Objectives
- to call attention to 3rd declension-stem nouns
- to introduce the imperfect tense
- to introduce the concept of adverbs of time, place, and manner

The Story

1. Only 3rd person forms of the imperfect tense are used in this chapter, in order to allow students to concentrate first on the concept of the imperfect before learning all of its forms in Chapter 14. Stress the recognition of -ba-. Call particular attention to the various translations possible for the imperfect tense and encourage students when translating verbs in the imperfect to experiment with several translations until they find the best one for each context.

2. The translations of verbs in the first three lines in the vocabulary list alert students to the new forms and the new tense. Have them deduce the imperfects spectābant (3 and 4), labōrābant (4 and 6), dormiēbant (7), vexābat (8), sedēbat (8), and spectābat (9). Note that per viam (3) means *along the road*.

3. Interrupted sentence: Cornēlius, quod ad urbem. . . . (1–2).

vividness of the historic present is the best explanation.

7. Call attention to the gender of aurīga (10) in the vocabulary list. This is the first masculine noun of the 1st declension that students have met.

8. The genitive plural of the 3rd declension i-stem noun cīvis should be readily recognizable in line 12 along with the adjective that modifies it: cīvium praeclārōrum. The genitive plural of i-stem nouns is treated in the note on page 98. Students will need to produce the genitive plural cīvium in Activity 13d, no. 8, in the language activity book.

4. The passage contains six examples of the ablative used without a preposition:
   a. time: tribus diēbus (2)
   b. instrument or means: virgā (3 and 14) and pede (7)
   c. manner: magnō rīsū (11) and magnō fragōre (16).

5. Explain that vehicula (9) is not a 1st declension noun like puella but is a noun (like vēstīgia, 12:11) of a different type that will be studied later and that it is accusative plural and so the direct object of spectābat. Leave discussion of neuter nouns for Chapter 15.

6. From line 10 on, the historic present is used since the imperfect would not be suitable and the perfect is not available. Since students have become used to the present tense in all the previous stories, they will find no problem with its use here. If questions are asked, mention of the

Lectiō:

Intereā Cornēliī per Viam Appiam iter faciēbant. Cornēlius,

quod ad urbem tribus diēbus advenīre volēbat, Syrum identidem

iubēbat equōs incitāre. Syrus igitur equōs virgā verberābat.

Dum per viam ībant, Aurēlia et Cornēlia spectābant rūsticōs quī

in agrīs labōrābant. Marcus et Sextus spectābant omnēs raedās

quae per Viam Appiam ībant.

Septima hōra erat. Diēs erat calidus. In agrīs rūsticī nōn

iam labōrābant, sed sub arboribus quiēscēbant. In raedā

Cornēlius et Aurēlia iam dormiēbant. Marcus pede vexābat

Cornēliam quae dormīre volēbat. Sextus cum raedāriō Syrō

sedēbat; viam et vehicula spectābat.

Subitō, "Ecce, Marce!" exclāmat Sextus. "Est aurīga!"

Marcus magnō rīsū respondet, "Nōn est aurīga, fatue! Est

tabellārius quī epistulās cīvium praeclārōrum ab urbe fert.

Tabellāriī semper celeriter iter faciunt quod epistulās ab urbe

ad omnēs partēs Italiae ferunt."

"Quam celeriter iter facit!" clāmat Sextus. "Equōs

ferōciter virgā incitat. Cavē tabellārium, Syre! Tenē equōs!

Cavē fossam! Cavē fossam!"

Syrus equōs tenet et tabellārium vītat, sed raeda in fossam

magnō fragōre dēscendit.

