Lectio:

Notes:

1. The illustration on p. 78 depicts the scene in the first half of the story
   with Davus haranguing the slaves and slave-women on the threshing floor
   adjacent to the villa.
2. <u>iubet</u> is now regularly placed in its normal position, that is, after an
   infinitive rather than before. (lines 4, 9, 16)
3. There are several examples of balanced sentences:
   Neque vīlicum amat neque īram vīlicī timet. (11)

   <u>Nēmō</u> eum videt, <u>nēmō</u> eum impedit. (12-13) Note in this sentence <u>parallel structure</u> an
   <u>anaphora</u>.

   <u>Nunc</u> per agrōs, <u>nunc</u> per viam festīnat. (13) Note again <u>parallel structure</u> and
   <u>anaphora</u>.

<u>Style and syntax:</u>
(terms to know)

Parallel structure: Likeness in structure in a sentence; e. g. Subj. D. O. V; S. DO. V.

Anaphora: The repetition of the same inital word in successive phrases.
       e. g. Nemo....nemo...   Nunc....nunc

Omnēs Cornēliī iam sunt in raedā. Rōmam per Viam Appiam

petunt.

Intereā in vīllā Dāvus est sollicitus. Dāvus est vīlicus

Cornēliī et, sī dominus abest, vīlicus ipse vīllam dominī cūrat.

Dāvus igitur omnēs servōs in āream quae est prope vīllam venīre

iubet. Brevī tempore ārea est plēna servōrum et ancillārum quī

magnum clāmōrem faciunt.

Tum venit Dāvus ipse et, "Tacēte, omnēs!" magnā vōce clāmat.

"Audīte mē! Quamquam dominus abest, necesse est nōbīs strēnuē

labōrāre."

Tum servī mussant, "Dāvus dominus esse vult. Ecce! Baculum

habet. Nōs verberāre potest. Necesse est igitur facere id quod

iubet."

Redeunt igitur ad agrōs servī quod baculum vīlicī timent.

Sed nōn redit Geta. Neque vīlicum amat neque īram vīlicī

timet. Illā nocte igitur, quod in agrīs nōn ᵢₐₘ laborāre vult, cibum

parat et ē villā effugit. Nēmō eum videt, nēmō eum impedit.

Nunc per agrōs, nunc per viam festīnat. Ubi diēs est, in rāmīs

arboris sē cēlat. Ibi dormit.

Intereā, quamquam nōndum lūcet, Dāvus omnēs servōs excitat.

In agrōs exīre et ibi laborāre eōs iubet. Sed Getam nōn videt.

Ubi est Geta? Dāvus igitur est īrātus, deinde sollicitus. Ad

portam vīllae stat et viam spectat; sed Getam nōn videt.

Vocabulary List A

1. Via Appia   the Appian Way   N.   (via)   first Roman highway constructed from
                                                     Rome to Capua in 312 B. C. by Appius
                                                     Claudius Caecus

2. vīlicus   overseer, farm manager N.
3. dominus   master, Lord   N.   (dominate)
4. absum, abesse (irreg.) to be away, to be absent   V.   (absent)
                        Present tense: absum I am abse nt
                                        abes You (s.) are absent
                                        abest He, she, it is absent
                                        absumus We are absent
                                        abestis You (pl.) are absent
                                        absunt They are absent

5. ārea   open space, threshing floor N.   (area)
6. plēnus, plēna   full   Adj.   (plenary)
7. quamquam _ although   Conj.
8. mussō, mussāre _ to mutter   V.
9. verberō, verberāre   to beat   V.   (reverberate)

Vocabulary List B

N. B.   Starting with this vocabulary list, nouns will be given as follows:
        puella, -ae F.   girl;   servus, -ī M.   slave;   vōx, vōcis F.   voice as noted
        at the bottom of page 81.

1. id quod   that which, what

2. īra, ae F.   anger

3. illā nocte (on) that night   (nocturnal

4. effugiō, effugere   to flee, run away, escape   (fugitive)

5. impediō, impedīre to hinder (+impede)

6. sē cēlāre   to hide (himself)   (conceal)

7. porta, ae F.   gate   (portal)

8. pater, patris M.   father   (patricide)

9. māter, mātris F.   mother   (maternal)

Vocabulary List C

1. parēns, parentis   M./F.   or   C. = common gender meaning either masc./feminine
                            (parental) parent

2. frāter, frātris M. brother   (fraternal)

3. soror, sorōris F.   sister   (sorority)

4. fīlius, fīliī M. son   (filial)

5. fīlia, ae F.   daughter

6. līberī, līberōrum M. pl.   children

7. vir, virī M.   man, husband   (virile)

8. uxor, uxōris F.   wife   (uxoricide)

9. numerus, ī M.   number   (enumerate)

SUPPLEMENTARY EXERCISE

Decline the following nouns for this chapter in all cases:

I	II	III
ārea	vīlicus	māter
īra	dominus	parēns
porta	numerus	frāter
	fīlius	soror
	vir	uxor

N. B. fīlia (and dea, goddess, when we learn it)
is irregular in the dative and ablative
plural in order to distinguish it from the
forms of fīlius.

