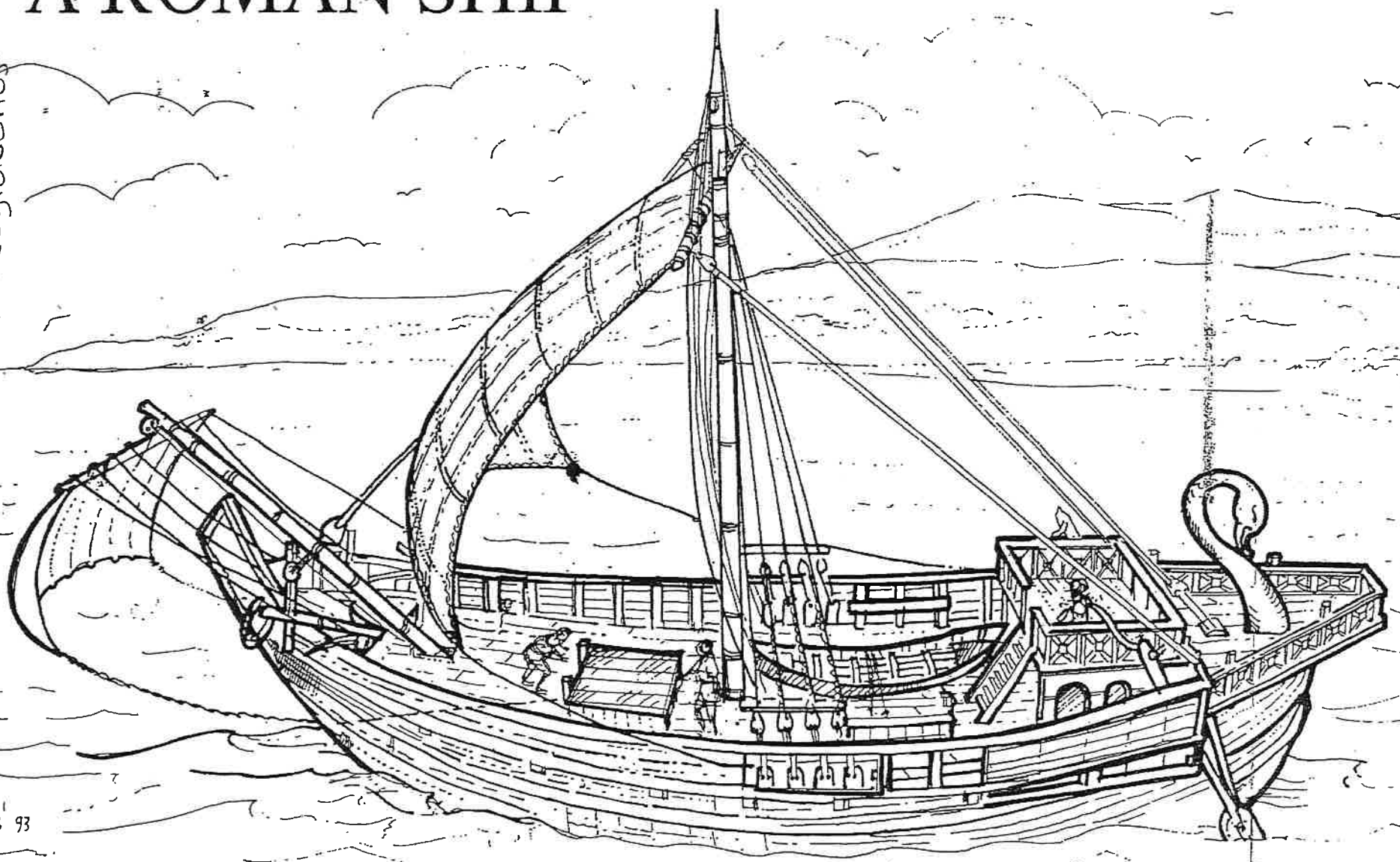
STAGE 5

Rex Cogidubnus

A ROMAN SHIP



MB '93

COLOURING CARD

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I

Stage 15 Derivatives

English Word Definition Latin root and meaning

I) adventure _____

Write a sentence:

