

PROTOTYPE



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

# LATIN LANGUAGE TEXTBOOK

SENIOR ONE



LOWER SECONDARY  
CURRICULUM





# LATIN LANGUAGE TEXTBOOK

SENIOR ONE



LOWER SECONDARY  
CURRICULUM



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This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

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## Foreword

Learning Latin has been Challenging in this country especially due to lack of home based textbooks. All the books used have been the ones got from Europe. Even then the books were not available. This made the teaching of Latin difficult to manage by Seminaries. That is why not all seminaries do offer Latin.

The attempt to write our own Latin Course books for lower secondary schools is aiming at mitigating the challenges to offer optional subjects that school administrators cite as a reason for not offering these optional languages, yet learning a second or third language is crucial in the professional life of an individual for survival in an area where we need a foreign language.

The Latin books are designed for true beginners of the language. The approach of learning Latin in this book is activity based and learner –centered. This is to inculcate in learners the ability of learning by doing so that they take the responsibility of their own learning and avoid passive learning that promotes rote learning.

The book provides activities in all the four communication skills namely listening, speaking, reading and writing. However, the individual learners can increase more activities of their own in translation which plays an active part in building the learner’s ability in expressing in written Latin what they already know. In the same way they will also learn to understand written texts in Latin.

In every topic, there are short summaries of grammatical principals handled therein. The teacher will always be guided to guide learners to learn more about the grammatical content mentioned in every topic to encourage learners learn more Latin.

With the technical guide to the teacher in the teachers’ guide on how to handle every activity in this book, this book pushes the learners to identify roman values and attitude towards life and compare the cultural values of Ugandan societies today with the roman culture reflected in Latin Language. The methodology of group work for peer learning, debates, project work builds the generic skills like team work, effective communication, sharing, solving problems and resolving conflicts among the learners, etc. The book, therefore, prepares the learners to solve the real life situations in our communities.



**Associate Professor Betty Ezati,**

**Chairperson, NCDC Governing Council**

## Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of the learner's book.

Our gratitude goes to the various institutions which provided staff who worked as a panel, the Subject Specialist who initiated the work and the Production Unit at NCDC which ensured that the work produced meets the required standards. Our thanks go to **Enabel** which provided technical support in textbook development.

The Centre is indebted to the learners and teachers who worked with the NCDC Specialist and consultants from Cambridge Education and Curriculum Foundation.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Learner's Book.

NCDC is committed to uphold the ethics and values of publishing. In developing this material, several sources have been referred to which we might not fully acknowledge.

We welcome any suggestions for improvement to continue making our service delivery better. Please get to us through P. O. Box 7002 Kampala or email us through [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug).



**Grace K. Baguma**  
**Director,**  
**National Curriculum Development Centre**





**CHAPTER. 1****INTRODUCTION TO LATIN****Keywords :**

1. Salve,
2. rosa,
3. schola,
4. discipulus,
5. magister

**In this chapter, you will**

- trace the historical background of Latin
- importance of Latin today
- respond to greetings
- Learning the Latin alphabet

# Memento:

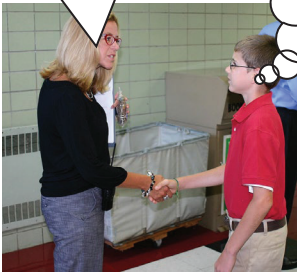






In this chapter, you will help learners to understand the importance of Latin. Using pictures, charts, and other low-cost materials gathered from your environment, you will help learners to use numbers in their daily life. Using gesture, you will demonstrate how romans used to greet to enable learners to learn greetings in Latin. Explain in English rules governing greetings in Roman Culture.

## Magister meus et populi in schola mea:

### In schola mea.

#### salutatio


#### exercitum 1 : audi et itera/ redi

<p>1. salve,</p>  <p>2. salve, magister</p>	<p>3. intra!... Salve,</p>  <p>4. salve, magister</p>
<p>5. bene es, Kintu?</p>  <p>6. bene sum. gratia magister</p>	<p>7. Bene es, Akello?</p>  <p>8. bene sum, gratia, magister.</p>
<p>9. Sedens !</p>   <p>10. gratias ago tibi, domine</p>	<p>11. in locum tuum vade, Akello.</p>  <p>12. gratia, magister.</p>

**Exercitum 2 : audi , itera/ redi et scribe**  
**(salve, salvete, te saluto, Bene dormire,)**

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

**Vos moneo :**

	☀	☾
	Salve(singular) Salvete (plural) Te Saluto Vos Saluto	Salve(singular) Salvete (plural) Te Saluto Vos Saluto
<b>Kintu</b>		

<b>Disce :</b> grati-a	gratiae	<b>nominative</b>
Grati-a	gratiae	<b>vocative</b>
Grati-am	gratias	<b>accusative</b>
Grati-ae	gratiarum	<b>genitive</b>
Grati-ae	gratis	<b>dative</b>
Grati-a	gratis	<b>ablative</b>

**Exercitum 3 :** look at the declension of the following nouns of the first group and find out the endings for different cases.(nominative, vocative, accusative, genitive, dative and ablative.)

**Ros-a, mens-a, tabul-a**

**Actio 4: Latin Greetings**



<b>English Greetings</b>	<b>Latin Greetings:</b>
Hi!	Heus!
Good morning!	Salvē!
Good evening!	Salvē!
Welcome! (to greet someone)	Salvē!
How are you?	Quid agis?
I'm fine, thanks!	Valeō!
And you?	Et tū?
Good/ So-So.	Ben e / admodum bene
Thank you (very much)!	Grātias (multas).
You're welcome! (for "thank you") Friend!	Salūtātiō! Hey!
I missed you so much!	Heus! Amīcus (male) / Amīca (female) Tē dēsīderāvī tantum!
What's new?	Quid novī?
Nothing much.	Nullum multum
Good night!	

