

**Week 18 - Final Exam Review Reading Practice**

**Monday Notes** Week 18 - Semester Final Exam (Chapter 1 -10) Review

We will review:

- Verbs in 1st, 2nd, and 3rd Conjugations in three tenses.
- Nouns in 1st, 2nd (m & n), and 3rd (m,f,&n) Declensions
- The use of 1st/2nd Declension Adjectives
- Prepositions governed by the ablative & accusative
- Translating Latin using the above plus conjunctions, adverbs, demonstrative pronouns, and 4th C. and 3rd in *-iō* verbs.

	1st Conjugation - <i>laudō, laudāre</i> – I praise	2nd Conjugation - <i>videō, vidēre</i> – I see	3rd Conjugation - <i>vincō, vincere</i> - I conquer	1st Conjugation - <i>laudō, laudāre</i> – I praise	2nd Conjugation - <i>videō, vidēre</i> – I see	3rd Conjugation - <i>vincō, vincere</i> - I conquer
	Future	Future	Future	Imperfect	Imperfect	Imperfect
1s						
2s						
3s						
1pl						
2pl						
3pl						

<i>subitō</i> - suddenly <i>cantō, cantāre</i> - I sing <i>rota, rotæ f</i> – wheel <i>nōn iam</i> – no longer	<i>dexter, dextra, dextrum</i> - right, right hand <i>gratia, gratiæ, f.</i> - thanks, gratitude <i>forum, forī, n.</i> - forum, marketplace
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(1) *Puer nōn est lætus. In viā ad oppidum familia est. In plastrō familiæ, dē Sātūrnālibus cantant. Subitō, rota dextra ā plastrō ad agrum fugit.*

(2) *Equus saltat sed nōn iam currere potest. Ubi pater Tram habet, sæpe verba mala dicit.*

(3) *Nunc Tram habet et verba patris familiam vulnerant. Rota I Tbera quoque nōn valet.*

(4) *Pater dicit, "Sine bonā rotā dōna Sātūrnālibus nōn habēbitis. Mox plastrum cārum Græcī est prope plastrum familiæ."*

(5) *Græcus rogat, "Dēs Iderātisne plastrō huic rotam bonam?" Pater dicit, "Dēs Iderāmus rotam." Frāter Græcī rotam bonam in terrā prope plastrum familiæ pōnit.*

(6) *Cum gratiā pater et puer rotam cōgitant. Tum cum verbīs multīs et malīs, in plastrum familiæ rotam pōnunt.*

(7) *Iter ad forum dōnīs est vīvum! Māter dē verbīs puerī nōn est læta. (8) Ubi iterum in vīllā sunt, puer dē irā mātris audiet. Poenam nōn fugiet.*

## Tuesday Notes

<i>cot</i> <i>Idiē</i> – every day <i>impavidus, -a, -um</i> – fearless <i>legō, legere, lēg</i> <i>T</i> - I read <i>optimus, optima, optimum</i> - best <i>suus, sua, suum</i> – his, her, their (reflexive)	<i>suus, sua, suum</i> – his, her, their (reflexive) <i>tabula, tabulæ, f.</i> – tablet <i>victōria, victōriæ f.</i> –victory <i>iterum</i> - again <i>ruber, rubra, rubrum</i> - red
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(1) *Cot Idiē puer et frāter parvus ad lūdum ambulat. Propter Sāturnālia, semper puer T læt T sunt.*

(2) *Sed ubi puerum malum cum am Tc Ts vident, frātrēs sunt timid T. Trāns viam ā malō puerō ambulat.*

(3) *Nunc ē per Tculō, ad lūdum currunt. Dum in lūdō, puer librōs dē victōr Ts tyrannōrum et m Tlitum legere amat.*

(4) *Puer in tabulā suā dē impavidō m Tlite scr Tbit. M Tles ferrō suō aliās cōpiās cum studiō oppugnat. In campō bell T, m Tles optimus est.*

(5) *Cōpiæ timidæ ad suās matrēs currunt dum m Tles togam rubram victōriæ capit. Puer quoque dē ferrō scribit.*

(6) *Puer fābulam suam magistrō dat. Puer fortūnam bonam fābulæ dēs Tderat. In capite suō, puer glōriam multam videt, sed magister fābulam puer T nōn amat.*

(7) *Magister scribit in tabulā, "Hæc fābula est stulta. Oculum istum vulnerābis." Puer iterum nōn est lætus.*

## Block Notes

Case	2nd Dec. m. <i>equus, equ T, m.</i> -horse	1st Dec. f. <i>puella, puellæ, f.</i> - girl	2nd Dec. n. <i>bellum, bell T, n.</i> - war	3rd Dec. m&f <i>rēx, rēgis, m.</i> - king	3rd Dec. n. <i>iter, itineris, n.</i> journey
<b>Singular</b>					
Nominative					
Genitive					
Dative					
Accusative					
Ablative					
<b>Plural</b>					
Nominative					
Genitive					
Dative					
Accusative					
Ablative					

From Ch 2: Basic Translation of Latin cases.