II) claustrophobia _____

Write a sentence:

III) maritime _____

Write a sentence:

IV) impede _____

Write a sentence:

V) inundate _____

Write a sentence:

VI) littoral _____

Write a sentence:

VII) regal _____

Write a sentence:

VIII) resurgence _____

Write a sentence:

IX) sacerdotal _____

Write a sentence:

Stage 15 Vocabulary

NOUNS - genitive, gender, English

aqua, _____

aula, _____

corōna, _____

rēgīna, _____

rota, _____

unda, _____

victima, _____

nauta, _____

agnus, _____

equus, _____

lectus, _____

plaustrum, _____

saxum, _____

imperātor, _____

nāvis, _____

prīnceps, _____

rēx, _____

sacerdōs, _____

lītus, _____

mare, _____

agmen, _____

certāmen, _____

effigiēs, _____

Adjectives:

alius, alia, aliud _____

caeruleus, a, um _____

commodus, a, um _____

croceus, a, um _____

frāctus, a, um _____

longus, a, um _____

medius, a, um _____

miser, misera, miserum _____

pretiōsus, a, um _____

Adverbs:

celeriter _____

etiam _____

semper _____

subitō _____

tum _____

Expressions (impersonal phrases):

decōrum est (nōbīs)… _____

necesse est (tibi)… _____

nōn commodum est (mihi)… _____

VERBS:

A. Star any verbs that are completely brand new to you on this list.

B. Write out the remaining principal parts and meaning for each verb.

1st	2nd PP	3rd PP	4th PP	English
exspectō				
honōrō				
vexō				
2nd				
debeō				
compleō				
habeō				
faveō + dat				
sedeō				
teneō				
videō				
3rd				
claudō				
surgō				
vincō				
fac*iō*				
4th				
impediō				
veniō				
adveniō				

Irregular:				
eō				
redeō				
praesum + dat				
sum				
possum				
ferō				
volō				
nōlō				
Additional:				

Relative Pronouns

Relative Pronouns are essential to expanding your knowledge with Latin grammar and comprehension. Instead of ONE THOUGHT AT A TIME, we will be able to COMBINE two complete thoughts into one sentence.

Relative Pronouns are pronouns that introduce relative clauses.

Relative Clauses relate to a noun in the main clause.

An **antecedent** is the noun that the relative clause is related to in the main clause.

Let's look at the following two sentences.

victima sacerdōtem pugnāvit. victima clāmābat.

We can **combine** these two sentence with a **relative pronoun** and **relative clause.**

victima, [**quae** clāmābat], sacerdōtem pugnāvit.

victima = **antecedent**

quae = **relative pronoun**

quae clāmābat = **relative clause**

victima sacerdōtem pugnāvit = **main clause**

Grammar Points

Notice that **quae** is feminine and singular like victima (antecedent).

Notice that **quae** is introducing the relative clause.

Relative Clause

Good rules to go by when locating and separating the relative clause from the main clause:

I) CIRCLE the **relative pronoun**

II) [BRACKET] the **relative clause** (often begins with relative pronoun and ends with the first verb you see)

III) Determine the **antecedent**, Draw and ARROW from the circled **relative pronoun** to its **antecedent**.

Let's try those III steps with the following examples.

I. rēx quī clāmōrem audivit corōnam gerēbat.

II. rēgīna quae erat in aulā corōnam gerēbat.

III. rēx quī erat īrātus corōnam gerēbat.

Here are the Latin forms of the **relative pronouns** we will focus on in this Stage. Let's add the English Meanings.

