

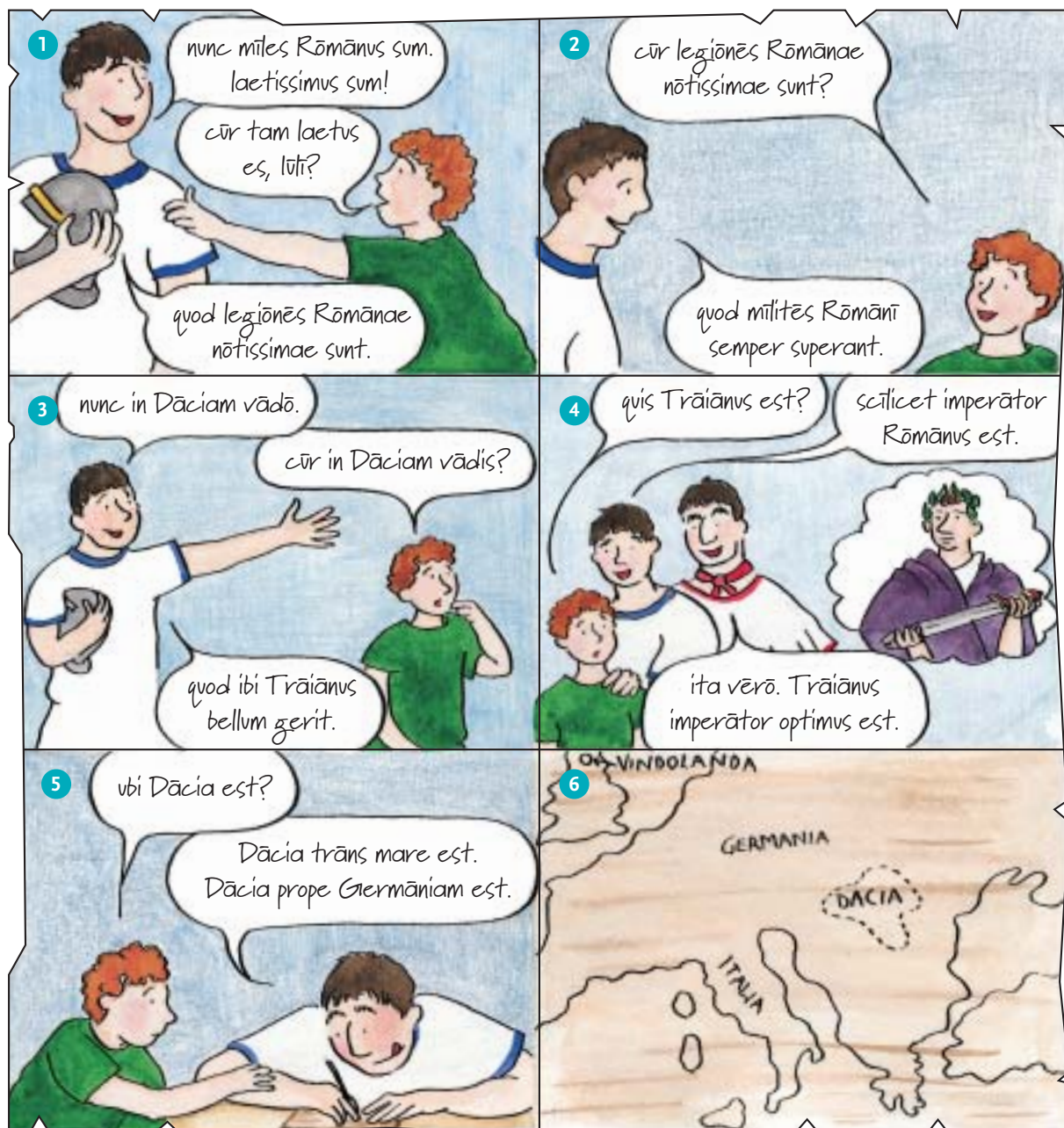


# Augustus

## Iulius joins the army

### A soldier at last!

Iulius has joined the Roman army and will soon be leaving Vindolanda. He discusses this plan with Flavius and Rufus.