See you later! Good bye!	Valē! Valē! Valē!
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## In Schola Mea, Nominem Tuum Dice




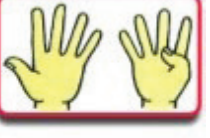

**Exercitum** : introduce the following people

<p><b>1. Nicole</b></p>  <p>- Nomen meum Nicola est. Puer bonus sum</p>	<p><b>2. Maria-Rosa</b></p> <p>Nomen meum Maria-rosa est ,magister bonus sum</p> 	<p><b>3. Mandela</b></p>  <p>- Nomen meum Mandela est.Duos pueros habeo .</p> <p>- .</p>
---	---	---

 <p><b>Akello, discipula</b> .....</p> <p>- .....</p> <p>- .....</p> <p>- .....</p>	 <p><b>Alindaru Waliyo, agricola.</b></p> <p>- .....</p> <p>- .....</p> <p>- .....</p>
--	--

Disce : esse : sum,es,est,summus,estis,sunt

<p>Unus,a,um</p>  <p>1</p>	<p>Duo</p>  <p>2</p>	<p>Tres</p>  <p>3</p>	<p>Quattuor</p>  <p>4</p>	<p>Quinque</p>  <p>5</p>
---	---	--	--	---

<p>Sex</p>  <p>6</p>	<p>Septem</p>  <p>7</p>	<p>Octo</p>  <p>8</p>	<p>Novem</p>  <p>9</p>	<p>Decem</p>  <p>10</p>
---	--	--	---	--

## Duos manus habeo et tu ?

Disce :

Unus	una	unum
Une	una	unum
Unum	unam	unum
Uni	unae	uni
Uno	unae	uno
Uno	una	uno

**verba in schola**

**exercitum 1: ordines lege**

sede /sedete



Sedeo

Librum meum volvo  
portam aperi!



Scribo



Stare



Librum claudi!  
Librum claudio



Portam claudi!  
Portam claudio



In silentium



redigere!



**Discere**

Infinitive	Imperative
Amare	ama,amate,
Monere	Mone,monete
Legere	Legi,legite
Audire	Audi,audite

**Nota bene : infinitive can also be used to give instruction.**

2: instructiones magistri tui responde.

## CHAPTER. 2

### Life at School: The Verb of the First Conjugation



Figure 1: in schola sunt

#### Keywords :

1. Amicitia ,
2. amicus,
3. schola,
4. discipulus,
5. magister

In this chapter you will

- -name objects in found in school ;
- -decline nouns like, rosa, amicus and magister ;
- -conjugate verbs like amare.

# Memento:

In this chapter, you will learn the importance of Latin nouns in a sentence. You will learn the first declension in different cases and numbers. You will also learn the names of objects in your school.

## Quod est ?

### audi et redi !

*Read the latin short text and pick the nouns*

#### ARGUS STEALS THE DINNER

Scintilla in casa laborat, cenam parat. Fessa est. horatia in via cessat. Scintilla filiam vocat. Puella casam intrat et Scintillam iuvat; aquam in casam portat. Scintilla filiam laudat.

Cena parata est. Scintilla filiam vocat et fabulam narrat. Horatia fabulam audit. Mox Argus casam intrat. Cenam spectat; subito eam rapit et devorat. Scintilla irrata est; Argus in viam fugit. Scintilla aliam cenam parat.

#### THE SCHOOL OF FLAVIUS

Quintus ad ludum lente ambulat; in via amicum videt, nomine Gaium; eum vocat. Gaius ad ludum festinate sed ubi Quantum audit, manet et eum salutatur. Quid facis, Quinte? Inquit. Cur tam lente ambulas? Sero ad ludum venimus. Ego festino. Quintus respondet: eras; non sero venimus. Expecta me! Gaius anxius est sed Quantum expectat. Itaque duo amici lente ad ludum procedunt.

Ubi ad ludum accedunt, alios pueros vident. Hi pueri magni sunt et duri. Ubi Gaius et Quantum vident, Tinus, nomine Decimus, ecce! Inquit. Quintus et Gaius accedunt. Heus, pueri, quid facitis? Cur tam lente ambulatis? Cur non festinatis? Sero ad ludum venitis.

Quintus respondet: erratis. Non sero venimus. Manete! expectate nos! Decimus eos expectat sed, ubi ad ianuam accedunt, Quinti capsulam rapit et in arborem iacit. Quintus valde iratus est et clamat: Cur id facis? Asinus es. Et Decimum pulsatur et timet; fugit in ludum.



**Exercitum 1 : your teacher will pronounce the names of objects in the classroom as you identify them!**

**Exercitum 2 : conversatio – discipulus A poscit , discipulus B respondet.**

discipulus A : quod est?  
discipulus B : id est mensa

**Exercitum 3 : group masculine/feminine nouns together**

<i>masculine</i>	<i>Feminine</i>
<b>Calamus, i</b>	<b>Mensa, ae</b>
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Discere : nomines secunda declinationis

Nominative	calamus	calami
Vocative	calame	calami
Accusative	calamum	calamos
Genitive	calami	calamorum
Dative	calamo	calamis
Ablative	calamo	calamis
Nominative	magister	magistri
Vocative	magister	magistri
Accusative	magistrum	magistros
Genitive	magistri	magistorum
Dative	magistro	magistris
Ablative	magistro	magistris
Nominative	liber	liberi
Vocative	liber	liberi
Accusative	liberum	liberos
Genitive	liberi	liberorum
Dative	libero	liberis
Ablative	libero	liberis

# LATIN : NOUN DECLENSIONS

## FIRST DECLENSION

### a, ae [feminine]

PERSON	SINGULAR	PLURAL
Nominative	mensa	mensae
Genitive	mensae	mensarum
Dative	mensae	mensis
Accusative	mensam	mensas
Ablative	mensa	mensis

PERSON	SINGULAR	PLURAL
Nominative	a	ae
Genitive	ae	arum
Dative	ae	is
Accusative	am	as
Ablative	a	is

## SECOND DECLENSION

### us, i [masculine]

PERSON	SINGULAR	PLURAL
Nominative	servus	servi
Genitive	servi	servorum
Dative	servo	servis
Accusative	servum	servos
Ablative	servo	servis

**NOTE:** The yellow indicates the endings that differ between the masculine and neuter declensions.

PERSON	SINGULAR	PLURAL
Nominative	us	i
Genitive	i	orum
Dative	o	is
Accusative	um	os
Ablative	o	is

### um, i [neuter]

PERSON	SINGULAR	PLURAL
Nominative	donum	dona
Genitive	doni	donorum
Dative	dono	donis
Accusative	donum	dona
Ablative	dono	donis

PERSON	SINGULAR	PLURAL
Nominative	um	a
Genitive	i	orum
Dative	o	is
Accusative	um	a
Ablative	o	is

Nota bene :The Latin language has 3 genders : masculine, feminine and neuter, id est, mensa(f), calamus(m) et bellum(n).