	M	F	N	M	F	N
NOM	quī _____	quae _____	quod _____	quī _____	quae _____	quae _____
ACC	quem _____	quam _____	quod _____	quōs _____	quās _____	quae _____

VIII

RELATIVE PRONOUNS

Here are ALL of the relative pronouns. **IN BOLD** are the Latin forms to focus on in this Stage.

Singular				Plural		
Nom	**quī**	**quae**	**quod**	**quī**	**quae**	**quae**
Gen	cuius	cuius	cuius	quōrum	quārum	quōrum
Dat	cui	cui	cui	quibus	quibus	quibus
Acc	**quem**	**quam**	**quod**	**quos**	**quās**	**quae**
Abl	quō	quā	quō	quibus	quibus	quibus

Latin Sentence Example and *suggested steps to help you figure out what's what:*

fēmina quae erat rēgīna pulchra prope rēgem sedēbat.

I) Identify the **relative pronoun** = fēmina **quae** erat rēgīna pulchra prope rēgem sedēbat.

II) Indicate which words form the **relative clause** =

fēmina, [**quae** erat rēgīna pulchra], prope rēgem sedēbat.

III) Draw an arrow from the **relative pronoun (quae)** to its **antecedent (femina)** =

fēmina, [**quae** erat rēgīna pulchra], prope rēgem sedēbat.

IV) Translate:

Latin Grammar Points:

- Notice that **quae** introduces the **relative clause**.
- Notice that **quae** is feminine and singular, like its **antecedent, fēmina**. Why does that make sense?

IX

Relative Clauses Practice - Nominative

In the following sentences: CIRCLE **relative pronoun**, [BRACKET] **relative clause**, DRAW an arrow from **relative pronoun** to its **antecedent**, TRANSLATE.

I) rēx quī clāmōrem audivit rēgīnam vocāvit.

_____

II) rēgīna quae erat in hortō statuam spectābat.

_____

III) plaustrum quod est in viā rotās habet.

_____

IV) equī quī in agrō habitābant erant laetissimī.

_____

V) victimae quae in agrō sedēbant clāmōrem faciēbant.

_____

VI) saxa quae erant crocea agnum servāverunt.

_____

Relative Clauses - all cases

Relative pronouns start off a **relative clause** by taking the place of a noun mentioned in the **main clause** of a sentence. This noun in the main clause is known as the **antecedent**.

REMEMBER, the **relative pronoun** always matches the **antecedent** in gender and # (sg/pl) BUT……

CASE of the **relative pronoun** is determined by its **very own use** within the relative clause.

Examples:

nom/Subject. Jigglypuff, **who** is a student, loves Latin.

gen/Possession. Jigglypuff, **whose** birthday is in December, is going to be turning 7.

dat/IO. Jigglypuff, **whom** the teacher gave a pass **to**, went to the library to make up a quiz.

(*or* **to whom** the teacher gave a pass)

acc/DO. Jigglypuff, **whom** all the students want to sit near, gets along well with everyone.

abl/OOP. The classroom, **in which** Jigglypuff lives, is a happy place. :)

XI

Relative Clauses Practice - Accusative

When the **relative pronoun** is in the **ACCUSATIVE CASE** it is acting as a DIRECT OBJECT. The **relative pronoun** is no longer the SUBJECT/ doing an action.

e.g. victima sacerdotem pugnavit. rex **victimam** vidit. =

victima, **quam** rēx vīdit, sacerdōtem pugnāvit.

The victim, **WHOM** the king saw, fought the priest.

I) corōna, quam rēgīna gerēbat, est in aulā.

II) equus, quem nauta videt, ad agrum currit.

III) plaustrum, quod prīnceps exspectat, est frāctum.

IV) nāvēs, quās imperātor vult, erant pretiōsae.

V) sacerdotes, quos imperator salutat, ad lītus reveniunt.

VI) plaustra, quae agni videbant, per viam veniebant.