English Sentences:

- A. The **poet** is giving large roses to the girl.
- B. The **girls** are giving the poet's roses to the sailors.
- C. By money they are saving the girls' country.

**Nominative Case** – It is used to indicate the subject of the verb, as in **poet** in A, and **girls**, in B.

English Sentences:

- A. The poet is giving large roses to the girl.
- B. The girls are giving the **poet's** roses to the sailors.
- C. By money they are saving the **girls'** country.

**Genitive Case** – It is used to make one noun modify another, often showing possession, as in **poet's** in B, and **girls'** in C. We will learn other ways of using the genitive case later, however the genitive can always be safely translated with the preposition 'of'. So "poet's" would be 'of the poet' and "girls'" would be 'of the girls'.

English Sentences:

- A. The poet is giving large roses **to the girl**.
- B. The girls are giving the poet's roses **to the sailors**.
- C. By money they are saving the girls' country.

**Dative Case** – It is often used to show a person or thing **indirectly** affected by the action of the verb, as in the indirect objects 'to the girl' in A, and 'to the sailors' in B. The preposition is implied by the case ending of the noun in Latin, so the preposition 'to' is only implied. Datives can be safely translated using either the preposition 'to' or 'for'.

English Sentences:

- A. The poet is giving large **roses** to the girl.
- B. The girls are giving the poet's **roses** to the sailors.
- C. By money they are saving the girls' **country**.

**Accusative Case** – It is often used to show the direct object of an the action of a verb, as in '**roses**' in A and B, and '**country**' in C. The Accusative can also be used as objects of certain prepositions as we will see soon.

English Sentences:

- A. The poet is giving large roses to the girl.
- B. The girls are giving the poet's roses to the sailors.
- C. By **money** they are saving the girls' country.

**Ablative Case** – It is the adverbial case because it modifies the action of a verb by telling what was used to do something, that is, **means (by what)**, who did something, **agent (by whom)**, with whom something was done, **accompaniment (with whom)**, how something was done, **manner (with what emotion)**, where something was done, **place (from, in, on where)**, or even when something was done, **time** (during time or season). Often the ablative is used with a preposition to avoid confusion, as we will see soon. When used without a preposition we will translate it as telling what thing was used to do something, **means**, as in '**money**' in C.

**Vocative Case** - It is used often with **Ō** to address a person or thing, like **Ō Caesar** - Oh Caesar, or **Ō fortuna** – Oh fortune. It is set off from the rest of the sentence by a comma or exclamation point. The vocative usually has the same form as the nominative, with one exception to be seen soon.

E.g. - **Ō fortuna, servā mē.** Oh fortune, save me.

<i>pugnus, pugnī, m.</i> - fist <i>nōn iam</i> – no longer <i>crās</i> – tomorrow <i>dexter, dextra, dextrum</i> - right, right hand <i>suus, sua, suum</i> – his, her, their (reflexive)	<i>nox, noctis, f.</i> – nighttime, darkness <i>adhūc</i> – still, so far, thus far, hitherto <i>subitō</i> - suddenly <i>ruber, rubra, rubrum</i> - red
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(1) *Post lūdum dum frātrēs ad vīllam suam ambulānt, iterum puerum malum vident. Mūrī circum frātrēs sunt. In perīculō sunt.*

(2) *Sed dē vītā puer Tram magnam habet. Nōn iam timēre puerum malum dēsīderat.*

(3) *Cum studiō puerum malum oppugnat. Ad terram pugnis dexter puerī puerum malum mittit.*

(4) *Tum puer pugnā suīs puerum malum vulnerat. Mox māter frātrum ad puerōs currit.*

(5) *Māter ā puerō malō puerum tenet. Māter frātrēs ad vīllam dūcit, dum puer malus ā locō fugit.*

(6) *Nōn iam aliī puerī in lūdō puerum malum timēbunt. Crās Pater Sāturnālium veniet, togam rubram habēbit. Eruntne dōna sub arbore? Eritne ferrum puerō?*

(7) *Per noctem puer in animō suō ferrum videt; māter et pater et magister et vir magnus ruber dīcunt, "Oculum tuum vulnerābis."*

(8) *Subitō puer in noctem vocat. Adhūc nox est in vīllā puerī.*

### Friday Notes

Prepositions are often included in the translation of certain Latin cases like the Genitive (of), Dative (to/for) and sometimes the Ablative (by).