Nominative:	fīlia	fīliae
Genitive:	fīliae	fīliārum
Dative:	fīliae	*fīliābus
Accusative:	fīliam	fīliās
Ablative:	fīlia	*fīliābus

CASUS GENETĪVUS (Genitive case)

Formae:

I		II.		III.	
s.	pl.	s.	pl.	s.	pl.
ae	ārum	ī	ōrum	is	um

n.	puella	puellae	servus	servī	vōx	vōcēs	
g.	puellae	puellārum	servī	servōrum	vōcis	vōcum	
dat.	puellae	puellīs	servō	servīs	vōcī	vōcibus	
acc.	puellam	puellās	servum	servōs	vōcem	vōcēs	
abl.	puella	puellīs	servō	servīs	vōce	vōcibus	
voc.	o, puella!	o, puellae!	ō, serve!	ō, servī!	ō, vōx!	ō, vōcēs!	

Note 1. The genitive case with the ending dropped becomes the genitive base.
It is to this base that all other case endings are added.

e. g.   puellae̸   servī̸   vōcis̸

It will now be the genitive singular that will determine the declension
to which a noun belongs.

Note 2. The genitive is used primarily to portray possession and may be thought of
as the "of" case. However, the genitive also shows relationship and is used
with certain adjectives such as plēnus.

Translations possible are:

e. g.   puellae   of the girl, of a girl; the girl's, a girl's
        puellārum   of the girls, of girls; the girls'

Note 3 Masculine words of the second declension ending in -ius have two possible
genitive singular forms, but the longer one is the one that gives the base.
Our text uses the longer one ending in _ii_.

e. g.   raedārius, iī (ī) M.   gen: raedāriī or raedārī

raedārius	raedāriī
raedāriī (-rī)	raedāriōrum
raedāriō	raedāriīs
raedārium	raedāriōs
raedāriō	raedāriīs
ō, raedārie!	ō, raedāriī!

Comment: Until the time of Caesar Augustus (reign 27 B. C. to 14 A. D.),
the genitive singular of the 2nd declension nouns ending in -ius
in the nominative (e. g. nūntius) was a single ī (nūntī), but
thereafter a double i (nūntiī). The form in double i is used
in Ecce Rōmānī.

Note 4.   Position: The genitive case occurs about 80 per cent of the time
immediately before or after the noun upon which it depends, usually
<u>after</u>. Examples from Reading XI p. 79

vīlicus Cornēliī   (2)   īram vīlicī   (11)
vīllam dominī   (3)   rāmīs arboris   (13)
baculum vīlicī   (10)   portam vīllae   (17)
Note Line 4 <u>plēna</u> with the genitive: <u>plēna servōrum et ancillārum.</u>

An example of the genitive first: No. 2 p. 84   Puerī pater – father of the boy

Note 5.   Although the major use of the genitive is to portray possession, it has
others. Because of other ideas associated with the genitive, it might be well
ultimately to think of the genitive as adjectival since it consists of
one noun connected to another.

ADJECTIVAL DECLENSION

	m.	f.	n.	m.	f.	n.
nom.	magnus	magna	magnum	magnī	magnae	magna
gen.	magnī	magnae	magnī	magnōrum	magnārum	magnōrum
dat.	magnō	magnae	magnō	magnīs	magnīs	magnīs
acc.	magnum	magnam	magnum	magnōs	magnās	magna
abl.	magnō	magna	magnō	magnīs	magnīs	magnīs

SUPPLEMENTARY EXERCISE ON THE GENITIVE CASE

Create genitive phrases based on the example:

e.g.: the slavewoman's trunk   (ancilla, cista)   Cista ancillae

1.   the bedroom of the master   (cubiculum, dominus)_____

2.   the letter of the messenger (epistula, nūntius)_____

3.   the food of the daughter   (cibus, fīlia) _____

4.   the brother's shout   (frāter, clāmor) _____

5.   the crash of the trees   (fragor, arbor) _____

6.   the gates of the threshing floor (porta, ārea) _____

7.   the son's horse   (fīlius, equus) _____

8.   the embrace of the friend   (complexus, amīca) _____

9.   the help of the doorkeeper   (auxilium, iānitor) _____

10. the wolves of the forests   (lupus, silva) _____

FORMS

1. We include the dative case now for those teachers who wish their students to learn its forms at this stage. Its uses will not be formally presented until Chapter 22.