XII

Sentence Examples - All Cases

I) Harry Potter, who is a boy wizard, goes to Hogwarts.

- CIRCLE the **relative pronoun**.
- [BRACKET] the **relative clause**.
- UNDERLINE the main clause and write it here: _____
- DRAW an ARROW from the **relative pronoun** to its **antecedent**.
- What form would the **relative pronoun** need in Latin? _____

  WHY? _____

II) The magic spell, which Ron Weasley tried, was an epic fail. (*spell* = incantamentum, N)

- CIRCLE the **relative pronoun**.
- [BRACKET] thé **relative clause**.
- UNDERLINE the main clause and write it here: _____
- DRAW an ARROW from the **relative pronoun** to its **antecedent**.
- What form would the **relative pronoun** need in Latin? _____

  WHY? _____

III) Hermonie Granger, with whom Harry is friends, also attends Hogwarts.

- CIRCLE the **relative pronoun**.
- [BRACKET] the **relative clause**.
- UNDERLINE the main clause and write it here: _____
- DRAW an ARROW from the **relative pronoun** to its **antecedent**.
- What form would the **relative pronoun** need in Latin? _____

  WHY? _____

**Any ideas of when should you use *who* versus *whom*? _____

Sentence Examples - All Cases

- CIRCLE the **relative pronoun**.
- [BRACKET] the **relative clause**.
- UNDERLINE the main clause and write it here: _____
- DRAW an ARROW from the **relative pronoun** to its **antecedent**.

I) The man whom we saw at the store was our teacher.

Case, gender, and # of the relative pronoun: _____

Relative pronoun in Latin: _____

II) The gladiators to whom the swords were given were in the arena.

Case, gender, and # of the relative pronoun: _____

Relative pronoun in Latin: _____

III) The woman with whom you walk is a nice lady.

Case, gender, and # of the relative pronoun: _____

Relative pronoun in Latin: _____

IV) The girls who are standing on the corner are my sisters.

Case, gender, and # of the relative pronoun: _____

Relative pronoun in Latin: _____

V) The boy whose book you are reading is late to school.

Case, gender, and # of the relative pronoun: _____

Relative pronoun in Latin: _____

XIV

Translation Practice

I) vir quī ad forum ambulat pater meus est.

_____

II) fēminae quibus pecūniam dō amīcae sunt.

_____

III) puerī quōrum lībrōs vidēs ad tabernam contendunt.

_____

IV) templum quod in Graeciā visitō pulchrum est.

_____

V) mercātor quōcum ad nāvem ambulō Caecilius est.

_____

ENGLISH to LATIN

I) The master to whom I tell the story is a good man.

_____

II) The horses which I see are large.

_____

III) The women with whom I am walking are happy.

_____

IV) I want to visit Rome which is a great city.

_____

V) The girls whose mother is content are able to walk to the gate in the forum.

_____

XV

Sentence Translation - USING OUR NEW VOCABULARY

As you go through, place a **STAR*** next to any sentences containing a **relative pronoun**. Keep in mind the steps you previously learned, to help you work your way through these types of sentences. Meanwhile, consider labeling all sentences to help you translate successfully.

I) agmen longum viam complēvit. _____

II) agmen longum ad aulam prōcedēbat. _____

III) agmen longum quod ad aulam prōcedēbat viam complēvit.

_____

IV) necesse est vōbīs plaustra movēre hodie. _____

V) dōnum rēgī quod est bonum virum dedī. _____

VI) prīncipēs voluērunt imperātōrem visitāre. _____

VII) sacerdōs agnum interfēcit et iuvenēs lacrimāvērunt.

_____

VIII) navēs caeruleae quās nāvigābant nautae erant optimae.

_____

IX) lītus quod est prope aulam multa saxa habet.

_____

X) nōs servōs, quī effigiem in aulam ferre poterant, vīdimus.