Vocabulary List A

1. iter   journey   (itinerary)
2. iter faciēbant   (they) were making a journey
3. tribus diēbus   in three days   (triangle)
4. volēbat (he, she, it) wanted   (voluntary)
5. identidem   again and again
6. iubēbat   (he, she, it) ordered, kept ordering
7. virga, ae F.   stick   (virgule)
8. verberābat (he, she, it) kept beating, whipping   (reverberate)
9. ībant (they) were going
10. rūsticus, ī M.   peasant   (rustic)

Vocabulary List B

1. septimus, a, um   seventh   (septuple)
2. erat   (he, she, it) was
3. quiēscēbant   (they) were resting
4. quiēscō, quiēscere   to rest   (quiescent)
5. pēs, pedis M.   foot   (pedal)
6. vehicula   vehicles
7. aurīga, ae   M.   charioteer   N. B. <u>Not all words in the 1st delcension are F.</u>
8. magnō rīsū   with a loud laugh   (magnitude)   (derisive)
9. fatuus, a, um   stupid   (fatuous - silly)

Vocabulary List C

1. tabellārius, iī M.   courier
2. cīvis, cīvis, cīvium   C. (M/F) citizen   (civic)
3. praeclārus, a, um   distinguished
4. ā, ab   prep. + abl.   from, <u>away from</u>
                    N. B. <u>ā</u> before consonants; <u>ab</u> before vowels (and consonants)
5. pars, partis, partium F.   part   (particle)
6. Quam...!   How...!
7. ferōciter   fiercely   (ferocious)
8. cavē!, cavēte!   watch out for...!
9. vītō, vītāre to avoid   (inevitable)

Grammatica Latīna

FORMS

1. 3rd Declension i-stem Nouns: for reading purposes at this stage the only thing students need to know about i-stem nouns is that the genitive plural ends in -*ium*. Later when reading literature, students will sometimes find -*ī* as the ablative singular of some 3rd declension i-stem nouns and sometimes -*īs* as the accusative plural, but in ECCE ROMANI they will find the endings -*e* and -*ēs* for these forms on masculine and feminine 3rd declension i-stem nouns.

For i-stem nouns students will still follow the rule of adding the endings to the base that is found by dropping the letters -*is* from the genitive singular, except that the ending for the genitive plural will be -*ium*.

Be sure that students understand how i-stem nouns will be identified in vocabulary lists.

2. Verbs: The Imperfect Tense I: mention that the term *imperfect* means "incomplete," from the Latin perficiō, perficere, perfēcī, perfectus, *to complete.* imperfect tense thus usually denotes an incomplete, continuing, repeated, or habitual action (in past time).

Exercise on the Grammar

Exercise 13b: encourage students to offer various translations for the imperfect. For example, the verb in no. 2 might be translated *was walking, kept walking,* or *walked.* The verbs esse and posse do not afford this variety of translation in the imperfect and are most often translated *was/were* and *was/were able* (or *could*).

A. Third Declension i-stem nouns (M. and F.)

1. <u>Monosyllabic</u>: One syllable nouns whose genitive singular base ends in two consonants

e.g. urbs, urbis

urbs	urbēs
urbis	*urbium
urbī	urbibus
urbem	urbēs
urbe	urbibus

e.g. nox, noctis

nox	noctēs
noctis	*noctium
noctī	noctibus
noctem	noctēs
nocte	noctibus

2. <u>Parisyllabic</u>: Nouns ending in -*is* or -*ēs* in the nominative singular and whose nominative and gentitive singular have the same number of syllables

e.g. cīvis, cīvis

cīvis	cīvēs
cīvis	*cīvium
cīvī	cīvibus
cīvem	cīvēs
cīve	cīvibus

e.g. caedēs, caedis (murder, slaughter)

caedēs	caedēs
caedis	*caedium
caedī	caedibus
caedem	caedēs
caede	caedibus

N. B. Parisyllabic nouns occasionally have the ablative singular ending in ī   e. g.   <u>cīve</u> or <u>civī</u>

3. Nouns whose nominative singular ends in <u>ns</u> or <u>rs</u>.
N. B. This rule is not strict as the first two are.

e.g. parēns, parentis

parēns	parentēs
parentis	*parentium
parentī	parentibus
parentem	parentēs
parente	parentibus

e.g. cohors, cohortis (cohort)

cohors	cohortēs
cohortis	*cohortium
cohortī	cohortibus
cohortem	cohortēs
cohorte	cohortibus

Note 1: The major difference with i-stem M. + F. nouns of the third declension is that the gen. pl. ends in -<u>ium</u>. occasionally the acc. sing. may end in -<u>im</u> (Tiberim), and the abl. sing. in ī (<u>cīve</u> or <u>cīvī</u>) in the case of parisyllabic nouns ending in -is in the nominative singular.

