

ARRIVAL AT THE INN

Objectives

- to introduce some examples of the perfect tense in the story
- to present 3rd declension adjectives
- to continue discussion of and practice with agreement of adjectives and nouns

The Story

1. The first four paragraphs provide review of imperfect and present tense verbs, including irregular verbs, and with line 12 perfect tense forms begin to appear. In the third paragraph the vivid or historical present has been used since it suits the story well and since the perfect tenses of verbs in this paragraph would be "irregular" and would create confusion in the presentation of perfect tense forms in Chapter 19. The first three perfects to appear

(appāruit, 12, revocāvit, 12, and pernoctāvērunt, 14) are all given in the vocabulary list. Be sure that students realize that the tenses have changed here from the imperfect and present tenses in the first four paragraphs. Do not explain the forms of the perfect tense in this chapter; they will be dealt with in Chapter 19.

2. Have students deduce the participle lātrantēs (7), extendit (9), the perfect tense forms pernoctāvit (14) and interpellāvit (15), which are similar to perfect forms already given, and the perfect tense form respondit (16), which some students may mistake for a present tense.

3. Interrupted sentences:

- Cornēlia, quae nōn iam. . . (2)
- Puerōs, quod praecurrēbant. . . (2-3)
- Aurēlia, quamquam in caupōnā. . . (3-4)

The second of these is more difficult than the two others in that, for the first time, it is an accusative and not the subject that precedes the intervening clause.

4. Note mī (15) as the masculine singular vocative of the possessive adjective meus, -a, -um. For the vocative, see Chapter 8.

5. Laetus tē videō (17): translate the adjective adverbially or rephrase: *I am glad to see you.* Treat immōbilis in the next sentence in the same way, producing with haeret the translation *is stuck fast.*

Raeda in fossā haerēbat. Cornēliī per viam ībant ad caupōnam

quae nōn procul aberat. Cornēlia, quae nōn iam lacrimābat, cum

Eucleide ambulābat. Puerōs, quod praecurrēbant, identidem revocābat

Cornēlius. Aurēlia, quamquam in caupōnā pernoctāre adhuc nōlēbat,

lente cum Cornēlio ībat.

Mox ad caupōnam appropinquābant. Nēmīnem videbant; vōcēs tamen

hominum audiēbant.

Subito duo canēs ē iānuā caupōnae sē praecipitant et ferociter latrantēs Cornēliōs petunt. Statim fugit Sextus. Stat immōbilis Marcus. Aurēlia perterrita exclāmat. Cornēlius ipse nihil facit. Cornēlia tamen nōn fugit sed ad canēs manum extendit.

"Ecce, Marce!" inquit. "Hī canes lātrant modo. Nullum est perīculum. Ecce, Sexte! Caudās movent."

Eō ipsō tempore ad iānuam caupōnae apparuit homō obesus quī canēs revocāvit.

"Salvēte, hospites!" inquit. "In caupōnā meā pernoctāre vultis? Hīc multī cīvēs praeclārī pernoctāverunt. Ōlim hīc pernoctāvit etiam legātus prīncipis."

"Salvē, mī Apollodōre!" interpellāvit Eucleides. "Quid agis?"

"Mehercule!" respondit caupō. Nisi errō, meum anīcum Eucleidem agnōscō."

"Nōn errās," inquit Eucleidēs. "Laetus tē videō. Quod raeda
dominī meī in fossā haeret immōbilis, necesse est hīc in caupōnā
pernoctāre."

"Doleō," inquit caupō, "quod raeda est in fossā, sed gaudeō quod
ad neam caupōnam nunc venītis. Intrāte, intrāte, omnēs!"