_____

ad aulam Questions

I) What were the forerunners in the procession holding? _____

What were the slave-girls carrying? _____

II) What is Salvius' opinion of the Britons? How do you know?

_____

_____

_____

III) What did Salvius send Varica to do first? _____

IV) What was blocking the road and why? _____

_____

_____

V) What kind of tone does Varica primarily use when speaking in lines 16 and 35? _____

_____

VI) What happens to the young men at the end of the story? _____

_____

VII) Describe Salvius' mood throughout the story: _____

_____

_____

VIII) What do you think this story is trying to demonstrate? _____

_____

_____

I) List 5 examples of Relative Clauses with NOM relative pronouns: _____

_____

_____

II) List 1 example of a Relative Clause with an ACC relative pronoun: _____

_____

15.6 The Boat Race

Read the story **lūdī fūnebrēs** *and answer the questions on the plan of the race. Fill in a Latin word or phrase where you see a dotted line.*

Describe Dumnorix's actions at this point (II, lines 21–22).

_____
_____
_____
_____

Describe the situation of the following at the end of the race:

Dumnorix

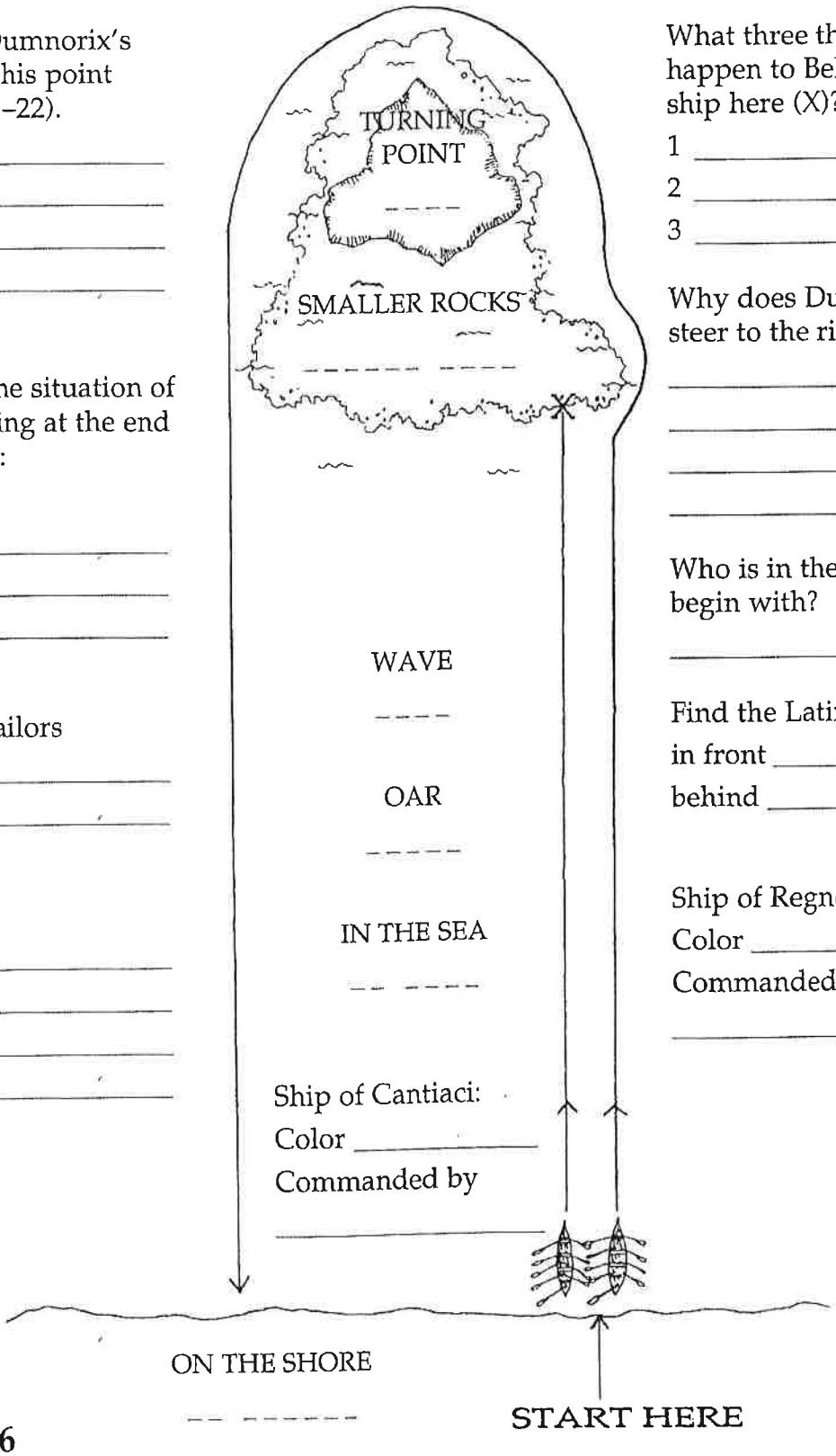
_____
_____
_____

Cantiaci sailors

_____
_____

Belimicus

_____
_____
_____
_____



What three things happen to Belimicus' ship here (X)?

1 _____
2 _____
3 _____

Why does Dumnorix steer to the right?

_____
_____
_____
_____

Who is in the lead to begin with?

_____

Find the Latin for:

in front _____
behind _____

Ship of Regnenses:

Color _____
Commanded by

_____

CULTURE - The Celts Lege paginas LXIV - LXVII in libro caeruleo. Responde.

The Celts: Friend or Foe?

I) Provide an example of the belief that Roman culture was superior to that of the Celts:

_____

_____

II) What conditions allowed the Romans to treat the Celtic tribes tolerantly?

_____

_____

Boudica and Cartimandua

