

UNIT VI

Name _____ Date _____

MISSION TO A NEW WORLD: AENEAS AND ROME

LESSON XXIX

AENĒAS ET DĪDŌ

A **Words used as nouns** Any word used as a noun is called a *substantive*. A pronoun, for example, is a substantive because it is a part of speech that can replace a noun. Compare the following sentences.

The Muses once taught Apollo.

They once taught him.

Notice that in the second sentence, both the subject and the direct object of the first sentence have been replaced with pronouns. Pronouns are just one type of substantive.

Adjectives can also be used substantively.

They taught him the arts of the lyre and poetry.

They taught him much about music.



Notice that the adjective *much* is used like a noun in the second sentence. It is the direct object of the verb *taught*.

Another kind of substantive is a verbal, such as an infinitive.

To create is to be inspired by Apollo and the Muses.

Notice that the two infinitives in the preceding sentence are also used like nouns. *To create* is the subject of the sentence, and *to be inspired* functions as a predicate nominative.

Finally, consider the following sentence.

Ancient poets hoped that the Muses would direct their work.

What did they hope? Notice that in this sentence an entire clause (*that the Muses would direct their work*) functions as the direct object of the verb *hoped*.

Nota Bene

Three of the adjectives that you have learned are often used substantively. Define them as adjectives and then as nouns.

	MEANING AS ADJECTIVE	MEANING AS NOUN
1. amīca	_____	_____
2. barbarus	_____	_____
3. finitimus	_____	_____

Information about gender and number is always expressed in the ending of a Latin adjective. This information is particularly important when translating substantives.

Malus accēdit. *A bad man is approaching.*

Bonae fugiunt. *The good women are fleeing.*

Match the following Latin substantives to their correct English translations.

- | | |
|-----------------|-----------------------------|
| 4. _____ bona | a. a good man |
| 5. _____ nostrī | b. the truth (a true thing) |
| 6. _____ mea | c. many people |
| 7. _____ bonus | d. many things |
| 8. _____ misera | e. our men |
| 9. _____ malum | f. goods |
| 10. _____ multī | g. misfortune (a bad thing) |
| 11. _____ vērūm | h. bad people |
| 12. _____ malī | i. poor woman |
| 13. _____ multa | j. my things |



Revisiting the third declension In a previous workbook lesson, you studied some case endings of the third declension. These endings have recurred in your readings and may be familiar to you. Translate each sentence to strengthen your awareness of context clues to help with third declension case endings.

1. *Ā populō Rōmānō nāvēs Pompēiō* dōnābuntur.*

**Gnaeus Pompēius Magnus, a.k.a. Pompey the Great*

Besides being plural, how does **dōnābuntur** help to identify **nāvēs** as a subject?

2. *Ā Rōmānīs noctēs in quattuor vigiliās* dīvidēbantur.*

**vigilia, vigiliae, f. (night) watch*

What case ending appears on the subject of this sentence?

3. Flōrēs pulchrōs in Siciliā vidēbitis.

In the preceding sentence, is the word **flōrēs** nominative or accusative? How do you know?

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4. Sextus appellor; quīnque frātrēs habeō.



In this sentence, **quīnque** does not have an ending that indicates the case of **frātrēs**. How can you tell whether **frātrēs** is the subject or the direct object of the verb?