Nominative	bellum	bella
Vocative	bellum	bella
Accusative	bellum	bella
Genitive	belli	bellorum
Dative	bello	bellis
Ablative	bello	bellis

## dies et menses

<b>Latin</b>						
<u>dies</u> <u>Sōlis</u>	<u>dies</u> <u>Lūnae</u>	<u>dies</u> <u>Martis</u>	<u>dies Mercuriī</u>	<u>dies Iovis</u>	<u>dies</u> <u>Veneris</u>	<u>dies Saturnī</u>
<u>Sunday</u> <u>Sōl</u> (Sun)	<u>Monday</u> <u>Luna</u> (Moon)	<u>Tuesday</u> <u>Mars</u> (Mars)	<u>Wednesday</u> <u>Mercurius</u> (Mercury)	<u>Thursday</u> <u>Iuppiter</u> (Jupiter)	<u>Friday</u> <u>Venus</u> (Venus)	<u>Saturday</u> <u>Saturnus</u> (Saturn)

### **MEMENTO**

#### **Romance languages**

The Romance languages preserved the Latin names, except for the names of Sunday, which was replaced by [*dies*] *dominicus*, i.e. "Day of the Lord" and of Saturday, which was named for the Sabbath.

<b>Italian</b>	<u>domenica</u> <sup>[O1]</sup>	<u>lunedì</u>	<u>martedì</u>	<u>mercoledì</u>	<u>giovedì</u>	<u>venerdì</u>	<u>sabato</u> <sup>[h1]</sup>
<b>Old Portuguese</b>	<u>domingo</u> <sup>[O1]</sup>	<b>Lues</b>	<b>martes</b>	<b>mércores</b>	<b>joves</b>	<b>Vernes</b>	<u>sábado</u> <sup>[h1]</sup>
<b>Spanish</b>	<u>domingo</u> <sup>[O1]</sup>	<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>	<u>sábado</u> <sup>[h1]</sup>
<b>French</b>	<u>dimanche</u> <sup>[O1]</sup>	<u>lundi</u>	<u>mardi</u>	<u>mercredi</u>	<u>jeudi</u>	<u>vendredi</u>	<u>samedi</u> <sup>[h1]</sup>

The Latin names for the months are listed in the following table. They are similar to the English month names, which are derived from them. In the Latin language, the way to write a word -- and especially the last part of a word -- depends on the context. The table lists three forms that are useful in the calendar.

Number	Latin Month Names		English Month Name	
1	Ianuaris January	Ianuariis	Ianuaris	
2	Februarius February	Februariis	Februarias	
3	Martius March	Martiis	Martias	
4	Aprilis April	Aprilibus	Apriles	
5	Maius	Maiis	Maias	May

6	Iunius	Iuniis	Iunias	June
7	Iulius	Iuliis	Iulias	July
8	Augustus August	Augustis	Augustas	
9	September September	Septembribus	Septembres	
10	October October	Octobribus	Octobres	
11	November November	Novembribus	Novembres	
12	December December	Decembribus	Decembres	

- A month as a whole was referred to with the first of the three listed Latin names. For example, the month of January was *mensis Ianuarius*.
- Three days in each month had names: The *Kalends* (hence calendar), the *Nones*, and the *Idus* (as in "Beware the Ides of March"). The *Kalends* was the first name of a month. The *Idus* was the 13th day in most months, but the 15th day in March, May, July, and October. The *Nones* was 8 days before the *Idus*, so it was the 5th or 7th day of the month. These days were referred to using month names from the second column of the table; for example, *Kalendae Ianuariis*, *Nonae Februariis*, *Idibus Martiis*. The day preceding one of these days was referred to using month names from the third column of the table, after the word *Pridie*; for example, *Pridie Kalendas Apriles*, *Pridie Nonae Maias*, *Pridie Idus Iunias*.
- The Romans indicated other days of the month by counting *backwards* from the next later *Kalends*, *Nones*, or *Idus*. This means that days in the second half of every month (after the *Idus*) would be referred to as "so many days before the *Kalends* of the next month". In addition, the Romans counted *inclusive*. In figuring out the difference between two numbers, they'd count both the first and the last numbers. For example, to get from today to tomorrow, the Romans would count two days rather than just one. So, the 30th day of June, which is the day before the *Kalends* (first day) of July, would be referred to as *Pridie Kalendas Iulias*, and the day before that (the 29th of June) as *Ante Diem III Kalendas Iulias*. The "ante diem" means something like "the earlier day".
- The Romans used to count years from the (mythical) year of the founding of the city of Rome in year -751 of the Common Era. They referred to a year count in the era as *Ab Urbe Condita* ("since the founding of the City"), abbreviated to A.U.C. However, our Latin calendar uses the same era as the Common calendar. The year number is introduced by the word "Anno" (year). As an example of a complete date, the 15th of December of 1965 is referred to as "Ante Diem XVIII Kalendas Ianuarias Anno MCMLXVI", which translates loosely as "The 18th inclusive day before the *Kalends* of January of the year 1966".
- The Romans did not know of the number zero or of negative numbers. Such year numbers are printed in the Latin calendar using the usual Arabic numerals. In addition, numbers greater than or equal to 4000 are also printed using Arabic numerals.

## CHAPTER.3

### FAMILIA MEA (my family)

Roman era. Sarcophagus of Metilia Acte. 161-170 CE. Myth of Alcestis. Detail the dying mother saying farewell to her children.

