

IN THE GARDEN

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

1. the singular and plural of nouns and adjectives ending in *-a* in the singular.
2. the singular and plural of nouns and adjectives ending in *-us* in the singular and of the nouns **puer** and **vir**.
3. singular and plural forms of verbs.
4. subjects and parts of speech.

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Vocabulary

Activity 3a Vocabulary

Study the vocabulary list on pages 206–207 alone or with a partner. Note that we give singular and plural forms of nouns, adjectives, and verbs and that we divide nouns and verbs into groups.

The Story

Activity 3b Comprehension

Use the story in Chapter 3 of your textbook to determine if these statements are true (T) or false (F). If the statement is false, write a correct statement below it:

1. Dāvus est vir Rōmānus.

T F

2. Dāvus est irātus quod puerī clāmant.

T F

3. Mārcus et Sextus in piscīnam cadunt.

T F

4. Puerī ex hortō currunt.

T F

5. Dāvus gemit quod dēfessus est.

T F

Name _____

Date _____

Period _____

6. Mārcus est irātus quod statua est in piscinā.

T F

7. Mārcus et Sextus rident quod Dāvus in piscinam cadit.

T F

Forms**Nouns and Adjectives: Singular and Plural****Activity 3c Singulars and Plurals**

Make each sentence plural. Change all subjects, verbs, and adjectives. The first one is done for you:

1. Puella rīdet.

Puellae rident.

2. Servus labōrat.

3. Puer est laetus.

4. Puella est irāta.

5. Vir clāmat.

Make each sentence singular. Change all subjects, verbs, and adjectives:

6. Puellae clāmant.

7. Servi ambulant.

8. Puellae sunt strēnuae.

9. Pueri sunt strēnuī.

10. Viri rident.

Activity 3d Endings of Nouns, Adjectives, and Verbs

Decide whether the incomplete words are nouns, adjectives, or verbs and whether they should be singular or plural. Then fill in the correct endings to complete the meaning of each sentence:

Dum Cornēlia et Flāvia, puellae Rōmān_____, in agrīs lentē ambulant, Mārcus et Sextus, pueri Rōmān_____, in hortō clāma_____ et rīde_____. Neque pueri Rōmān_____ neque puellae Rōmān_____ in agrīs labōrant, sed serv_____ in agrīs et villis labōrant. Servus gemit quod dēfess_____ est, sed puell_____ nōn gemunt

quod laetae sunt. Puer _____ nōn sunt dēfessī quod nōn labōra _____. Flāvia nōn est dēfess _____ quod est puell _____ strēnua.

neque ... neque ... , neither ... nor ...

Now, study the words in bold type in the preceding story. Put an *S* over each subject, the letters *LV* over each linking verb, and a *C* over each complement. Then put a *V* over all other verbs. Finally, put the letters *ADV* over each adverb and *CONJ* over each conjunction.

Applying What You Have Learned

Activity 3e 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. Slaves work in the country house and farm.

2. Davus works because he is a slave.

3. The Roman girls live in the same country house.

4. The boys do not work but run in the garden.

5. The men are now sitting in the country house because they are reading and writing.



Activity 3f Expanding Your English Vocabulary

Using the word bank below, write the word that could replace the italicized word or words in each sentence or could complete the sentence. Use the Latin words in parentheses to help determine the meaning of the English words. Then write the English translation of each Latin word in the word bank:

1. Davus usually tends to the *gardening*. _____
2. The boys' loud *shouting* annoys Davus. _____
3. The boys often play *childish* pranks. _____
4. The boys often *laugh at* each other. _____
5. Davus watches and slowly becomes quite *angry*. _____
6. Davus often performs tasks requiring much work;
these tasks are _____. _____
7. Davus enjoys working alone; he likes _____ work. _____
8. Davus's age has not diminished his *manly* strength. _____
9. Davus cannot endure the boy's *laughable* antics. _____
10. Marcus recognizes the slow *foot-fall* of Davus's walk. _____

laborious (<i>labōrant</i>) _____	horticulture (<i>hortō</i>) _____
cadence (<i>cadit</i>) _____	ridiculous (<i>rīdent</i>) _____
clamor (<i>clāmant</i>) _____	puerile (<i>puer</i>) _____
deride (<i>rīdent</i>) _____	irate (<i>īrātus</i>) _____
solitary (<i>sōlus</i>) _____	virile (<i>vir</i>) _____

Activity 3g Reading Latin

Look at the new vocabulary beneath this story. Then read the story, noting whether subjects, adjectives, and verbs are singular or plural. Reread the story for comprehension. Then answer the questions below with complete Latin sentences:

Boys and Girls in the Fields

Puerī et puellae in agrīs sunt. Cornēlia dēfessa sedet et Flāvia sōla ambulat.
Puerī laetī sunt. Clāmant et rīdent. Hodiē Mārcus est strēnuus et in agrīs currit.
Sextus in mūrō stat. Mūrus est magnus, sed Sextus nōn timet.

Etiam in agrīs sunt multae vaccae et magnus taurus. Cornēlia nōn timet.
“Ecce!” clāmat. “Est magnus taurus.”

Flāvia est puella timida. Flāvia aufugit quod taurus est magnus. Brevī
tempore Mārcus et Cornēlia quoque ex agrīs currunt. Sed quid Sextus facit?
Sextus sōlus nōn aufugit quod nōn timet. Puer in magnō mūrō stat.

in mūrō, on a wall

taurus, (a/the) bull

stat, (he/she) stands, is standing

timida, afraid, fearful, timid

magnus, large, big

aufugit, (he/she) runs away

timet, (he/she) is afraid

vaccae, cows

1. Quī laetī sunt?

Quī...? Who...? (pl.)

2. Quis in agrīs currit?

3. Quis est timida?

4. Quis est magnus?

5. Quī ex agrīs currunt?