Latin does have prepositions which are used with the Accusative and Ablative cases.

**Accusative Prepositions** – The Accusative case is used alone as a direct object. With the prepositions **ad** – to, toward; **in** – into; **post** – after, behind, the noun in the accusative case becomes the **object of the preposition**.

**E.g.** - **ad patriam** – to the country; **in patriam** – into the country; **post portam** – behind the gate

**Ablative Prepositions** – The Ablative case is used alone as a way to tell what thing is used to do something (means). With the prepositions **ā, ab** – from, away from, by; **cum** – with; **dē** – down from, about; **ē, ex** – out of, from; **in** – in, on, the noun in the ablative case performs many functions.

**E.g.** - **ā patriā** – from the country (place); **cum puellā** – with the girl (accompaniment); **sine puella** – without the girl (accompaniment); **cum Irā** – with anger (manner); **dē portā** – down from the gate (place); **ē patriā** – out of the country (place); **in patriā** – in the country (place); **in portā** – on the gate (place)

<b>nōn iam</b> – no longer <b>adhūc</b> - still, so far, thus far	<b>patruus patruī, m.</b> – uncle <b>nox, noctis, f.</b> - night, darkness
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(1) *Ubi nōn iam nox est, puer ad arborem in vīllā suā currit. Suntne dōna multa? Amābitne dōna?*

(2) *Puer dōna multa videt. Mox etiam frāter puerī ad arborem currit.*

(3) *Puerī patrī et mātrī vocant, "Veniētisne mox ad arborem?" Pater et māter nunc ad arborem veniunt.*

(4) *Pater dōnum puerō dat. Est plaustrum parvum. Māter dōnum frātrī dat.*

(5) *Mīles aēnus et parvus est. Frāter lētus est. Tum Māter puerō aliud dōnum dat.*

(6) *Ā patruō dōnum est. Nōn est ferrum. Ubi dōna nūlla puerīs sunt sub arbore, adhūc puer ferrum nōn habet.*

(7) *Subitō pater post arborem dōnum invenit. Puer cum studiō dōnum tenet. Ferrum est!*

Week 18 - Final Exam Review Reading Practice

**Monday Homework**

Answer in English. Include any modifiers.

1. In (1), in the wagon \_\_\_\_\_, they sing \_\_\_\_\_ Saturnalia.
2. In (1), the right wheel flees \_\_\_\_\_ the wagon \_\_\_\_\_ the field.
3. In (2), the horse leaps but is not \_\_\_\_\_ to \_\_\_\_\_.
4. In (2), when \_\_\_\_\_ has anger, he often says \_\_\_\_\_ \_\_\_\_\_.
5. In (3), the words of father \_\_\_\_\_ the family.
6. In (3), the \_\_\_\_\_ wheel is also \_\_\_\_\_.
7. In (4), " \_\_\_\_\_ a good wheel you \_\_\_\_\_ not have \_\_\_\_\_ for Saturnalia."
8. In (4), what kind of chariot does the Greek have?
9. In (5), the Greek asks, "Do you desire a \_\_\_\_\_ wheel for \_\_\_\_\_ \_\_\_\_\_."
10. In (5), father says, " \_\_\_\_\_ desire a \_\_\_\_\_."
11. In (5), \_\_\_\_\_ of the Greek \_\_\_\_\_ a good \_\_\_\_\_ on the land \_\_\_\_\_ the wagon of the family.
12. In (6), with \_\_\_\_\_ father and \_\_\_\_\_ consider the \_\_\_\_\_.
13. In (6), with what kind of words do they put the wheel onto the wagon?
14. In (7), the \_\_\_\_\_ to the forum \_\_\_\_\_ gifts is alive.
15. In (7), about the words \_\_\_\_\_ the boy mother is not \_\_\_\_\_.
16. In (8), When \_\_\_\_\_ are again in the \_\_\_\_\_, the boy \_\_\_\_\_ hear about the \_\_\_\_\_ of \_\_\_\_\_.

**Tuesday Homework**

Answer in English. Include any modifiers.