Note 2: A few parisyllabics use -<u>um</u> instead of -<u>ium</u> in the genitive plural:
Exceptions:

*canis	dog
iuvenis	young person
sedēs	seat, abode
vatēs	prophet
volucris	bird

Exercise on Third Declension Masculine and Feminine Nouns

Directions: Study the nominative and genitive singular of the following nouns
             and be prepared to tell: (1) whether they are i-stem or regular
                                      (2) why they are i-stem if they are

1. vōx, vōcis _____   6. nox, noctis _____

2. canis, canis _____   7. urbs, urbis _____

3. pēs, pedis _____   8. cīvis, cīvis _____

4. parēns, parentis _____   9. frāter, frātris _____

5. pars, partis _____   10. saepēs, saepis _____

GRAMMATICA LATĪNA – CAP. XIII et Cap. XIV

Cap. XIII Tempus Imperfectum (praeteritum) – Imperfect tense

A. Formae:

     Form the imperfect tense of the third person by using the forms in Column I as the
     base + the sign BA + the personal verb endings: t and nt.

1. Verba regulāria

	I	II	III	
vitā~~re~~	vītā	+ ba + t/nt	vītābat, vītābant	
sedē~~re~~	sedē	+ ba + t/nt	sedēbat, sedēbant	
trahe~~re~~ + ¯ = trahē		+ ba + t/nt	trahēbat, trahēbant	
(olfacio) olfac~~ere~~ + ie = olfaciē		+ ba + t/nt	olfaciēbat, olfaciēbant	
dormī~~re~~ + iē = dormiē		+ ba + t/nt	dormiēbat, dormiēbant	

2. Verba irregulāria

volō, velle	volēbat, volēbant	sum, esse	erat, erant
nōlō, nōlle	nōlēbat, nōlēbant	possum, posse	poterat, poterant
ferō, ferre	ferēbat, ferēbant	eō, īre	ībat, ībant

B. Interpretātiōnēs imperfectī

     The imperfect tense, depending on context, has many translations possible,
     all to be mastered. Here are the translations in order of importance:

e.g. vītābant ⟶	They were avoiding	progressive past
	They avoided	simple past
	They used to avoid	customary past
	*They would avoid	
	They kept (on) avoiding	repeated past
nōn vītābant	**They did not avoid	emphatic past (negative)
vītābantne	**Didn't they avoid?	emphatic past (interrogative)
	***They began to avoid	(inchoative past)

    * Note 1: Would and used to are often used synonymously.
   ** Note 2: The Emphatic past is rendered by the imperfect primarily in
               negations and questions.
  *** Note 3: The imperfect may express ideas equivalent to:
               "began to", "proceeded to", "continued to", "tried to".
               (Arnold's Prose Composition, note 184, p 135, 1931, New York)

C. Ūsūs:

In general the Imperfect tense is a <u>descriptive tense.</u> It describes conditions, emotions, circumstances, state of affairs in the past. It represents progressive, continuous (<u>Unlimited</u> duration of time), customary, repetitious (Unlimited), and incomplete actions in the <u>past.</u>

1. <u>Progressive action</u>:

We were going to mass when a nun greeted us.
Ad missam ībāmus ubi soror nōs salūtāvit.
     ↓
<u>progressive actions</u>

Note: The imperfect tells <u>what was going on</u> when <u>something happened.</u>
                              ↓   ↓
                        <u>imperfect</u>   <u>perfect</u>
   e.g. Geta dormiēbat ubi dominus advenit.
         Geta <u>was sleeping</u> when the master <u>arrived.</u>
              incomplete   completed.

2. <u>Continuous action</u> (<u>Unlimited</u> duration of time)

In arbore diū manēbat Geta. (<u>diū</u> - for a long time - is the key word here
                                     as to the aspect of the verb.
Geta stayed in the tree a long time.

