

# A MISCHIEF-MAKER

*In addition to vocabulary and the story, the activities in this chapter focus on:*

1. direct objects, including *mē* and *tē*.
2. producing direct object forms of nouns.
3. the core elements of Latin sentences with intransitive, transitive, and linking verbs.

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## Vocabulary

### Activity 4a Vocabulary

*Study the vocabulary list on pages 208–209 alone or with a partner. Note that we now list personal pronouns separately. Note also that we now list the singular direct object forms of nouns and adjectives. Go to the corresponding list on the Companion website where you will find an additional list of subject and direct object forms of nouns that you have met so far.*

## The Story

### Activity 4b Vocabulary in Context

*Fill in the blanks in the following sentences with Latin words to match the English cues:*

1. Sextus Cornēliam \_\_\_\_\_ (always) (annoys)
2. Sextus puer \_\_\_\_\_ est. (troublesome, annoying)
3. Cornēlia sub arbore \_\_\_\_\_. (sleeps)
4. Sextus \_\_\_\_\_. (stealthily) (approaches)
5. Sextus Cornēliam \_\_\_\_\_. (does not like)
6. Arborem \_\_\_\_\_. (therefore) (he climbs)
7. Subitō \_\_\_\_\_ clāmat. (in a loud voice)
8. \_\_\_\_\_ est \_\_\_\_\_. (The branch) (weak)
9. Mārcus Sextum \_\_\_\_\_. (catches sight of)
10. Mārcus clāmat, “\_\_\_\_\_, \_\_\_\_\_!” (Come down, Sextus!)
11. Sextus clāmat, “Nihil \_\_\_\_\_!” (frightens me)

12. Cornēlia \_\_\_\_\_ clāmat, "\_\_\_\_\_, Sexte!" (anxious, worried) (Be careful!)
13. Sed Sextus nihil \_\_\_\_\_. (hears)
14. Nihil quoque \_\_\_\_\_ Sextus. (sees)
15. \_\_\_\_\_ Sextus ex arbore cadit. (Then)
16. \_\_\_\_\_ Cornēliam \_\_\_\_\_. (The crash) (frightens)
17. Cornēlia clāmat, "Nihil \_\_\_\_\_!" (frightens you)

## Building the Meaning

### Direct Objects and the Ending -m

#### Activity 4c Identifying Direct Objects

Find and copy seven different nouns that serve as direct objects of verbs in the story on page 19 of your textbook:

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_ 7. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

#### Activity 4d Identifying Subjects and Direct Objects

Write S next to the forms in the following list that could serve as subjects and DO next to the forms that could serve as direct objects:

- |                   |                  |                     |
|-------------------|------------------|---------------------|
| 1. puellam _____  | 8. vōx _____     | 15. tē _____        |
| 2. Mārcus _____   | 9. rāmus _____   | 16. arborem _____   |
| 3. fragōrem _____ | 10. vōcem _____  | 17. Sextum _____    |
| 4. puer _____     | 11. amīcam _____ | 18. Cornēlia _____  |
| 5. mē _____       | 12. virum _____  | 19. rārum _____     |
| 6. puerum _____   | 13. fragor _____ | 20. arbor _____     |
| 7. Mārcum _____   | 14. vir _____    | 21. Cornēliam _____ |



**Activity 4e Forming Direct Objects***Give the direct object forms of the following nouns:*

- |                   |                  |
|-------------------|------------------|
| 1. vir _____      | 6. puella _____  |
| 2. arbor _____    | 7. vōx _____     |
| 3. Cornēlia _____ | 8. puer _____    |
| 4. servus _____   | 9. Mārcus _____  |
| 5. amīca _____    | 10. fragor _____ |

**Activity 4f Noun Endings***Fill in the endings of the nouns in the following story, according to the function of each noun in its sentence:*

Dum Cornēli\_\_\_\_\_ dormit, Sext\_\_\_\_\_ arbor\_\_\_\_\_ ascendit. Cornēlia Sext\_\_\_\_\_ nōn videt, quod dormit. Mārc\_\_\_\_\_ ad arborem currit et fragōr\_\_\_\_\_ audit quod Sext\_\_\_\_\_ ex arbore cadit. Cornēli\_\_\_\_\_ nōn iam dormit. Mārcus et Cornēlia Sext\_\_\_\_\_ cōspiciunt et rident. Sextus Cornēli\_\_\_\_\_ et Mārc\_\_\_\_\_ nōn iam amat.

**Core Elements of Latin Sentences****Activity 4g Identifying Core Elements of Latin Sentences**

*Read the story below, and study the words and phrases in bold type (phrases are underlined). Put an S over subjects, the letters IV over intransitive verbs, TV over transitive verbs, and DO over direct objects. Also, put LV over linking verbs and C over complements:*

Sextus est puer molestus. Cornēlia igitur Sextum nōn amat. Hodiē sub arbore dormit Cornēlia. Sextus puellam cōspicit et fūrtim appropinquat. Arborem ascendit et subitō magnā vōce clāmat. Vōcem Cornēlia audit sed Sextum nōn videt. Magna vōx Cornēliam terret.