- Image ID: EH476J



#### Keywords :

1. Domus,
2. familia,
3. pater,
4. mater,
5. soror,
6. frater

#### In this chapter you will learn

- first and second declensions;
- first and second conjugations;
- name members of the family;
- know the derivatives of Latin nouns.

# Memento:

In this chapter you will learn the names of the family members, conjugate verbs of the first conjugation.

Familiam byamukami amo	De populis in familia mea
<p>Diagr. 1. Byamukami familia</p> 	<p>Diagr.2. Otimi familia</p> 

**Dialogue :** Quod pater tuus facit? Pater meus agricola est Nota bene : agricola (m)



- i. Imagines videre. - Byamukami familiam amas ? cur ? ... (Byamukami familia bona,felix,parva/magna et diva /pauper est. etc.)
- ii. Byamukami familiam amas ? cur ?  
Byamukami familia  
bona,felix,parva/magna et diva /pauper est. etc

- iii. Quomodo familia tua est ? Familia mea bona, felix, diva parva est...
- iv. Sex populi in familia mea sunt.

Attention :                      Verbum                      "amare"

??amo	?? amamus	
?? amas	?? amatis	
??amat	??amant	

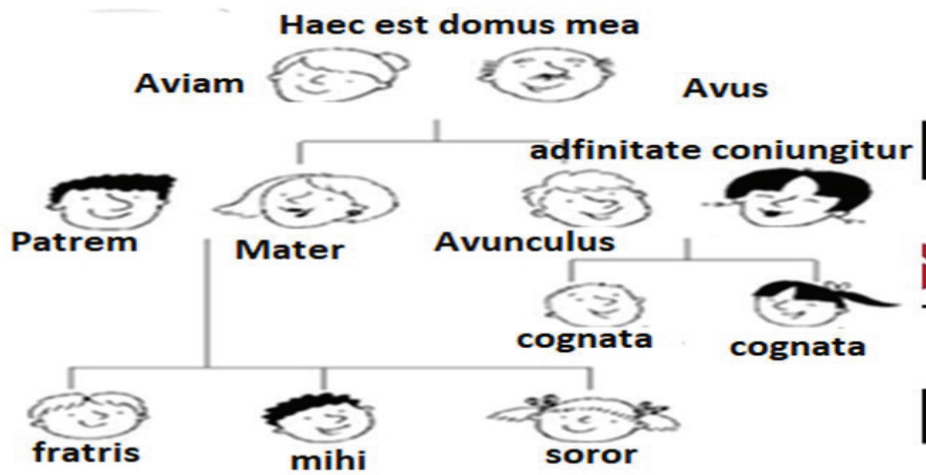
ex. Patrem meum amo



**Exercitum primum : Nomines populorum in familia vide et lege Exercitum secundum :**  
**compositionem de familia tua scribe : Familia mea bona est,pater meus Kazora est,agricola**  
**est.....**

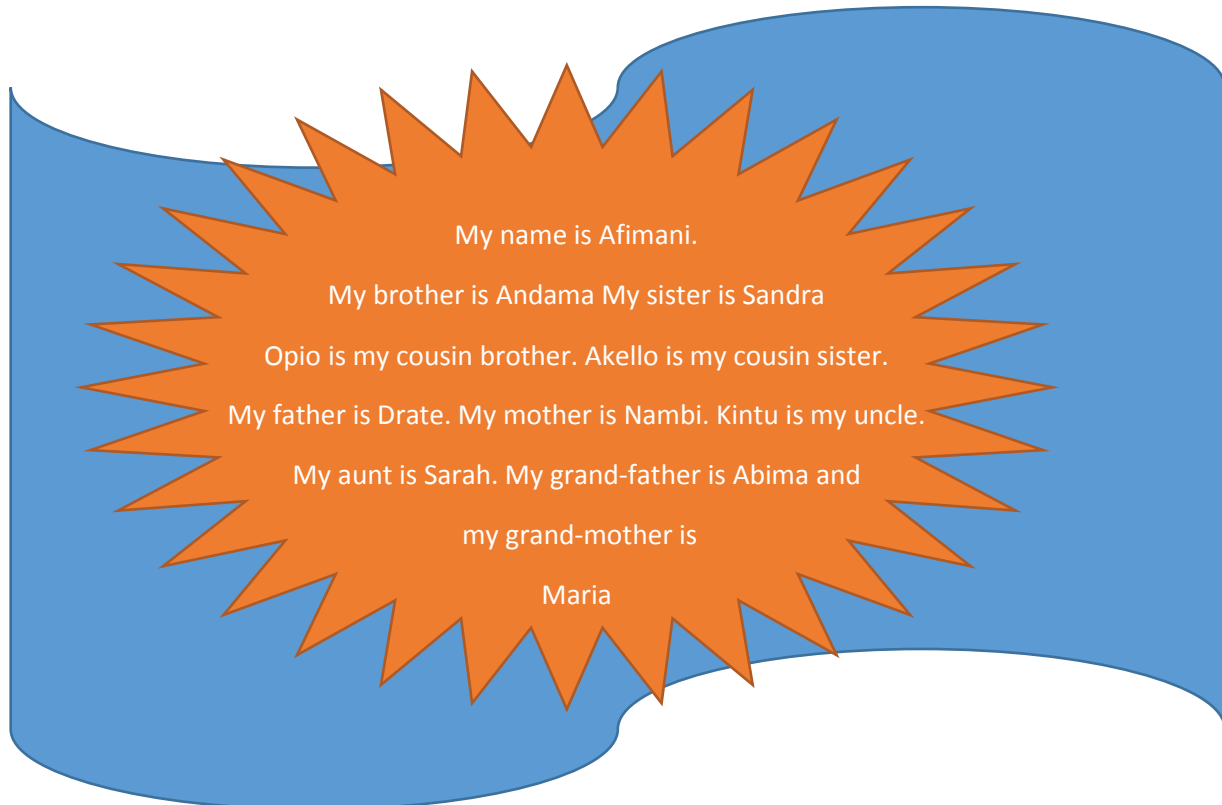
### Family Vocabulary

Immediate Relative	English	Paternal Relative	English	Maternal Relative	English
mater, matris, f.	mother	patruus, -i, m.	uncle	avunculus, -i, m.	uncle
pater, patris, m.	father	amita, amitae, f.	aunt	matertera, -ae, f.	aunt
soror, sororis, f.	sister	patruelis, -is, m.	male cousin	sobrinus, -i, m.	male cousin
frater, fratris, m.	brother	patruelis, -is, f.	female cousin	sobrina, -ae, f.	female cousin
avia, -ae, f.	grandmother	noverca, -ae, f.	step-mother	vitricus, -i, m.	stepfather
avus, -i, m.	grandfather	novercae filius, m.	step-brother	vitrici filius, m.	step-brother
proavia, -ae, f.	great-grandmother	novercae filia, f.	step-sister	vitrici filia, f.	step-sister
proavus, -i, m.	great-grandfather				