Comment: Verbs of <u>mental action</u>, <u>emotion</u>, and certain other verbs such as
          <u>possum</u>, <u>sum</u>, <u>habeo</u>, etc. often represent continuous states or
          conditon in the past.

     e.g. Ubi septem annōs habēbam, scrībere <u>poteram.</u>
           When I was seven, I was able to <u>write.</u>
           Serpentēs <u>timēbam</u> ubi septem annōs habēbam.
           I feared snakes when I was seven.

3. <u>Customary action</u>

In Americā saeculō ūndēvīcēsimō dominī servōs verberābant.
In America in the 19th century masters used to (would) beat slaves.

4. <u>Repetitious action</u> (<u>Unlimited</u> repetition)
                                              We always conjugated verbs on Monday.
Diē Lūnae verba semper conjugābāmus. We often conjugated verbs.
Verba saepe conjugābāmus.

Usually an adverbial expression of time or an adverb of time will indicate
repetition such as: daily, always, often, serveral times, every day, etc.

5. <u>Conditions, circumstances, descriptions</u>

Note: The verb to be is the most important for this aspect, but the
       difference between imperfect and perfect for this verb is so slight
       that it is often in the mind of the speaker.

   e.g. Domus trāns viam alba erat.
         The house across the street was white.

         Ludovīcus Quartus Decimus rēx Galliae <u>erat</u>, ubi.............

              Here the imperfect is describing the <u>state of things.</u>

         Ludovīcus Quartus Decimus rēx Gallie <u>fuit</u>.
              Here the perfect merely <u>states of fact.</u>

Recapitulation of imperfect forms:

A.   Verba regulāria: cf. p. 106

parābam	habēbam	mittēbam	iaciēbam	audiēbam
parābās	habēbās	mittēbās	iaciēbās	audiēbās
etc.	etc.	etc.	etc.	etc.

B.   Verba irregulāria

esse	posse	īre	velle	nōlle	ferre
eram	poteram	ībam	volēbam	nōlēbam	ferēbam
erās	poterās	ībās	volēbās	nōlēbās	ferēbās
erat	poterat	ībat	volēbat	nōlēbat	ferēbat
erāmus	poterāmus	ībāmus	volēbāmus	nōlēbāmus	ferēbāmus
erātis	poterātis	ībātis	volēbātis	nōlēbātis	ferēbātis
erant	poterant	ībant	volēbant	nōlēbant	ferēbant

Map and Illustrations for pp. 99, 101-2

Background on Travel

·1. The Via Appia, the chief road leading from Rome to southern Italy, stretched from the Porta Capena, a gate on the Servian Wall around Rome, to the port of Brundisium (now Brindisi) on the southeast coast of Italy. Students will learn more about the Appian Way in Book I-B.

2. Introduce further background on Roman roads and travel, using the following:

   a.   "Down the Ancient Appian Way," *National Geographic*, June 1981, pp. 714–747.

   b.   *Roman Trade and Travel*, pp. 2–31, with excellent illustrations and interesting quotations of ancient sources.

   c.   *Rome: Its People, Life and Customs*, "Travel," pp. 228–231.

   d.   *These Were the Romans*, "Roads," pp. 70–76.

   e.   *Roman Life*, "Travel and Correspondence," pp. 304–317, on travel, inns, letter writing, and letter service (see Cornelia's promise to write letters to Flavia).

   f.   *Travel in the Ancient World*, "Roman Roads," pp. 163–175; "On the Road," pp. 176–196; and "Inns and Restaurants," pp. 197–218, for a very readable description of travel in the Roman world.

   g.   *Roman Roads:* a detailed, scholarly account of all aspects of Roman roads.

Illustration

The picture shows the Via Sacra in the Forum Romanum. To the right, the steps of the Basilica Julia, the Temple of Vesta, and the Arch of Titus. To the left, colossal granite columns erected in the Forum in the time of Diocletian. Beyond them, the church of Santa Maria Nova (Santa Francesca Romana), one of several Christian churches in the Forum.