Vocabulary List A

1. praecurrō, praecurrere to run ahead (precursor)
2. homō, hominis M. man (in general) (homicide)
3. sē praecipitant (they) hurl themselves, rush (precipitate)
4. fugiō, fugere to flee (fugitive)
5. manum (acc.) hand (manual)
6. hī canēs these dogs (canine)
7. modo adv. only syn: tantum
8. cauda, ae F. tail (coward, coda)
9. Errāre est hūmānum. To err is human. (Seneca)

Vocabulary List B

1. apparuit (he, she, it) appeared (perfect tense) (apparition)
N. B. See p. 26 for all the endings of the perfect tense.
apparui = I appeared, I did appear, I have appeared S. pres. perfect
apparuiſtī
apparuit
apparuiſimus
apparuiſtis
apparuerunt
2. obesus, a, um fat (obese)
3. revocavit he called back, he has called back (perfect tense)
4. pernoctaverunt (they) spent the night, they have spent the night
5. olim once (upon a time) Adverb of _____

6. lēgātus, ī M. envoy, ambassador (legate)
7. mī masculine singular vocative of meus = my
8. Quid agis? How are you?
9. Manus manum lavat. One hand washes the other)

Vocabulary List C

1. Mehercule! By Hercules! Goodness me! Interjection (said normally by men)
2. nisi errō unless I am mistaken (to err)
3. agnōscō, agnōscere to recognize
4. doleō, dolēre to be sad (about), grieve for, mourn over (condolence)
5. viātor, viātōris M. traveler
6. vesperī in the evening
7. fortis, e brave, strong (fortitude)
8. os, ossis N. bone (to ossify)
9. laudō, laudāre to praise (laud)
10. Nōn omnia possumus omnes. (Vergil) We cannot all do everything.

Myth V 509-458 B. C.

Myth List A

- | | |
|-----------------------|--|
| 1. 509 B. C. | Beginning of the Roman Republic |
| 2. 2 consuls | held power in the Roman Republic for <u>one year</u>
Could not legally succeed the next year. |
| 3. piētās | A Latin term meaning devotion to one's country, gods, and family |
| 4. King Lars Porsenna | King of the Etruscans who tried to restore the Roman monarchy with Tarquinius Superbus |
| 5. Horatius Cocles | Roman hero and defender of the Pons Sublicius (wooden bridge) over the Tiber River. |
| 6. Quō vadis? | Where are you going? |

Myth List B

- | | |
|--------------------|--|
| 1. Mucius Scaevola | Roman hero who allowed his hand to be burned in a fire to display Roman courage to King Lars Porsenna |
| 2. Cloelia | Heroine of a band of Roman girls taken as hostages by King Lars Porsenna. Under her leadership, many female hostages swam the Tiber River to safety. |
| 3. Dictatorship | An emergency office for <u>six months</u> during the Roman Republic |
| 4. Cincinnatus | <u>First</u> dictator in Roman history in 458 B. C. |
| 5. Cavē canem! | Beware the dog! |
| 6. Tempus fugit! | Time flies! (Vergil) |

Sententiae to Accompany the Story

1. The first two sententiae on page 10 provide examples of words in the story.
2. Further sententiae for this story:

Travel:

Quo vadis? Where are you going? (words supposedly uttered by Saint Paul on meeting Christ when leaving Rome. Domine Quo Vadis is also the name of a church along the Appian Way.)

Dogs as guardians:

Cavē canem! Beware the dog! (Pompeian inscription)

The verb fugere (8):

Tempus fugit. Time flies. (cf. Vergil, *Georgics* III.284)

Grammatica LatīnaFORMS OF ADJECTIVES- Explanatio adiectivorumA. First and Second declension adjectives

You have by now mastered the common type of first and second declension adjectives, such as *Bonus*, a, um. There exists a sub-category of adjectives ending in -er in the nominative masculine singular. The feminine nominative singular, then, indicates what the base of the adjective will be and will also indicate whether the "e" in the very first form is dropped or retained.