**Actio 3.** translate the passage below into Latin in a groups. Listen to the translated passage about the family members, that the teacher has read to you three times and then match column A with column B; What is column B composed of?

## De familia Text.





<ul style="list-style-type: none"> <li>▪ ego.</li> <li>▪ Frater meus.</li> <li>▪ Soror mea.</li> <li>▪ Patruelis meus.</li> <li>▪ Sobrina mea.</li> <li>▪ Pater meus.</li> <li>▪ Mater mea</li> <li>▪ Patruus meus.</li> <li>▪ Matertera mea.</li> <li>▪ Avus meus.</li> <li>▪ Avia mea</li> </ul>	<ul style="list-style-type: none"> <li>○ Afia</li> <li>○ kintu</li> <li>○ nambi</li> <li>○ Opio</li> <li>○ Sandra</li> <li>○ Bako</li> <li>○ alice</li> <li>○ male</li> <li>○ Akelo</li> <li>○ Abiru</li> <li>○ sarah</li> </ul>	<p>Write male members and female ones</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Meus</td> <td style="width: 50%;">Pater,.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td>Mea</td> <td>Mater,.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	Meus	Pater,.....		.....		.....	Mea	Mater,.....		.....		.....		.....
Meus	Pater,.....															
	.....															
	.....															
Mea	Mater,.....															
	.....															
	.....															
	.....															

**Discere**

meus	mea	meum	<p>Exercitum: decline the following in singular or plural</p> <ul style="list-style-type: none"> <li>-familia mea(sing)</li> <li>-pater meus (sing)</li> <li>-mater mea(sing)</li> <li>-soror mea (sing /plur)</li> <li>-frater meus (sing/ plur)</li> </ul>
me	mea	meum	
meum	meame	meum	
Mei	Meae	Mei	
Meo	Meae	Meo	
meo	mea	meo	

**Reges in dom**

<p><b>Quod est ?</b>  <b>Sella est.</b>  <b>Sedile est.</b>  <b>Cathedra est.</b>  <b>Mensa est.</b>  <b>Tabula est et cetera et cetera.</b></p>	<p><b>Exercitum 3 : ubi res est ?</b></p> <ul style="list-style-type: none"> <li><b>i) Mensa in domo est.</b></li> <li><b>ii) Cibus super mensam est.</b></li> <li><b>iii) .....</b></li> <li>.....</li> </ul>
--	--

**PRAEPOSITIONES DISCO**

The following Latin prepositions may be used with the ablative case.

- Note: Some of these prepositions may also be used with the accusative case, but the meaning may be slightly different. Some of these prepositions can also be used as adverbs.

Where there are 2 forms of the preposition, the form with a consonant is used before words beginning with vowels.

- **ab, a** - from
- **coram** - in the presence of, before
- **cum** - with
- **de** - down from, from
- **ex, e** - out of, from
- **in** - in
- **intus** - within
- **palam** - openly in the presence of
- **prae** - in front of, before
- **pro** - before
- **procul** - far from
- **simul** together with, simultaneously with
- **sine** - without
- **sub** - under

## Latin Prepositions

Learning the **Latin Prepositions** is very important because its structure is used in every day conversation. The more you master it the more you get closer to mastering the Latin language. But first we need to know what the role of Prepositions is in the structure of the grammar in Latin.

Latin prepositions link nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

Here are some examples:

### English Prepositions Latin Prepositions

Prepositions	Praepositiones
<b>inside the house</b>	intra domum
<b>outside the car</b>	extra vehiculum
<b>with me</b>	Mecum
<b>without him</b>	sine eo
<b>under the table</b>	sub mensa
<b>after tomorrow</b>	perendie
<b>before sunset</b>	ante occasum
<b>but I'm busy</b>	sed sum occupatus

As you can see from the example above, the structure of the Prepositions in Latin has a logical pattern.

Exercitum: Locate the Prepositions above and see how it works with the rest of the sentence in Latin.

### List of Prepositions in Latin

Below is a list of the time, place and demonstrative pronouns in Latin placed in a table. Memorizing this table will help you add very useful and important words to your Latin vocabulary.

#### English Prepositions Latin Prepositions

<b>About</b>	de + ABL
<b>Above</b>	super + ACC , ABL
<b>Across</b>	trans + ACC
<b>After</b>	post + ACC
<b>Against</b>	contra + ACC

#### English Prepositions Latin Prepositions

<b>Among</b>	inter + ACC
<b>Around</b>	circum + ACC
<b>As</b>	ut
<b>At</b>	in + ABL
<b>Before</b>	ante + ACC

**English Prepositions Latin Prepositions**

<b>Behind</b>	post + ACC
<b>Below</b>	sub + ACC , ABL
<b>Beneath</b>	sub + ACC , ABL
<b>Beside</b>	apud + ACC
<b>Between</b>	inter + ACC
<b>Beyond</b>	ultra + ACC
<b>But</b>	tamen
<b>By</b>	per + ACC
<b>Despite</b>	quamquam
<b>Down</b>	sub + ACC , ABL
<b>During</b>	in + ABL
<b>Except</b>	praeter + ACC
<b>For</b>	per + ACC
<b>From</b>	ex + ABL
<b>In</b>	in + ACC , ABL
<b>Inside</b>	intra + ACC
<b>Into</b>	in + ACC , ABL
<b>Near</b>	prope + ACC
<b>Next</b>	iuxta + ACC
<b>Of</b>	GEN
<b>On</b>	super + ACC , ABL
<b>Opposite</b>	adversus + ACC
<b>Out</b>	extra + ACC
<b>Outside</b>	extra + ACC
<b>Over</b>	super + ACC , ABL
<b>Per</b>	per + ACC
<b>Plus</b>	plus + GEN
<b>Round</b>	circum + ACC
<b>Since</b>	a (ab) + ABL
<b>Than</b>	Quam
<b>on behalf of</b>	per + ACC
<b>on top of</b>	super + ACC , ABL
<b>demonstrative prepositions</b>	pronomina demonstrativa
<b>This</b>	hic, haec, hoc