WORD STUDY III p. 102

Objectives
- to present two suffixes in Latin and English word formation
- to present some Latin mottoes in current use

1. Make sure that students understand the term *suffix* before proceeding with this section.

2. The suffix *-or* occurs both in Latin words and in English words derived from them. The suffix *-(i)fy*, however, occurs only in English and is made from the Latin verb suffix *-(i)ficō* (as in aedificō, *to make an aedēs, building*), which, in turn, is made from the verb facere.

3. All of the verbs in Exercise 1 have obvious relationships to their English derivatives, with the possible exception of tenēre. The Latin noun tenor, tenōris, m., means *course*. Since the idea of *holding a course* is not foreign to most students, they should understand the relation to tenēre. The English word *tenor* has various meanings; the two most common are:
   a. a course of thought (e.g., the tenor of an argument)
   b. an adult male voice naturally capable of a high range.

In medieval choral music, the tenor was the part that *held* the melody.

4. Exercise 2: encourage students to think of other English words ending in *-(i)fy*, such as:

glorify (from Latin glōria)

clarify (from Latin clārus)

pacify (from Latin pax, pācis)

petrify (from Greek petra)

personify (from Latin persōna)

5. Four of the words used in Exercises 1 and 2 have not yet appeared in the course: **stupēre, satis, ūnus,** and **signum.**

Capitulum XIII   Disaster

Intereā Cornēliī per viam Appiam iter faciēbant. Cornēlius, quod ad urbem tribus diēbus advenīre volēbat,

Syrum īdentidem iubēbat equōs incitare. Syrus igitur equōs virgā verberābat. Dum per viam ībant, Aurēlia et Cornēlia

spectābant rūsticōs quī in agrīs labōrābant. Marcus et Sextus spectābant omnēs raedās quae per Viam Appiam ībant.

Septima hōra erat. Diēs erat calidus. In agrīs rūsticī nōn iam labōrābant, sed sub arboribus quiescēbant. In

raedā Cornēlius et Aurēlia iam dormiēbant. Marcus pede vexābat Cornēliam quae dormīre volēbat. Sextus cum

raedāriō Syrō sedēbat; viam et vehicula spectābat.

Subitō, "Ecce, Marce!" exclāmat Sextus. "Est aurīga!"

Marcus magnō rīsū respondet, "Nōn est aurīga, fatue! Est tabellārius quī epistulās cīvium praeclārōrum

ab urbe fert. Tabellāriī semper celeriter iter faciunt quod epistulās ab urbe ad omnēs partēs Italiae ferunt."

"Quam celeriter iter facit," clāmat Sextus. "Equōs ferōciter virgā incitat. Cavē tabellārium, Syre! Tenē

equōs! Cavē fossam! Cavē fossam!"

Syrus equōs tenet et tabellārium vītat sed, raeda in fossam magnō fragōre dēscendit.

Exercise 13b   Please translate the following sentences and then change the verbs to present tense, if
imperfect, or to imperfect tense, if present:

1. Cornēlia sub arbore sedet.   (_____)

_____

2. Flāvia in agrīs ambulābat.   (_____)

_____

3. Rōmānī in Italiā habitant.   (_____)

4. Servī Getam invenīre nōn poterant.   (_____)

5. Lātrant canēs; appropinquant servī.   (_____) (_____)

6. Marcus et Sextus raedās spectābant.   (_____)

7. Erant rūsticī prope Viam Appiam.   (_____)

8. Puerī saepe currunt in agrīs.   (_____)

9. Geta labōrāre nōlēbat.   (_____)

10. Tabellāriī epistulās ab urbe in omnēs partēs Italiae ferēbant.   (_____)

Exercise 13c   Please translate the following into Latin:

1. Again and again Cornelius kept ordering Syrus to spur on the horses.

2. The day was warm, and it was the seventh hour.

3. The peasants were resting under the trees, and the parents were sleeping in the carriage.

4. Marcus was sitting in the carriage and (was) annoying Cornelia with his foot.

5. Sextus was looking at a courier who was going along the road.