e. g. miser, misera, miserum (retained "e") miserable, unhappy, unfortunate

e. g. noster, nostra, nostrum (dropped "e") our

B. Third declension adjectives

Adjectives of the third declension belong to three categories depending on how many forms exist in the nominative singular case. They are:

1. Adjectives of three terminations (endings) in the nominative singular case

	M.	F.	N.	
e. g.	<u>acer</u>	<u>acris</u>	<u>acre</u>	sharp

This type of adjective always ends in -er. It is not common. Like the -er adjectives of the first and second declension, the "e" of the masc. sing. form is sometimes retained, and sometimes dropped in the nominative singular feminine form. The possession of a good English vocabulary will sometimes help in determining whether the "e" is dropped or retained.

English

acer, acris, acre - acrid - dropped

celer, celeris, celere - accelerate - retained

	M.	F.	N.	M.+F.	N.
nom.	celer	celeris	celere	celerēs	+celerīa
	↙ M.+F. ↘				
gen.		celeris	celeris	+celerium	+celerium
dat.		celerī	celerī	celeribus	celeribus
acc.		celerem	celere	celerēs	+celerīa
abl.	+celerī		+celerī	celeribus	celeribus

N. B. Adjectives of the third declension use every ī-stem ending possible including -ī in the abl. sing. These are noted by the crosses.

N. B. Using the twenty-one form set-up rather than the thirty form set-up suggested by your text will save endless time.

Hospitality:

Post trēs diēs saepe vilēscit piscis et hospes. After three days often a fish and a guest go bad.

vilēscō, vilēscere, post-classical word, *to become worthless (vilis), to go bad*

Exercises on the Story

1. Exercise 18a: do orally in class and assign for written work as desired.

2. Additional vocabulary for communicative activity:

lanterna, -ae, f., *lantern*

lūx, lūcis, f., *light*

illūminō, -āre, -āvī, -ātus, *to light up, illuminate*

obscuritās, obscuritātis, f., *darkness*

porta, -ae, f., *gate*

tangō, tangere, tetigī, tactus, *to touch*

2. Adjectives of two terminations in the nominative case

N. B. Adjectives of two terminations are the most common type

M.+F. N.
e. g. omnis omne

Omnis has a translation problem.

singular meaning: each, every, the whole
plural meaning: all

M. + F.	N.	M. + F.	N.
omnis	omne	omnes	omnia
omnis	omnis	omnium	omnium
omni	omni	omnibus	omnibus
omnem	omne	omnes	omnia
omni	omni	omnibus	omnibus

3. Adjectives of one termination in the nominative singular

e. g. ingens, (ingentis) - huge cf. Chapter XXII p. 51

Since adjectives of one termination do not indicate their base by the nominative singular form, one must with these also memorize the genitive singular form.

M. + F. + N.
ingens
ingentis

M.+F.	N.	M. + F.	N.
ingens	ingens	ingentes	ingentia
ingentis	ingentis	ingentium	ingentium
ingenti	ingenti	ingentibus	ingentibus
ingentem	ingens	ingentes	ingentia
ingenti	ingenti	ingentibus	ingentibus

POSITION OF ADJECTIVES

Adjectives of quantity (multus, a, um or number (primus, quattuor, mille, etc.) tend to precede nouns they modify; other adjectives, unless emphatic, tend to follow nouns modified. Greater variety will be found in poetry.

Supplementary Ex. A.

Exercises to Follow Exercise 18b

Here are two exercises for use after Exercise 18b (see Answer Key, page 390):

Put the following nouns on the board. For each noun have students identify the declension, gender, case, and number and then give the proper form of the adjectives omnis, -is, -e and bonus, -a, -um to modify the noun. For example, for number 1, the answers would be:

1st declension; feminine, accusative, plural
omnēs raedās bonās

- | | | | |
|-------------|----------|--------------|---------------|
| 1. raedās | 4. caupō | 7. equōs | 10. iānuīs |
| 2. cubicula | 5. canēs | 8. hominibus | 11. raedārium |
| 3. puer | 6. vōce | 9. senātōrum | 12. caupōnum |

Supplementary Ex. B

Using story 18 as a guide, give the Latin for:

1. The inn was not far away.
2. Cornelius kept calling the boys back.
3. The two dogs head for the boys.
4. The two dogs are wagging their tails.
5. I am glad to see you.
6. The innkeeper is sad that the coach is in the ditch.