2. Until the Augustan Age the genitive singular of 2nd declension nouns ending in -*ius* in the nominative (e.g., fīlius) was a single *i* (fīlī), but thereafter a double *i* (fīliī). The forms in double *i* are used in ECCE ROMANL

3. Point out that while **puer** has genitive singular and plural forms **puerī** and **puerōrum**, **ager** drops the *e* in these same forms: **agrī** and **agrōrum**. Also note that **vir** has the genitives **virī** and **virōrum**.

4. Pay special attention to the information below the chart, explaining how nouns will hereafter be presented in vocabulary entries. Require students to memorize the gender designation with each new noun, with special attention to 3rd declension nouns.

5. Emphasize what is said about finding the base of a noun and adding case endings to the base. (For use of the term *base*, see Word Study II, note 2, page 57 of this guide.) In the chart of forms point out that the nominative of **puer** is not a reliable indicator of the base since some 2nd declension nouns such as **ager** drop the *e* and that for 3rd declension nouns the nominative is rarely a reliable indicator of the base. Tell students that the genitive, given in vocabulary entries, is always a reliable indicator of the base.

Roman Names p. 83

Terms to know:

1. praenōmen – first or personal names

2. nōmen   – name of clan/ family

3. cognōmen – a nickname which eventually came to mean the name of a family branch
    within a larger clan.

ROMAN LIFE VII: ROMAN NAMES

Relatively few **praenōmina** were used by the Romans;
here is a list of the commonest ones with their
abbreviations:

A. = Aulus	N. = Numerius
App. = Appius	P. = Pūblius
C. = Gaius	Q. = Quīntus
Cn. = Gnaeus	Ser. = Serviuis
D. = Decimus	Sex. = Sextus
K. = Kaesō	Sp. = Spurius
L. = Lūciuis	T. = Titus
M. = Marcus	Ti. = Tiberius
M'. = Māmercus	

The Founding of Rome pp. 85-87

Terms and items to know:

1. fall of Troy   1184 B. C.   (this one is review)

2. Rhea Silvia   mother of Romulus and Remus, twin brothers

3. Mars   father of Romulus and Remus

4. Faustulus   the king's shepherd who discovered Romulus and Remus on the bank of the
    Tiber river

5. Tiber   the river which flows through Rome

6. She-wolf   symbol of Rome because of the legend of a she-wolf suckling Romulus
    and Remus

7. Romulus   first king of Rome

8. April 21, 753 B. C.   traditional founding date of the city of Rome

Illustrations on pages 85, 86, 87

85   **Illustration**

In the artist's rendition, the story is slightly altered from
Livy's version, followed in the essay at the bottom of page
86, since in the picture Faustulus' wife is shown together
with Faustulus discovering the she-wolf and the twins.
Compare the version of the story in Review II, Exercise IIf.
Discuss the freedom of storytellers and artists in narrating
and depicting mythological or legendary tales. Have
students comment on the depiction of the wolf and what
impression the artist intends to convey. Also have
students decide whether Faustulus and his wife are
accurately depicted, requiring them to explain or back up
their answers with reasons.

86   **Illustration**

This marvelously lifelike bronze statue of a she-wolf may be Etruscan or the work of a Greek artist living in Italy. In origin it may not have had anything to do with the legend of Romulus and Remus and the she-wolf but may have been simply a representation of a she-wolf, perhaps with some magical or ritual intent. At least since the Renaissance, when the twins were added, it has been one of the most widely known symbols of Rome.

87   **Illustration**

Ask students what impression they get of the she-wolf and the twins from this mobile. Ask them why a modern artist would choose to illustrate this legend and what impression the work gives of the story. Ask students if they think Calder's mobile is meaningful or respectful. Have them back up their opinions.

THE DATIVE CASE

The dative case acts primarily to portray indirect objects.

The definition to learn for an indirect object which will occur sporadically until Chapter 22 is this:

THE PERSON (OR THING) TO OR FOR WHOM SOMETHING IS

GIVEN, SAID, OR DONE.

e. g. Servī cibum mihi parāre possunt.   Doing something for someone.......

e. g. Vīlicus servīs mandāta mussat.   Saying something to someone.....

e. g. Nūntius Cornēliō epistulam trādit. Giving something to someone.

