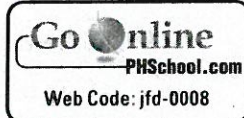


# GETTING UP EARLY

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

1. identifying the person and number of Latin verbs and translating them into English.
2. the forms of the irregular verb **sum**.
3. translating verbs.
4. vocative forms of nouns.



## Vocabulary

### Activity 8a Vocabulary

*Study the vocabulary list on page 216 alone or with a partner. Note the personal pronouns. Go to the corresponding list on the Companion website where you will find the forms of the verbs **parō** and **sum**, a list of other verbs that you have met that have forms like those of **parō**, **parūs**, etc., and information on the forms of the vocative.*

## The Story

### Activity 8b Vocabulary in Context

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

1. Aurēlia \_\_\_\_\_ occupāta est. (already)
2. “\_\_\_\_\_ hodiē strēnuē labōrāmus.” (We)
3. “Cūr \_\_\_\_\_, servī, nōn labōrātis?” (you)
4. Aurēlia cubiculum Sextī \_\_\_\_\_ . (enters)
5. Aurēlia Sextum \_\_\_\_\_ vult. (to wake up)
6. “\_\_\_\_\_, \_\_\_\_\_!” clāmat. (“Come on, Sextus!”)
7. Sextus tunicam et togam \_\_\_\_\_ . (puts on)
8. \_\_\_\_\_ ē cubiculō currit. (Then)
9. Aurēlia \_\_\_\_\_ Mārcī intrat. (bedroom)

10. Aurēlia \_\_\_\_\_ clāmat. (a second time)

11. "Cūr \_\_\_\_\_," inquit Mārcus, "necesse est surgere?" (for me)

12. "\_\_\_\_\_ Rōmam redīre," clāmat Aurēlia.  
(It is time)



## Forms

### Verbs: Persons

### Activity 8c Personal Endings

*Write the personal endings for verbs that you would expect after these subjects:*

1. tū \_\_\_\_\_

2. vōs \_\_\_\_\_

3. nōs \_\_\_\_\_

4. puerī \_\_\_\_\_

5. puella \_\_\_\_\_

6. ego \_\_\_\_\_

### Activity 8d Person and Number

Identify the person (1st, 2nd, 3rd) and number (Sing. or Pl.) of the following verbs. Then translate each into English three ways, following the example that is done for you:

	Person	Number	Translation
1. vexās	<u>2nd</u>	<u>Sing.</u>	<u>you annoy, you are annoying, you do annoy</u>
2. vexāmus	_____	_____	_____
			_____
3. vexant	_____	_____	_____
			_____
4. vexō	_____	_____	_____
			_____
5. vexat	_____	_____	_____
			_____
6. vexātis	_____	_____	_____
			_____

### Activity 8e The Verb *sum*

Write the forms of the verb *sum* that you would expect after these subjects. Then translate each phrase:

- |                |                 |
|----------------|-----------------|
| 1. nōs _____   | 4. vōs _____    |
| 2. puerī _____ | 5. puella _____ |
| 3. ego _____   | 6. tū _____     |

### Activity 8f Translating Verbs

Translate the following sentences into English, taking care to use the correct subject if there is no noun in the nominative case:

1. Servōs spectāmus.

\_\_\_\_\_



2. Mē vexātis, puerī.

\_\_\_\_\_

3. Cūr clāmās, Aurēlia?

\_\_\_\_\_

4. Cūr villam intrātis, Mārce et Sexte?

\_\_\_\_\_

5. Servī in cubiculīs nōn sunt.

\_\_\_\_\_

6. Servī aquam portant.

\_\_\_\_\_

7. Cūr nōn labōrātis, servī?

\_\_\_\_\_

8. "Tē ad urbem revocō," inquit nūntius.

\_\_\_\_\_

9. "Irātus sum," inquit Cornēlius, "quod vōs, Mārce et Sexte, molestī estis."

\_\_\_\_\_

10. "Nōs dēfessī sumus," respondent puerī.

\_\_\_\_\_

## Nouns and Adjectives: Vocative

### Activity 8g Producing the Vocative Case

Give the Latin for the underlined words:

1. Marcus, Cornelia, come here!"

\_\_\_\_\_

2. "Come here, boys!"