## Applying What You Have Learned

### Activity 4h Writing the Language

*Translate the following English sentences into Latin. Remember that the direct object usually appears in front of the verb in Latin. Include all long marks. Use the stories and vocabulary lists in your textbook, as well as the vocabulary lists in this book, to help you:*

1. Today Sextus climbs the tree.

\_\_\_\_\_

2. Sextus frightens Cornelia while Cornelia sleeps under the tree.

\_\_\_\_\_

3. Marcus sees the weak branch and then approaches.

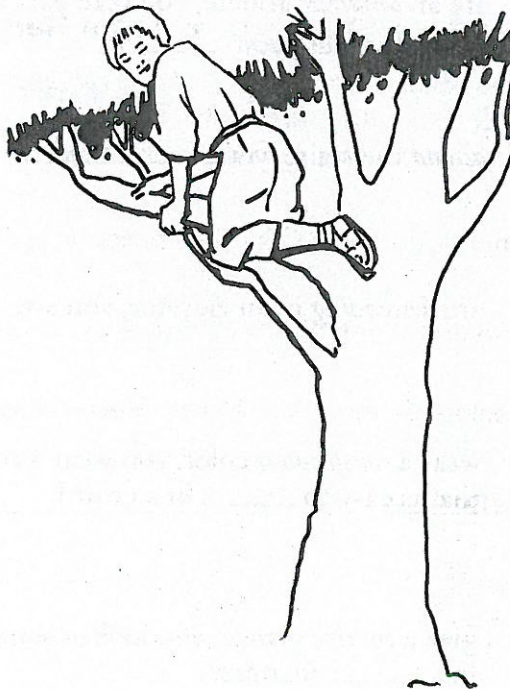
\_\_\_\_\_

4. Cornelia laughs because Sextus falls out of the tree, but Sextus groans.

\_\_\_\_\_

5. Sextus no longer climbs the tree.

\_\_\_\_\_





## Activity 4i Expanding Your English Vocabulary

For each italicized English word below, give the related Latin word and below it the meaning of that Latin word. Then complete each sentence by filling in a word at the right:

Latin Word  
Meaning of the Latin Word

If you ...

1. \_\_\_\_\_ live in a *dormitory*, you live in a building designed for \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_ have lost the *video* portion of a broadcast, you have lost the portion intended to be \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ are a judge at a musical *audition*, you must give each performer a careful \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_ are sent to an *infirmary*, you are sent to a place for the treatment of those who are \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_ *terrify* children with your Halloween costume, you are \_\_\_\_\_ them. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_ are an *amateur* athlete, you take part in a sport because you \_\_\_\_\_ it. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_ *ascend* the stairs, you \_\_\_\_\_ them. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_ are *descending* in an elevator, you are \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_ wear a *conspicuous* color, you wear a color that is easy to \_\_\_\_\_ in a crowd. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_ give a *furtive* glance, you look at someone in a \_\_\_\_\_ manner. \_\_\_\_\_  
\_\_\_\_\_

**Activity 4j Reading Latin**

Look at the new vocabulary beneath this story. Then read the story, using your knowledge of the new noun endings to distinguish direct objects from subjects. Reread the story for comprehension. Then mark whether each statement below the story is *V = Vērum* (True) or *F = Falsum* (False):

**Girls in the Fields II**

Cornēlia et Flāvia in agrīs ad villam ambulant.

Cornēlia, "Sextus est puer molestus," clāmat. "Semper mē vexat. Semper currit et clāmat et arborem ascendit."

"Ita vērō!" inquit Flāvia. "Sextus mē quoque vexat et terret. Nihil Sextum terret. Ubi est Mārcus hodiē? Mārcus mē nōn vexat."

Cornēlia, "Mārcus quoque," inquit, "molestus est! Puerī saepe in hortō currunt et in agrīs arborem ascendunt. Ecce! Sextus arborem iam ascendit." Subitō puellae magnum fragōrem audiunt. Sextus ē rāmō infirmō cadit. Mārcus eum cōspicit et magnā vōce rīdet. Flāvia et Cornēlia quoque Sextum cōspiciunt et rident quod puerum molestum nōn amant. Tum Mārcum videt Flāvia et rīdet quod Mārcum amat.

Ubi...? *Where...?*

eum, *him*

- |  |   |   |
|--|---|---|
| 1. Sextus Cornēliam semper vexat.        | V | F |
| 2. Flāvia quoque Sextum vexat et terret. | V | F |
| 3. Mārcus Flāviam vexat.                 | V | F |
| 4. Flāvia Sextum nōn amat.               | V | F |
| 5. Mārcus Flāviam videt et rīdet.        | V | F |