BUILDING THE MEANING

1. Note that we have not limited the rule to gender, case, and number but have brought in sense as well. The latter is important from the point of view of reading Latin.
2. Along with the idea that 1st and 2nd declension adjectives and 3rd declension adjectives are used with nouns of any declension, add that 1st and 2nd declension adjectives do not "wear" 3rd declension endings and vice versa. Students must keep this in mind when they are writing Latin.
3. Have students learn the verb *laudō, laudāre, to praise*, used in the examples.

Exercises on the Grammar

Approach the problem of agreement logically rather than by hit or miss methods. Do exercises on the blackboard or with the overhead projector, using pattern sentences varying the position, ending, and agreement of the adjective. Display sentences word by word and discuss the expectations aroused by each word:

1. *Servī onera in raedā pōnunt.*
2. *Servī omnēs onera in raedā pōnunt.*
3. *Servī omnia onera in raedā pōnunt.*
4. *Servī onera magna in raedā pōnunt.*
5. *Servī magnī onera in raedā pōnunt.*
6. *Servī magnī onera magna in magnā raedā pōnunt.*

Language Activity Book

1. Activity 18b: this exercise highlights the fact that adjectives of the 3rd declension and adjectives of the 1st and 2nd declensions may be used with nouns of any of the three declensions. In completing the exercise, students will also realize quite graphically that the endings of adjectives will more often than not be different from the endings of the nouns with which they agree in gender, case, and number.
2. Activity 18e, no 5: the word *precipitate*, which can be a transitive or intransitive verb, an adjective, or a noun, has a variety of meanings in English, which will require separate study. Discuss briefly the changes from diphthongs in Latin to single vowels in English in *cauda* > *coda* (18e:1) and *praecipitāre* > *precipitate* (18e:5).

Myth V pp. 141-2

MYTH V: LEGENDARY HEROES OF EARLY ROME

Illustration

Discuss with the class how the heroism of a single person saving a whole city is dear to mankind, and have students contribute examples from fairytales, history of any period, and Hollywood.

1. For Livy's accounts of these legends, see the following: for Horatius, II.X; for Mucius Scaevola, II.XII-XIII.5; Cloelia, II.XIII.6-11; Cincinnatus, III.XXVI.7-XXIX.7.
2. Project: have students read Livy's accounts (above and see below for Camillus and Fabricius), and have six students do impersonations of these characters.
3. The story of Mucius Scaevola serves as the Latin reading in Review IV, so students will come back to it then.
4. Here are two additional stories of legendary Romans that may be used (Livy V.XXVII for Camillus and the summary of XIII for Fabricius):

Marcus Furius Camillus was acclaimed a second father of his country (*pater patriae*) for being both the conqueror of the Etruscan city of Veii and the aged dictator who led his people in the expulsion of the Gauls from Italy. Camillus was a fierce general, yet a straight-shooter who

put honor ahead of an easy victory. During the protracted siege of Falerii, a schoolteacher entered the Roman camp, bringing to Camillus the sons of the leading citizens of Falerii, whom he offered to the Roman general as hostages. Camillus refused such an advantage and gave the pupils sticks so that they could drive their teacher, bound in chains, back into the city. The people of Falerii were impressed by Camillus' proof that he did not consider that all is fair in war, and they surrendered to the Romans. Thus Camillus achieved victory by being just and honorable.