**English Prepositions Latin Prepositions**

<b>Through</b>	per + ACC
<b>Till</b>	usque ad + ACC
<b>To</b>	ad + ACC
<b>Toward</b>	erga + ACC
<b>Under</b>	sub + ABL
<b>Unlike</b>	dissimilis
<b>Until</b>	usque ad + ACC
<b>Up</b>	super + ACC , ABL
<b>Via</b>	per + ACC
<b>With</b>	cum + ABL
<b>Within</b>	intra + ACC
<b>Without</b>	sine + ABL
<b>according to</b>	ex + ABL
<b>because of</b>	propter + ACC
<b>close to</b>	apud + ACC
<b>due to</b>	propter + ACC
<b>except for</b>	praeter + ACC
<b>far from</b>	procul ab + ABL
<b>inside of</b>	intra + ACC
<b>instead of</b>	pro + ABL
<b>near to</b>	prope + ACC
<b>next to</b>	iuxta + ACC
<b>outside of</b>	extra + ABL
<b>prior to</b>	ante + ACC
<b>as far as</b>	tam longe quam
<b>as well as</b>	tam ... quam
<b>in addition to</b>	praeter + ACC
<b>in front of</b>	ante + ACC
<b>in spite of</b>	quamquam
<b>That</b>	ille, illa illud
<b>These</b>	hi, hae, haec
<b>Those</b>	illi, illae, illa

**Memento:**

Time place and demonstrative pronouns have a very important role in Latin, therefore they need very special attention.

**Exercitum : locum rerum dire :**

**Domus partes**

1. - *magister es? - Non, discipulus sum.*
2. - discipulus es ? etiam, discipulus sum
3. - agricola es ? \_\_\_\_\_ - ..
4. - doctus es ? \_\_\_\_\_ -
5. - rex es ? \_\_\_\_\_

**Attention**

**Negation: « non »**  
**Mensa in domo non est.**  
**Lingua latina non ardua est.**

**Exercitum : De populis in familia tua compositionem scribe, quod amant ?**

**Ubi laborant ? ubi habitant ?**

**Ecce verbi primae declinationis**

**AMARE**

<b>Amo</b>	<b>amamus</b>
<b>Amas</b>	<b>amatis</b>
<b>Amat</b>	<b>amant</b>

**LABORARE**

<b>Laboro</b>	<b>laboramus</b>
<b>Laboras</b>	<b>laboratis</b>
<b>Laborat</b>	<b>laborant</b>

**Actio 4: Position of the Preposition in a sentence**

Read the Latin sentences below and underline the prepositions. Are the prepositions you have underlined before after the nouns? Why? What about in English are they like in Latin? What about in your own language? You can write a sentence in your own language and underline the preposition. What have you noticed in your own language? What have you noticed in English? What have you noticed in Latin?

## Ablative or Accusative

in (+abl), *in, on*      in (+acc), *into, onto*

**in villā** ambulō.    **in villam** ambulō.

*I am walking in my house. I am walking into my house.*

Some languages have postpositions, which means they come after, but prepositions come before the noun, with or without its modifier.

***Ad beate vivendum***

For living happily

Has a preposition before an adverb before a gerund (noun). Latin prepositions sometimes separate the adjective from the noun, as in the graduation honor **summa cum laude**, where **summa** 'highest' is an adjective modifying the noun **laude** 'praise', and separated from it by the preposition **cum** 'with'.

Since Latin is a language with flexible word order, you may occasionally see a Latin preposition following its noun.

**Cum** follows a personal pronoun and may follow a relative pronoun.

***Cum quo or quo cum***

With whom

**De** may follow some pronouns, as well.

Gildersleeve says that instead of using two prepositions with one noun, as we do when we say "it's over and above our duty" the noun will be repeated with each of the two prepositions ("it's over our duty and beyond our duty") or one of the prepositions be turned into an adverb.

Sometimes prepositions, reminding us of their close relationship with adverbs, appear alone -- without a noun, as adverbs.

**CHAPTER. 4****WORK AND AMBITIONS****Bakery workers in ancient Rome. Hand-colored woodcut**

- Image ID: A8WHND

**Keywords:**

1. Laborare
2. agricola,
3. incola
4. Magister

In this Chapter, you will

- know the commonest Prepositions which are used with the Accusative Case
- translate sentences and simple passages containing these prepositions.

## Memento:

In this chapter, you will enable learners to learn prepositions which are used with accusative case; various jobs and professions among the romans; agricola (farmer), nauta (sailor), miles (soldier), argentarius (banker), mercator (merchant), magister (teacher), pictor (painter), tonsor (barber), senator (senator), medicus (doctor) and compare with the modern jobs.