1. In (1), who is walking to school?
2. In (1), \_\_\_\_\_ Saturnalia, the boys are \_\_\_\_\_ happy.
3. In (2), describe the brothers when they see the bad boy.
4. In (2), they walk \_\_\_\_\_ the road \_\_\_\_\_ bad \_\_\_\_\_.
5. In (3), now \_\_\_\_\_ danger, \_\_\_\_\_ run to school.
6. In (3), the boy likes to \_\_\_\_\_ books about victories of \_\_\_\_\_ and \_\_\_\_\_.
7. In (4), on \_\_\_\_\_ tablet the boy \_\_\_\_\_ about the \_\_\_\_\_.
8. In (4), the soldier attacks with \_\_\_\_\_ using his \_\_\_\_\_.
9. In (4), where is the soldier the best?
10. In (5), to \_\_\_\_\_ \_\_\_\_\_ frightened troops run...
11. In (5), ...while the soldier \_\_\_\_\_ the \_\_\_\_\_ toga of \_\_\_\_\_.
12. In (5), what does the boy also write about?
13. In (6), the boy gives \_\_\_\_\_ story to the \_\_\_\_\_.
14. In (6), the boy desires \_\_\_\_\_ fortune for the \_\_\_\_\_.
15. In (6), in \_\_\_\_\_ head, the boy sees \_\_\_\_\_ \_\_\_\_\_...
16. In (6), but the teacher does \_\_\_\_\_ like the story of the \_\_\_\_\_.
17. In (7), " \_\_\_\_\_ story is \_\_\_\_\_." You \_\_\_\_\_ wound \_\_\_\_\_ eye of \_\_\_\_\_."
18. In (7), the boy again is?

17. In (8), he will not avoid what?	
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**Block Homework**

Answer in English. Include any modifiers.

1. In (1), \_\_\_\_\_ school while \_\_\_\_\_ are walking to their farmhouse,...
2. In (1), \_\_\_\_\_ are around the \_\_\_\_\_.
3. In (2), what does the boy have about life?
4. In (2), no longer does he \_\_\_\_\_ to \_\_\_\_\_ the bad boy.
5. In (3), with \_\_\_\_\_ he \_\_\_\_\_ the bad boy.
6. In (3), to the ground the \_\_\_\_\_ fist of the boy \_\_\_\_\_ the bad boy.
7. In (4), then the boy wounds the bad boy with \_\_\_\_\_.
8. In (4), soon the mother of the \_\_\_\_\_ runs toward the \_\_\_\_\_.
9. In (5), mother holds the boy \_\_\_\_\_ the bad/evil \_\_\_\_\_.
10. In (5), mother \_\_\_\_\_ brothers to \_\_\_\_\_,...
11. In (6), no longer will \_\_\_\_\_ boys in \_\_\_\_\_ fear the bad boy.
12. In (6), tomorrow \_\_\_\_\_ of Saturnalia \_\_\_\_\_...
13. In (6), what will he have?
14. In (6), will there \_\_\_\_\_ gifts \_\_\_\_\_ the tree?
15. In (6), \_\_\_\_\_ there be a sword \_\_\_\_\_?
16. In (7), \_\_\_\_\_ the night the boy sees a sword in \_\_\_\_\_.
17. In (8), suddenly the boy \_\_\_\_\_ into the \_\_\_\_\_.
18. In (8), still it is \_\_\_\_\_ in the farmhouse \_\_\_\_\_ the boy.

**Friday Homework** Answer in English. Include any modifiers.

1. In (1), When it is no longer \_\_\_\_\_, the boy \_\_\_\_\_ to the \_\_\_\_\_ in \_\_\_\_\_ farmhouse.
2. In (1), Are there \_\_\_\_\_ gifts? \_\_\_\_\_ he like the \_\_\_\_\_?
3. In (2), boy \_\_\_\_\_ many \_\_\_\_\_.
4. In (2), Soon brother \_\_\_\_\_ the boy \_\_\_\_\_ to the \_\_\_\_\_.
5. In (3), Boys call \_\_\_\_\_ the father and to the \_\_\_\_\_.
6. In (3), \_\_\_\_\_ you all \_\_\_\_\_ to the \_\_\_\_\_?
7. In (3), what are father and mother doing?
8. In (4), \_\_\_\_\_ gives a \_\_\_\_\_ to the \_\_\_\_\_. It is a \_\_\_\_\_.
9. In (4), Mother \_\_\_\_\_ a \_\_\_\_\_ to \_\_\_\_\_.
10. In (5), It is a \_\_\_\_\_ and \_\_\_\_\_ soldier. Brother is \_\_\_\_\_.
11. In (5), Then \_\_\_\_\_ gives \_\_\_\_\_ gift \_\_\_\_\_ the boy.
12. In (6), The gift is from whom?
13. In (6), It is not a \_\_\_\_\_. When there are \_\_\_\_\_ gifts \_\_\_\_\_ the tree \_\_\_\_\_ the boys, still the boy does not have a \_\_\_\_\_.
14. In (7), Suddenly father \_\_\_\_\_ a gift \_\_\_\_\_ the tree. The boy takes the gift \_\_\_\_\_ . It is a \_\_\_\_\_ !