Dialogue
Salvēte! Greetings! (addressing more than one)
Salvē! Greetings! (addressing one person)

Chapter I
CHARTA GEOGRAPHICA


¹Continentes.
²In the Mediterranean Sea.
³The Peloponnesus, the lower part of the Greek peninsula.
⁴Egypt.
⁵The Phoenician queen.
⁶Tyre was an island off the Phoenician coast until Alexander the Great connected it to the mainland. It was famous for its crimson dye (Tyrian purple).
Verba

NOUNS

charta  paper, map
Eurōpa  Europa (*the maiden*); also Europe, the continent
fābula  story
īnsula  island
paenīnsula  peninsula
puella  girl, maiden
rēgīna  queen
terra  land, country, earth

Place names are easily recognized from their English equivalents and from the map, except for Gallia (Gaul) and Hispania (Spain); also see Etymology. Chapters XXIII and XXIV.

VERBS

est  is
habitat  lives
rēgnat  rules
spectāte  look at (*a command*)
sunt  are

ADJECTIVES

bona  good
geōgraphica  geographical
magna  large
parva  small
prīma  first
pulchra  beautiful, pretty, fair

OTHER WORDS

et  and
hic  here
in  (*with abl. case*) in, on
ita  yes, thus, so
-ne,  enclitic (*attached to first word in the sentence*): asks a question
nōn  not
paene  almost
sed  but
ubi  where
Structure

1. Omission of the article. There is no word for a (an) or the in Latin. Supply whichever article is needed to express in English the idea most suitable for the context.

   Hic est charta. Here is a map. (preferable here)
   Here is the map. (also possible)

2. Word order. The adjective generally follows the noun it modifies.

   Terra pulchra est in Eurōpā. The beautiful country is in Europe.

   The first and last positions are the most important in the Latin sentence. The subject usually occupies the first portion and the verb stands last because of its importance. Est and sunt, however, do not follow the above rule, but occur in the sentence wherever emphasis demands.

   Puella in Phoenicā habitat. The girl lives in Phoenicia.
   Terra est pulchra. The land is beautiful.

3. Omission of pronoun subject. The pronoun subject equivalents for he, she, it, they, are implied in the verb ending and are not expressed except for emphasis.

   Est charta parva. It is a small map.
   Eurōpa est puella. In Phoenicā habitat. Europa is a girl. She lives in Phoenicia.
   Ínsulae sunt pulchrae. Sunt in mari Mediterraneō. The islands are beautiful. They are in the Mediterranean Sea.

   The verb contains the pronoun idea within itself in the final letter or letters:

   -t: he, she, it
   -nt: they

4. Number: singular and plural. The ending of a Latin noun changes to indicate singular (one) or plural (more than one). English-speaking students are familiar with such a change in nouns: girl-girls, boy-boys, island-islands, church-churches. In Latin, nouns in -a change to -ae to indicate the plural: terra, a land, becomes terrae, the lands.

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7Word order is not crucial to the meaning of the sentence, however, since inflected endings indicate the relationship of words. Words or phrases may be shifted for emphasis: In Phoenicā puella habitat. The girl lives in Phoenicia (not elsewhere).
Terra pulchra est magna.  The beautiful land is large.
Terrarum pulchrae sunt magnae.  The beautiful lands are large.

Note that the verb becomes plural to agree with the plural subject and that
the adjective modifying a plural noun must also be plural to agree with its
noun, even when the adjective stands in the predicate.

5. Case: nominative, accusative, ablative. The ending of a Latin noun also
changes to indicate the noun’s relationship to other words in the sentence.
Names which identify the changes for nouns and pronouns and their
modifiers are called cases.

Subject words are in the nominative case.
Direct object words are in the accusative case.
Many object-of-preposition words are in the ablative case.
Predicate words following a linking verb (est, sunt) and referring back
to the subject are in the nominative case. The case endings are as
follows:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-a terra</td>
<td>-ae terrae</td>
</tr>
<tr>
<td></td>
<td>Accusative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-am terram</td>
<td>-ās terrās</td>
</tr>
<tr>
<td></td>
<td>Ablative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-ā terrā</td>
<td>-is terrīs</td>
</tr>
</tbody>
</table>

Memorize these endings. Note their use in the reading. This change of
ending in nouns is called declension.

Nominative:  Terra est magna.  The land is large.
Terrarum sunt magnae.  The lands are large.

Accusative:  Spectāte terram.  Look at the land.
Spectāte terrās.  Look at the lands.

Ablative:  Rōma est in Italīa.  Rome is in Italy.
Puellae pulchrae sunt in insulis.  The beautiful girls are on the
islands.

Predicate
Nominative:  Insulae sunt terrae.  The islands are countries.

6. The expletive: there is, there are. The word for “there” is omitted when
“there” does not refer to a place, but merely indicates existence. This use
of “there” is called expletive.

Sunt terrae pulchrae in Europā.  There are beautiful countries in
Europe.

Est insula in Phoenicā.  There is an island in Phoenicia.
7. Questions and answers. Interrogative words can ask questions:

**Ubi** est insula?   **Where** is the island?

The syllable ending (*enclitic*) -ne, attached to the first word in the sentence, can also be used to ask a question. Usually the verb becomes the first word in a question, because of its importance, but there is no rule, except that the most important elements stand first or last for emphasis.