The dative case is also used with certain impersonal expressions which we have already learned, such as: necesse est

e. g. Mihi Rōman redīre necesse est.   It is necessary for me to return to Rome.

VERBS CAPABLE OF TAKING THE DATIVE

1. parāre   to prepare something for someone
2. mussāre   to mutter   s. t.   to s. o.
3. respondēre   to respond s. t.   to s. o.
4. coquere   to cook   s. t.   for s. o.
5. legere   to read   s. t.   to s. o.
6. trādere   to hand over s. t. to s. o.

EXERCISE ON THE DATIVE:

Translate the cue in parentheses:

1. Nūntius (_____to the daughter) epistulam trādit. (Verb of giving)

    _____to the son

    _____to the father

    _____to the slaves

2. Ancilla (_____for the senator) cibum coquit. (Verb of doing s. t.
                                                                        for s. o.)
    _____for the senators

    _____for the fathers

    _____for the children

3. Servī (_____for the emperors) cistās parant. (Verb of doing s. t.
                                                                        for s. o.)
    _____for the mothers)

    _____for the boy

    _____for the girl

4. Pater (_____for the woman) epistulam legit. (Verb of doing s. t.
                                                                        for s. o.)
    _____for the girls

    _____for the sons

    _____for the men

    _____for the doorkeeper

5. Dāvus (_____to the messenger) nihil respondet. (Verb of saying
                                                                        s. t. to s. o.)
    _____to the senators

    _____to the father

    _____to Cornelia

    _____to the emperor

6. (_____for Davus) Rōmam redīre necesse est. (Dative with
                                                                    impersonal
    _____for us   verbs and
                                                                    expressions)
    _____for Marcus

    _____for me

    _____for mother

Exercise 11b   Please translate the following sentences, completing them where necessary with references to the family tree:

parentēs	māter et uxor	Aurēlia	+	Gaius Cornēlius	pater et vir
			∧∨∧		
līberī	soror et fīlia	Cornēlia		Marcus (Cornēlius)	frāter et fīlius

1. Marcus est frāter Cornēliae.

_____

2. Cornēlia est soror Marcī.

_____

3. Cornēlius est vir Aurēliae.

_____

4. Aurēlia est uxor Cornēliī.

_____

5. Marcus est fīlius Cornēliī et Aurēliae.

_____

6. Cornēlia est _____ Cornēliī et Aurēliae.

_____

7. Cornēlius et Aurēlia sunt _____ Marcī et Cornēliae.

_____

8. Marcus et Cornēlia sunt _____ Cornēliī et Aurēliae.

_____

9. Aurēlia est _____ Marcī et Cornēliae.

_____

10. Cornēlius est _____ Marcī et Cornēliae.

_____

Exercise 11c   Supply the genitive ending, read the sentence aloud, and translate:

1. Līberī in raedā senātōr_____ sunt.

_____

2. Marcus est frāter Cornēli_____.

_____

3. Nuntius fīlium Cornēli_____ salūtat.

_____

4. Servī īram vīlic_____ timent.

_____

5. Effugit Geta et in rāmīs arbor_____ sē cēlat.

_____

6. Magna vōx Dāv_____ eum terret.

_____

7. Dāvus, vīlicus Cornēli_____, Getam vidēre nōn potest.

_____

8. Sī Cornēlius abest, Dāvus vīllam domin_____ cūrat.

_____

9. Magnus numerus serv_____ est in āreā.

_____

Exercise 11d   Using story 11 and the information on the genitive case as guides, give the Latin for:

1. Davus is Cornelius' overseer, and Cornelius is Davus' master.

_____

2. The threshing floor is full of many slaves and many slave-women.

_____

3. The slaves fear Davus' stick.

_____

4. Geta fears the anger of the overseer.

_____

5. Geta sleeps in the branches of a tree.

_____

Exercise 11e   Read aloud and translate. Explain the clues that make you decide whether the underlined nouns are genitive singular or nominative plural:

1. Puellae sunt dēfessae._____

2. In agrīs puerī ambulant._____

3. Puellae et mātrēs in vīllā sedent._____

4. Puerī epistulās scrībunt._____

5. Pater Marcī in vīllā sedet._____

6. Pater vōcem puellae audit._____

7. Puerī vōcem Marcī audiunt._____

8. Frātrēs puerī sunt in hortō._____

9. Servī in agrīs fīlium dominī petunt._____