\_\_\_\_\_

3. Girls, why are you running to the tree?

\_\_\_\_\_

4. "Come here, my son!" \_\_\_\_\_
5. Why haven't you gotten up, troublesome boy? \_\_\_\_\_
6. Slave, why are you sitting? \_\_\_\_\_
7. I want to go to Rome now, mother. \_\_\_\_\_
8. Cornelius, everything is ready. \_\_\_\_\_
9. Mothers and fathers, please listen to us. \_\_\_\_\_

*Underline the vocative forms in the sentences in Activity 8f.*

## Applying What You Have Learned

### Activity 8h Writing the Language

*Translate the following English sentences into 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. The slaves are working hard because it is necessary to return to Rome today.  
\_\_\_\_\_  
\_\_\_\_\_
2. Marcus does not wish to get up because it is not yet light.  
\_\_\_\_\_  
\_\_\_\_\_
3. Cornelius enters the bedroom and shouts,  
\_\_\_\_\_  
\_\_\_\_\_
4. "Why don't you get up, Marcus? Why do you always annoy me?"  
\_\_\_\_\_  
\_\_\_\_\_
5. It is not necessary to shout a second time.  
\_\_\_\_\_  
\_\_\_\_\_

6. Marcus immediately gets up and puts on his\* tunic and toga.

\_\_\_\_\_

\_\_\_\_\_

\*Do not translate *his* with a separate word.

### Activity 8i 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		If you ...	
Meaning of the Latin Word			
1. _____	_____	tell an <i>exciting</i> story, it _____	_____
_____	_____	the audience's interest.	_____
2. _____	_____	sleep in a <i>cubicle</i> , you sleep	_____
_____	_____	in a very small	_____
3. _____	_____	are <i>accelerating</i> in a vehicle,	_____
_____	_____	you are	_____
4. _____	_____	<i>reiterate</i> your words,	_____
_____	_____	you _____ them.	_____
5. _____	_____	are concerned with only <i>temporal</i>	_____
_____	_____	things, your interest is in things	_____
_____	_____	that exist for only a certain	_____

### Activity 8j Reading Latin

Look at the new vocabulary following this story. Then read the story, noting the new personal endings on some of the verbs. Reread the story for comprehension. Then mark whether each statement below the story is V = *Vĕrum* or F = *Falsum*:

#### Sextus Writes a Letter

Tuus filius Sextus s. d. (salūtem dicit)

Laetus sum, mī pater! Ego et Mārcus et Cornēlia ad urbem īmus quod prīnceps, "Necesse est," scribit, "Ō Cornēlī, ad urbem redīre." Hodiē ancillae tunicās et togās parant et meum cubiculum pūrgant.



Hodiē tamen Dāvum adiuvāre volō quod Dāvus mē amat. Saepe Dāvus, “Quō curritis, puerī?” clāmat. “Ubi estis, puerī? Ubi es, Sexte? Ubi est statua, Mārce? Agite! Tempus est in agrīs lūdere.” Deinde respondēmus, “Sumus in hortō, Dāve. Statua in piscīnā est!”

Nōs et puellae in silvā saepe errāmus. Puellae, quod sunt perterritae, arborēs ascendere nōlunt, sed nihil mē terret. Saepe clāmāmus ego et Mārcus, “Lupōs timētis, puellae ignāvae! Abī, Cornēlia! Abī, Flāvia! Nōs puerī hīc lūdimus!”

Quid in Asiā facis, mī pater? Tūne tuum Sextum dēsiderās? Quamquam urbem vidēre volō, tē dēsiderō. Valē.

**tuus, your**

**filius, son**

**salūtem dīcit, says (sends) greetings**

**īmus, we are going**

**lūdere, to play**

**nōlunt, (they) don't want**

**hīc, adv., here**

**dēsiderās, you long for, miss**

**quamquam, conj., although**

**Valē! Goodbye!**

- |   |   |   |
|---|---|---|
| 1. Sextus laetus est.                                 | V | F |
| 2. Puerī et Cornēlia ad urbem redīre parant.          | V | F |
| 3. Dāvus Sextum adiuvāre vult.                        | V | F |
| 4. Puerī et Cornēlia et Flāvia in silvā saepe errant. | V | F |
| 5. Puerī saepe clāmant, “Lupus puellās timet!”        | V | F |
| 6. Patrem vidēre Sextus nōn vult.                     | V | F |

**vult, (he) wants**