

# LESSON IX

## CORNĒLIA ET NAUTA

**A Case usage** The following sentences have been composed to show you all five cases at work together. Notice that the word order of each example preserves the regular sequence of singular forms (nominative, genitive, dative, etc.).



<b>Filia</b> The daughter	<b>agricolae</b> of the farmer	<b>nautae</b> to the sailor	<b>viam</b> a road	<b>ferulā</b> with her staff	<b>mōnstrat.</b> points out	
<b>Servus</b> The servant	<b>equō</b> to the horse	<b>Marcī</b> of Marcus	<b>cibum</b> food	<b>in</b> in	<b>saccō</b> a sack	<b>dōnat.</b> gives

**B Case usage** Now that you know all five case endings, you can correctly use the noun *Rome* (**Rōma**) in each sentence. Write down the case and number needed on the left side and the correct spelling of **Rōma** on the right.

- By many generations of admirers, *Rome* has been called the **urbs aeterna**.

\_\_\_\_\_

- Though two thousand years have elapsed, the glory of *Rome* remains undimmed.

\_\_\_\_\_

- The presence of the past gives *Rome* an atmosphere entirely its own.

\_\_\_\_\_

- For this reason, people from all parts of the world visit *Rome* each year.

\_\_\_\_\_

- In *Rome* they see and praise the traces of an ancient civilization.

\_\_\_\_\_

You can also translate plural nouns in all five cases. In sentences 6–10, identify the case needed on the left; then provide the correct plural form of the word **prōvincia** on the right.

6. Spain and France were once *provinces* of Rome.

\_\_\_\_\_

7. The people *of* these former *provinces* still speak a Roman language.

\_\_\_\_\_

8. In addition to this common tongue, Rome gave its *provinces* many aqueducts, buildings and roads, several of which are still in use.

\_\_\_\_\_

9. Classicists, therefore, research not only Rome, but its *provinces* as well.

\_\_\_\_\_

10. In some instances, the ancient structures are better preserved *in* these *provinces* than in Rome itself.

\_\_\_\_\_



**Adjective - noun agreement: masculine nouns of the first declension** You have learned that adjectives agree in case, number, and gender with the nouns that they modify. This agreement, in most instances, appears as a repetition of the same case ending.

**EXEMPLĪ GRĀTIĀ**

**Filia grāta est.**

**Servus grātus est.**

Sometimes, however, the endings required by the rules of agreement will not be exactly the same (e.g., **nauta bonus**). You have learned only two nouns that illustrate this unusual kind of agreement.

**agricola**

*farmer*

**nauta**

*sailor*

1. To what declension do these nouns belong?

\_\_\_\_\_

2. What gender are most of the nouns in this declension?

\_\_\_\_\_

3. But what gender are **agricola** and **nauta**?

\_\_\_\_\_

Notice the use of adjectives in the following sentences. What is unusual about the italicized examples?

**Cincinnatus** erat clārus.

Misēnus et Palinūrus erant clārī.

Erat clārus Rōmānus.

Erant clārī Troiānī.

The adjectives **clārus** and **clārī** use second declension endings to agree with the first declension nouns **agricola** and **nautae**.

Later in your textbook you will learn one other word, **poēta**, which belongs to the first declension but is masculine in gender.

**Clārum poētam Homērum laudāmus.**      *We praise the famous poet Homer.*

Translate the italicized parts of each sentence. Be sure to consider whether a singular or plural case ending is needed.

4. In ancient times, the work *of a great poet* was always dedicated to one of the Muses.

\_\_\_\_\_

5. Venus assisted *the Trojan sailors*.

\_\_\_\_\_

6. Apollo gave no laurels *to a bad poet*.

\_\_\_\_\_

7. Scylla and Charybdis caused the deaths *of many sailors*.

\_\_\_\_\_

8. Ceres presented seed-corn *to the grateful farmers*.\*

\_\_\_\_\_

\*Notice that, in this instance, the adjective and noun have the same ending.

**D** **Indicative vs. imperative** You now know many Latin verbs and can conjugate them in both the present and future tenses. With the indicative mood of these verbs, you can make statements and ask questions. In English, the subjects of statements and questions are expressed by nouns or pronouns. In Latin, as you have seen, subjects are often expressed simply by the personal endings of verbs.

Not every verb in Latin or English, however, appears with an expressed subject.

#### EXEMPLĪ GRĀTIĀ

**Labōrā!**

*Work!*

In English as well as in Latin, such commands are referred to as *imperatives*. The understood subject of an imperative verb is always the pronoun *you*. An imperative sentence, consequently, expresses an order or a direction of some kind.

This understood subject can obviously be either singular or plural. There are, therefore, two forms of the present imperative. To speak in this mood to a singular person, Latin simply uses the present stem.

**Labōrā, filia!**

*Work, daughter!*



The subject in this example is still the pronoun *you*. The noun of address (**filia**—vocative case) simply tells us that the subject is singular.

Plural imperatives echo the ending **-tis** by adding **-te** to the stem.

**Labōrāte, filiae!**

*Work, daughters!*

Use the information to complete the following chart. Note that there is only one English translation for both the singular and plural imperatives.

INFINITIVE	PRESENT STEM/ IMPERATIVE SINGULAR	IMPERATIVE PLURAL	TRANSLATION
amāre	_____	_____	_____
_____	nāvigā	_____	_____
_____	_____	parāte	_____
_____	_____	_____	Watch!