**Actio 4.1:** Read the Prepositions below. What are the words related to? Underline in these words the suffixes. What does each of the suffixes refer to? Using a different colour, underline the prefix which is similar in all these words below. What does the word 'labor' mean in American English? Have you realised? Discuss your remarks with other members of the class

### LABORARE

**Laboro**            **laboramus**  
**Laboras**        **laboratis**  
**Laborat**        **laborant**

**Actio 2:** Read the words below. Identify how prepositions take the accusative.

Prepositions that take the Accusative

PREPOSITION:	TRANSLATION:	preposition	translation
ANTE	"before"	PER	"through", "because of", "thanks to"
AD	"to", "toward"	PROPTER	"on account of"
CIRCUM	"around"	SUPER	"above"
CONTRA	"against"	VERSUS	"against"
INTER	"between"	EXTRA	"outside of"
INTRA	"within"	TRANS	"across"
POST	"after", "behind"	SUB	"under (with verbs of motion)"
IN	"into", "onto"	OB	"on account of"
PRAETER	"beyond", "except for"		

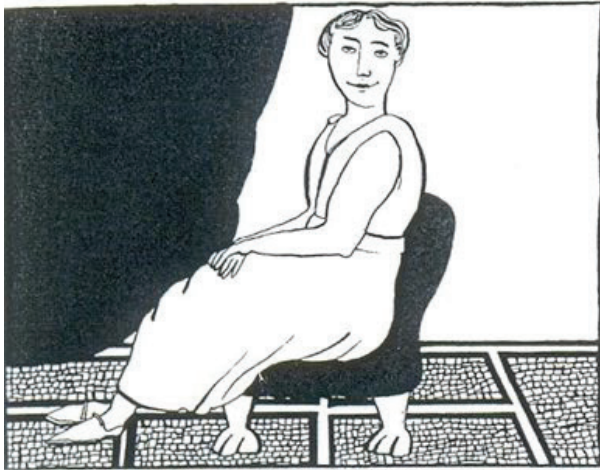




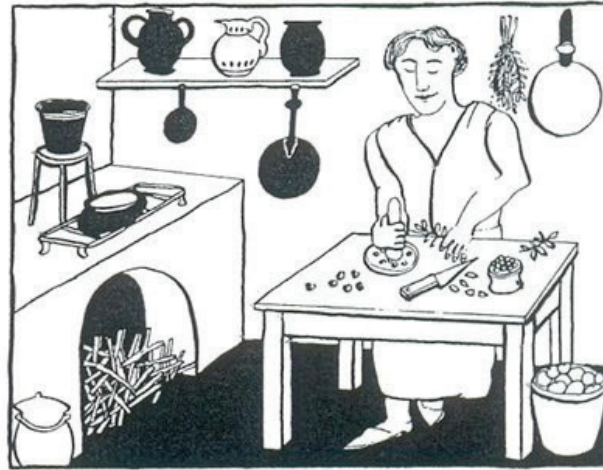
hic puer est Quīntus. Quīntus est puer Rōmānus.



Quīntus in Apūliā habitat. Apūlia est in Italiā.



haec fēmina est Scintilla. Scintilla māter est.



Scintilla in casā labōrat. ecce! in hāc pictūrā Scintilla in culinā est; cēnam parat.



haec puella est Horātia. Horātia filia est.



Horātia in culinā est. ecce! in hāc pictūrā Scintillam iuvat.

**Actio 3 use of prepositions with accusatives**

Look at the picture drawn by the teacher on the blackboard above and attempt the following exercises:

**a) Fill in the correct Latin prepositions to complete the sentences.**

1. Mea domus .....viam magnam est.
2. Mea domus .....arborem est.
3. Mea domus. ....templum est.
4. Mea domus.....viam parvam est
5. Templum.....arborem est
6. Mensa et cathedra.....domo sunt.
7. Mensa.....portam est.

**b) Rewrite the above sentences starting with the second names.**

1. Via magna ..... meam domum est
2. Arbor.....meam domum est
3. Templum .....meam domum est
4. Via parva .....meam domum est
5. Arbor .....templum est
6. Domus.....mensa et cathedra est
7. Porta .....mensam est

**c) Responde in lingua Latina**

1. Ubi tua domus est?
2. Quomodo tua domus est?
3. Estne tua domus parva?
4. Estne tua domus magna?

**Actio 4**

- Make 10 sentences to relate people according to what they do in the pictures below:
- Marcus Marii avus est = Marcus is the grandfather of Marius



b) Responde Latine:

- i. Quis Rebeccae pater est ?
- ii. Quis Marii mater est?
- iii. Quis Rebeccae frater est?
- iv. Quis Pauli sororis filius est?
- v. Quis Mariae avia est?
- vi. Quis Paula est ?

**Actio 5 (a):** Use a dictionary and place the words below in their right place

- A. doctor
- B. cadastre
- C. payntour,
- D. veterinarii
- E. mechanico





Quæ est in ferro picta



De Natura Animalium



1.

3. Non cars reparationibus

2.



4.

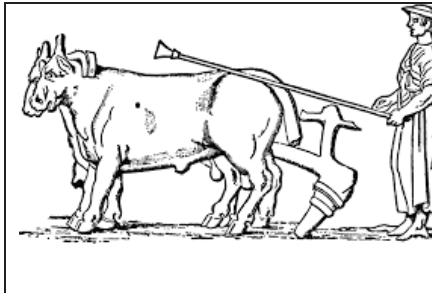
Duratur ad populum



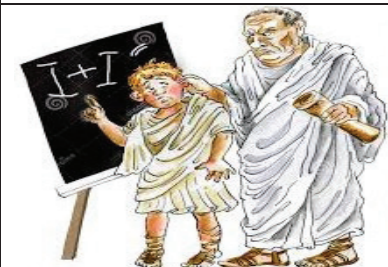
5.

Mets illa terra

**Actio 5 (b): Use a dictionary and look for the words related to the pictures of roman culture below**



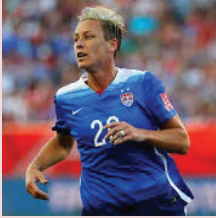


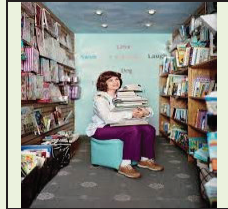


Roman banker



**Actio 6: Interaction**

*Dic ad professionis tibi placet. ExAdvocatus esse cupio. Et tu? / Et tu? ...*

 <p>She vadit ad atrium</p>	advocatus	 <p>Quod ducit elit</p>	pilot
 <p>Morbi Ludet</p>	footballer	 <p>saltator Saltantis et praesentem cantat</p>	Musicienne
 <p>Planto vestimenta sua</p>	Seamstress	 <p>librorum loth manum libri</p>	Bibliothécaire

**Activity 7: Written production**

*Read aloud the passage about your mother and translate it into English.*



Et matrem tuam quæ facit?