**Suntne** insulae magnaes?   **Are** the islands large?

The answers may be affirmative or negative. If affirmative, the idea is reaffirmed by repeating the words of the sentence:

**Insulae sunt magnaes.**   The islands are large.

The affirmation may be stressed by **ita** (*thus, so*) with **est** understood (*it is so*); **ita** has come to mean “yes.”

**Ita**, insulae sunt magnaes.   Yes, the islands are large.

If negative, the sentence is negated by **nōn** placed before the verb.

**Insulae nōn sunt magnaes.**   The islands are not large.

**Rēgīna in insulā nōn habitat.**   The queen does not live on the island.

8. Apposition. A noun standing next to another noun to explain it is called an *appositive*. It is *in apposition* to its noun and is in the same case as the noun it explains.

**Est fābula dē puellā Eurōpā.**   There is a story about the girl

**Terra Italia** est in Eurōpā.   The country of Italy is in Europe.

**Pronunciation**

Listen carefully to the teacher reading the lesson. Imitate the sounds of the vowels and consonants. A good ear is your best guide for now. The rules will be studied in successive lessons. Note, however, that some vowels are marked with a sign (*macron*) indicating they are long vowels. The others, if unmarked, are short.

- Long **i** is pronounced like the *i* in *machine.*  **insula**
- The diphthong **ae** is pronounced like *ai* in *aisle.*  **terrae**
- The **v** is pronounced like *w.*  **parva**
- **C** and **g** are always hard, as in *cat* and *go.*  **Sicilia, Germānia**
Exercises

I. Questions. Answer the following in complete Latin sentences, as in Example 1.
1. Ubi est charta?
2. Estne charta magna?
3. Suntne terrae parvae?
4. Ubi sunt Ætalia et Graecia?
5. Suntne Ætalia et Graecia insulae?
6. Estne Sicilia paeninsula?
7. Ubi est Carthago?
8. Estne Æfrica magna?
9. Ubi est Phoenica?
10. Ubi habitat Europa, puella in fabulâ primâ?

II. Change each singular word to plural:
1. Terra est parva.
2. Charta est bona.
3. Insula est pulchra.
4. Paeninsula est magna.
5. Puella est parva.
6. Régina est pulchra.
7. Terra est magna.
8. Fábula est pulchra.
10. Insula est magna.

III. Change each nominative form to the corresponding accusative, object of spectâte. Make the predicate adjective into a direct modifier.
1. Terra est pulchra.
2. Ínsula est magna.
3. Puella est parva.
4. Réginae sunt pulchrae.
5. Paeninsulae sunt parvae.
6. Phoenica est pulchra.
7. Graecia est magna.
8. Charta est magna.
9. Ínsulae sunt parvae.

IV. Supply the correct ablative form in these prepositional phrases:
1. Italia est in _______________
2. Róma est in _______________
3. Carthago est in _______________
4. Phoenica est in _______________
5. Graecia est in _______________
V. Translate into Latin:
   1. The island is small.
   2. Italy is large.
   3. The small island is beautiful.
   4. Sicily is a large island.
   5. Are the islands small? They are not small.

Etymology

Etymology is the study of the true or original meanings of words or a tracing of the history of a specific word. The word etymology itself is derived from two Greek words: etymon, the true sense of a word (from etimos, true), and logos, speech, word, reason (hence, -logy came to mean the science, theory, or study of something). Etymology is also a branch of linguistics which studies the derivation of words.

In this section of each lesson you will examine word origins for selected vocabulary items. The goal of each etymology section is to suggest patterns of development, to stimulate you to apply the principles of etymology to other vocabulary items, and to assist you in the process of acquiring a broader vocabulary in English.

The names of continents, countries, seas, and rivers which have come into English through their Latin equivalents are endless. In this chapter Asia, Asia Minor, Europe, Germany, Britain, Gaul, Italy, Corsica, Sardinia, Sicily, Greece, Crete, Cyprus, Syria, Mesopotamia, Africa, Numidia, Mauritania, Libya, Ægypt, Æthiopia and Arabia all appear as equivalents or nearly so. Note, however, Hispania (Spain).

In the following paragraph there are many English words which are derived from their Latin cognates. See how many of them you can recognize. Do any English derivatives have different meanings?

The fable about the girl of great pulchritude who lived on the peninsula which extended into the sea which was sailed only by those who had a chart of the area is not familiar to everyone. The land is devoid of habitation and only a few spectators from the ships are able to look through glasses which magnify the land and allow the passengers to see the primate creatures of the area.

The Romans did not use the word charta (carta)\(^8\) for map or chart. Instead they used tabula, which originally meant plank of wood or board, but later was extended to include any purpose for which the board was subsequently used: a table or a tablet on which writing was put (usually onto a waxed surface), a voting list, a will, a record, a painting, or a map. The word

\(^8\)Classical Latin charta developed into Late Latin carta.
came to mean any writing of a permanent nature, e.g., the *Law of the Twelve Tables*. Even today we refer to the *multiplication table* or to a *table of statistics*. The Romans also used the word *forma* (plan) for *map*.

Coming from the equivalent word in Greek, *charta* meant *a piece of papyrus, a paper, a writing material, a page, a roll of a literary work*. Later the word came to mean *a deed or a document* and by the late Middle Ages it came to mean *a map*. Actually, the *itineraries (itinera)* as maps were more used by travellers and by the army in the ancient world, since scouts and voyagers reported information of a descriptive nature that would enable people to make a trip (*iter*). These itineraries functioned much as an AAA Triptik does, supplying distances along routes, identifying markers, and descriptive details. Copies were kept in libraries, and sections were even exhibited on stone.