III) Explain who the Iceni were and the purpose of Prasutagus' will:

_____

_____

IV) Did the Romans follow through with the will's request? What did they do?

_____

_____

V) What did Boudica do in response to the Romans? _____

_____

VI) Was Boudica revered in the eyes of the Romans? Explain: _____

_____

VII) How did Cartimandua differ from Boudica? _____

_____

VIII) How does Caratacus factor into Cartimandua's affiliation with the Romans?

_____

_____

Cogidubnus

IX) Who is Cogidubnus? What tribe did he come from? _____

_____

X) What privileges did Cogidubnus enjoy under Emperor Claudius? _____

_____

XI) How did he declare his loyalty to Rome? _____

XII) What did the Regneses receive from the Romans besides a new king? _____

_____

X/X

STAGE 15 TEST PREP

Content and Practice:

Part I: Derivatives (know your vocabulary)

e.g. aqueduct - Latin root(s) and meaning(s):

_____

Part II: Latin Story with Related Questions (comprehension and grammar)

Part III: Relative Clause Sentence Practice (be prepare to label and identify)

e.g.

CIRCLE **relative pronoun**; [BRACKET] **relative clause**; DRAW an ARROW from the **relative pronoun** to its **antecedent**; TRANSLATE.

I) rēgīna quae erat in lītore stolam gerēbat.

_____

What number is **quae**? _____

II) canis quem Bregans ducēbat ferocissimus erat.

_____

What case is **quem** here? _____ Why? _____

Part IV: Hodgepodge (multiple choice section covering an array of topics - some newer + some previously taught concepts)

I)	agmen	a. lamb	b. prayer	c. procession
II)	mecum	a. with you	b. with me	c. with them
III)	prope	a. to/towards	b. without	c. near
IV)	to go	a. venīre	b. īre	c. ambulare
V)	certamen	a. masculine	b. feminine	c. neuter

**N.B. also know main figures described in Culture Section: Boudica, Cartimandua, Claudius, Cogidubnus. Who were they? What did they do?