendit.....

mille passus **progressus** constitit.....

impetum in hostes flumen **transeuntes** fecimus.....

nihil viro **roganti** respondi.....

iuvenem, hasta **vulneratum**, ad medicum duximus.....

senex **moriturus** filios ad se vocavit.....

laudata ab imperatore, risit.....