Est mater mea. Namatovu Oketch nomen eius est. Sic faciens fores, mensas, armaria quoque ... Et factum est tecto domus. Sic faciens consessum situs. Et haec res venditis et habet multam pecuniam. Admiror dominae suae propter dura mater mea. Soror mea, et mater mea, sicut vult esse opere carpentario.



**Activity 8 : Read the poem below :**

O qui vidit?  
Et ego vivo propter te!  
Sine te, vidit et iratus est mihi vita?  
Mutata in sudore tu mihi argentum, et vidit!  
Diligo opus!



Dad, he's a pastor. His name is Reverend Pastor Oketch Ssenjaulo Saulo. He is always elegant. He goes to church all the time. He speaks to God. He speaks of God too. Dad gives a lot of advice. He likes advice too. He is always happy. Dad does not hit the kids. He is nice. He reads the Bible a lot. He is truly 'the man of God'! I would like to be happy as dad.

**Activity 9: Translate the text about your father above in to Latin and read it aloud.**

Activity 10 Read the text below

De familias Caesaris (about the family of Caesar)

Caesar bonus homo est; in parvo oppido prope Romam habitat. Minerva Caesaris uxor est. Caesar quattuor filios et tres filias habet. Una filiarum Caesaris uxor Prudentii est. Prudentius duos filios et unam filiam habet.

**Activity11: Writing**

- a. Make the family tree based on the above text.
- b. Responde Latine
  1. Ubi Caesar habitat?
  2. Quis Caesaris uxor est?
  3. Quot (how many) filios et filias Caesar habet?
  4. Qui filiae Caesaris maritus est?
  5. Quis Prudentii uxoris mater est?



**Activity 12; Reading and translation**

Which of the professions below exist among our communities today? Say it in Latin following the structure below:

- Habemus hodie boni Doctores
- Habemus magistris rectis tribuenda est hodie



**Verbs with 2 accusatives**

**Introduction**

What do you understand by verbs with double accusative? What other types of verbs do you know in Latin? This lesson aims at re-examine the behaviour of Latin verbs with a double accusative, in a perspective that favours the functional and typological approach of constructions called "ditransitive".

You will need to know the types of passivation that these verbs admit and the types of constructions they form according to the attribution of syntactic functions to their two arguments.

**Activity 13: Vocabulary**

**What do these words mean?** ditransitive verbs, passivization, accusative, argument encoding

**What is a ditransitive verb? Read the definitions below and give examples of ditransitive verb**

A Ditransitive Verb is one that takes both a direct object and an indirect object. EG: He gave her the letter. ('The letter' is the direct object, what he gave, and 'her' is the indirect object, the person he gave it to. This sentence can also be written 'He gave the letter to her'.

It is common to differentiate the objects of a ditransitive verb using, for example, the [accusative case](#) for the direct object, and the [dative case](#) for the indirect object

# Memento:

The most common constructions of double accusative are:

- Direct object + predicative: it appears with verbs meaning to call, to appoint, to nominate, to consider, to estimate, to judge, etc.:

*Populus Rōmānus Cicerōnem consulem creāvit.  
Hominēs caecōs reddit cupiditas.*

*Cicero to the Roman consul were created by us.  
Renders a man who was blind desire.*

- Person direct object + “thing (object)” direct object: it is built with verbs that mean to show, to hide, to seek, to ask...:

*Magister puerōs grammaticam docet.  
Senatōrem sententiam rogāvērunt.*

The boys Master Teaches Grammar.  
Senators' opinion.

- Direct object + place complement: sentences constructed with compound verbs (especially with *trans-* and *circum-*) in which the direct object depends on the meaning of the simple verb, and the place complement depends on the meaning added by the preverb:

*Dux exercitum flumen trādūxit.*

The leader led his army across the river.

**Activity 14: Translate the following Useful sentences you can say at work place**

In English	In Latin
What do you do?	
What do you do for a living?	



<p>What sort of work do you do?</p>	
<p>What line of work are you in? I'm a ...</p> <ul style="list-style-type: none"> <li>- teacher</li> <li>- student</li> <li>- doctor</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>I work as a ...</p> <ul style="list-style-type: none"> <li>- journalist</li> <li>- programmer</li> </ul>	<p>_____</p> <p>_____</p>
<p>I work in ...</p> <ul style="list-style-type: none"> <li>- television</li> <li>- publishing</li> <li>- PR (public relations)</li> <li>- sales</li> <li>- IT</li> </ul>	
<p>I work with ...</p> <ul style="list-style-type: none"> <li>- computers</li> <li>- children with disabilities</li> </ul>	
<p>I stay at home and look after the children I'm a housewife</p>	
<p>I'm ...</p> <ul style="list-style-type: none"> <li>- unemployed</li> <li>- out of work</li> <li>- looking for work</li> <li>- looking for a job</li> </ul>	
<p>I'm not working at the moment I've been made redundant I was made redundant two months ago I do some voluntary work I'm retired</p>	

**WHO DO YOU WORK FOR?**

Who do you work for?

<p>I work for ...</p> <ul style="list-style-type: none"> <li>- a publisher</li> <li>- an investment bank</li> <li>- the council</li> </ul>	
<p>I'm self-employed I work for myself I have my own business I'm a partner in ...</p> <ul style="list-style-type: none"> <li>- a law firm</li> <li>- an accountancy practice</li> <li>- an estate agent</li> </ul> <p>I've just started at ...</p> <ul style="list-style-type: none"> <li>- IBM</li> </ul>	

**PLACE OF WORK**

<p>Where do you work?</p> <p>I work in ...</p> <ul style="list-style-type: none"> <li>- an office</li> <li>- a shop</li> <li>- a restaurant</li> <li>- a bank</li> <li>- a factory</li> <li>- a call centre</li> </ul> <p>I work from home</p>	
--	--

**Operatio autem integration**

In groups, make a dialogue. Imagine that you have arrived at work newly and you are asking about your friend's work. The friend responds in Latin.





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