

Dialogue

Salvēte! *Greetings!* (addressing more than one)

Salvē! *Greetings!* (addressing one person)

Chapter I CHARTA GEŌGRAPHICA

Hic est charta geōgraphica. Est charta parva, sed terrae sunt magnae. Charta est bona. Eurōpa et Āfrica et Asia sunt continentēs.¹ Sunt terrae pulchrae in Eurōpā, in Āfricā, in Asiā.

Spectāte terrās in Eurōpā. Britannia, Gallia, Germānia, Hispānia, Ītalia, Graecia sunt in Eurōpā. Spectāte ĩnsulās: Siciliam, Sardiniam, Corsicam, Crētā, Cyprum. Ubi sunt ĩnsulae? Sunt in marī Mediterraneō.² Suntne ĩnsulae magnae? Ita, ĩnsulae sunt magnae. Peloponnēsus³ est paene ĩnsula. Hispānia, Graecia, Ītalia sunt paenĩsulae magnae. Rōma est in Ītaliā.

Spectāte Āfricam. Spectāte terrās in Āfricā: Mauritāniam, Numidiam, Libyam, Aethiopiam, Aegyptum.⁴ Carthāgō est in Āfricā. In Āfricā Dīdō, rēgīna Phoenissa,⁵ habitat et rēgnat.

Spectāte Asiam. Spectāte terrās in Asiā. Terrae in Asiā sunt Asia Minor, Armenia, Mesopotamia, Arabia, Syria, Phoenīca. Spectāte ĩnsulam parvā in Phoenīcā. Est ĩnsula pulchra—Tyros.⁶ Eurōpa, puella in fābulā primā, in Phoenīcā habitat. Estne ĩnsula magna? ĩnsula nōn est magna; est parva.

¹*Continents.*

²*In the Mediterranean Sea.*

³*The Peloponnesus, the lower part of the Greek peninsula.*

⁴*Egypt.*

⁵*The Phoenician queen.*

⁶*Tyre 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 (<i>the maiden</i>); 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 (<i>a command</i>)
sunt	are

ADJECTIVES

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

OTHER WORDS

et	and
hīc	here
in	(<i>with abl. case</i>) in, on
ita	yes, thus, so
-ne,	<i>enclitic (attached to first word in the sentence)</i> : 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.
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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.⁷ **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.
Insulae 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
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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*.

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.
Terrae 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:

	<i>Singular</i>		<i>Plural</i>
<i>Nominative</i>	-a	terra	-ae terrae
<i>Accusative</i>	-am	terram	-ās terrās
<i>Ablative</i>	-ā	terrā	-is terris

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

<i>Nominative:</i>	Terra est magna.	<i>The land</i> is large.
	Terrae sunt magnae.	<i>The lands</i> are large.
<i>Accusative:</i>	Spectāte terram .	Look at <i>the land</i> .
	Spectāte terrās .	Look at <i>the lands</i> .
<i>Ablative:</i>	Rōma est in Ītaliā .	Rome is in <i>Italy</i> .
	Puellae pulchrae sunt in insulis .	The beautiful girls are on <i>the islands</i> .
<i>Predicate</i>		
<i>Nominative:</i>	Īnsulae sunt terrae .	The islands are <i>countries</i> .

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 Eurōpā. *There are* beautiful countries in Europe.
Est īnsula 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 magnae?*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 magnae.

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 magnae.*Yes*, the islands are large.

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

Insulae **nōn** sunt magnae.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 *Europa*.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? | 1. Hic est charta. |
| 2. Estne charta magna? | |
| 3. Suntne terrae parvae? | |
| 4. Ubi sunt Italia et Graecia? | |
| 5. Suntne Italia et Graecia insulae? | |
| 6. Estne Sicilia paeninsula? | |
| 7. Ubi est Carthago? | |
| 8. Estne Africa magna? | |
| 9. Ubi est Phoenicia? | |
| 10. Ubi habitat Europa, puella in fabula prima? | |

II. Change each *singular* word to *plural*:

- | | |
|--------------------------|------------------------|
| 1. Terra est parva. | 1. Terrae sunt parvae. |
| 2. Charta est bona. | |
| 3. Insula est pulchra. | |
| 4. Paeninsula est magna. | |
| 5. Puella est parva. | |
| 6. Regina est pulchra. | |
| 7. Terra est magna. | |
| 8. Fabula est pulchra. | |
| 9. Puella est pulchra. | |
| 10. Insula est magna. | |

III. Change each *nominative* form to the corresponding *accusative*, object of **spectate**. Make the predicate adjective into a direct modifier.

- | | |
|-----------------------------|------------------------------|
| 1. Terra est pulchra. | 1. Spectate terram pulchram. |
| 2. Insula est magna. | 2. Spectate _____ . |
| 3. Puella est parva. | |
| 4. Reginae sunt pulchrae. | |
| 5. Paeninsulae sunt parvae. | |
| 6. Phoenicia est pulchra. | |
| 7. Graecia est magna. | |
| 8. Charta est magna. | |
| 9. Insulae sunt parvae. | |

IV. Supply the correct *ablative* form in these prepositional phrases:

1. Italia est in Eurōpā .
2. Rōma est in _____ .
3. Carthago est in _____ .
4. Phoenicia 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 **etymos**, *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

⁸Classical 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.