Gaius Fabricius Luscinus was another Roman who earned praise from an enemy of Rome. When Pyrrhus, the king of Epirus in Greece, invaded Italy, Fabricius was sent with a delegation that was to negotiate an exchange of prisoners. Pyrrhus was so impressed by Fabricius that he offered him a quarter of his kingdom if Fabricius would come over to his side. Fabricius declined the offer. A year later, when Fabricius was again sent to negotiate with Pyrrhus, the king's own doctor approached the

Roman secretly and offered to poison the king in exchange for a healthy bribe. Refusing such a treacherous proposal, Fabricius had the doctor sent back in chains to Pyrrhus, who supposedly remarked, "That is typical of Fabricius, whom it is more difficult to turn away from the path of honor than the sun from its own course in the sky."

Illustration p. 143

Illustration

Included among the women represented in this work of art by an English artist are: Miriam, Rebecca, Semiramis, Penelope, Cleopatra, Cornelia, Phryne, Aspasia, Helen, Atalanta, Imogen and Boadicea (Boudicca). Have students find out what each of these women is famous for. Ask what message the artist is conveying about women in history and what the Romans' attitude would have been to an illustration like this.

Capitulum XVIII

Arrival At The Inn

Raeda in fossā haerēbat. Cornēliī per viam ībant ad caupōnam quae nōn procul aberat. Cornēlia, quae nōn iam lacrimābat, cum Eucleide ambulābat. Puerōs, quod praecurrēbant, identidem revocābat Cornēlius.

Aurēlia, quamquam in caupōnā pernoctāre adhūc nōlēbat, lentē cum Cornēliō ībat.

Mox ad caupōnam appropinquābant. Nēminem vidēbant; vōcēs tamen hominum audiēbant.

Subitō duo canēs ē iānuā caupōnae sē praecipitant et ferōciter lātrantēs Cornēliōs petunt. Statim fugit Sextus. Stat immōbilis Marcus. Aurēlia perterrita exclāmat. Cornēlius ipse nihil facit. Cornēlia tamen nōn fugit sed ad canēs manum extendit.

“Ecce, Marce!” inquit. “Hī canēs lātrant modo. Nūllum est perīculum. Ecce, Sexte! Caudās movent.”

Eō ipsō tempore ad iānuam caupōnae appāruit homō obesus quī canēs revocāvit.

“Salvēte, hospites!” inquit. “In caupōnā meā pernoctāre vultis? Hīc multī cīvēs praeclārī pernoctāvērunt. Olim hīc pernoctāvit etiam legātus prīncipis.”

“Salvē, mī Apollodōre!” interpellāvit Eucleidēs. “Quid agis?”

“Mehercule!” respondit caupō. “Nisi errō, meum amīcum Eucleidem agnōscō.”

“Nōn errās,” inquit Eucleidēs. “Laetus tē videō. Quod raeda dominī meī in fossā haeret immōbilis, necesse est hīc in caupōnā pernoctāre.”

“Doleō,” inquit caupō, “quod raeda est in fossā, sed gaudeō quod ad meam caupōnam nunc venītis.

Intrāte, intrāte, omnēs!”

Exercise 18b Please underline all adjectives and draw a line to the noun each modifies and then write the gender, number, and case above each and translate the sentence:

1. Omnēs viātōrēs ad caupōnās vespertī adveniēbant.

2. Apollodōrus est dominus omnium servōrum quī sunt in caupōnā.

3. In omnī urbe magna aedificia sunt.

4. Aurēlia nōn est fēmina fortis, nam in caupōnīs periculōsīs pernoctāre nōn vult.

5. Omnēs līberī erant laetī quod Syrus, raedārius bonus, raedam celerrimē agēbat.

6. Cornēlia laudat Marcum, puerum fortem, quī omnēs lupōs magnā in silvā repellit.

7. Puer fortis canēs nōn timet.

8. Canēs manum puellae fortis olfaciunt.

9. Sextus omnēs arborēs ascendere vult.

10. Brevia itinera laetī saepe facimus.