## WORDS TO HELP

### Nouns

**bellum** war  
**dea** goddess  
**imperātor** emperor  
**iter** journey  
**mare** sea  
**pontem** bridge

### Question words

**quid?** what?  
**quis?** who?  
**ubi?** where?

### Idiom

**bellum gerit** he is  
 fighting a war

### Verbs

**aedificant** they build  
**nōli timēre!** don't be afraid!  
**superant** they win  
**vādō** I go

### Adverbs

**ibi** there  
**scīlicet** of course  
**semper** always  
**tam** so

### Prepositions

**prope** near  
**trāns** across

### Adjectives

**nōtissimae** very famous  
**periculōsum** dangerous  
**sollicitus** worried

### Conjunctions

**quod** because  
**quoque** also  
**sed** but



## GRASP THE GRAMMAR

In chapter 1 you learnt that a noun is a naming word for a person, a place or a thing. Nouns can be *described* by words known as **adjectives**.

Latin nouns are said to be **masculine**, **feminine** or **neuter**. (“Neuter” means neither masculine nor feminine.) This is called the **gender** of the noun.

Whenever we use an adjective to describe a noun, it must be the same **gender** as the noun. For example, Rufus is **sollicitus** (masculine) but Lepidina would be **sollicita** (feminine).

Look at the four sentences below. In each sentence there is one **noun** and in each case it is described by one **adjective**.

Copy out each sentence in Latin and then write down what it means in English. In each sentence, underline the **noun** and the **adjective**. Then write the letter **n** above the noun and the letter **a** above the adjective.

- 1 legiōnēs nōtissimae sunt.
- 2 mīlitēs Rōmānī semper superant.
- 3 Lepidīna laeta nōn est.
- 4 bellum periculōsum est.

Remember, the only nouns that have a capital letter in Latin are the names of people or places – **proper nouns**.



How observant are you? In Latin, does the **adjective** normally come before or after the **noun**?



To help you understand the idea of the **gender** of a noun, we'll mark it in “Words to help” from now on. Look out for **m** (= masculine), **f** (= feminine) and **n** (= neuter). We'll give the masculine, feminine and neuter forms of adjectives too.



## LATIN ROOTS

Use your knowledge of Latin to explain the underlined word in each sentence.

- 1 If a striker scores the winning goal in a cup final, he will achieve notable success.
- 2 I hope to play the principal boy in next year's pantomime.
- 3 The boats will be moored in the marina during the summer.
- 4 It is perilous to walk along the edge of a roof.
- 5 You may feel rather timid when you start a new school.
- 6 You need to take a transatlantic flight to go to the United States.



Did you get the last one right? Now have a competition: see how many words you can find in English which begin with “trans-”. All these words come from Latin. If you're stuck, use your dictionary!





## ROMAN REPORT

### Joining up

Iulius is eighteen and he is about to join the Roman army. Before being accepted, he has to pass a fitness test and promise that he will be loyal to the Roman emperor. Since his father Flavius is prefect of the camp, Iulius will join the army as an officer, called a **tribune**. He will join a legion called II Traiana. This is a new legion, assembled by the emperor Trajan specially for the wars in Dacia. (Today this country is called Romania.)

### Check the evidence

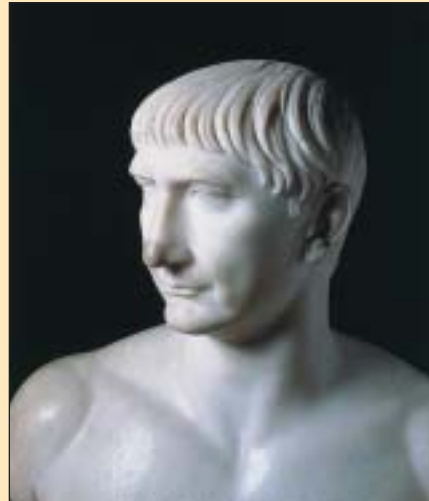
When we want to find out about a Roman emperor (what he did, what he looked like, what sort of person he was) we need to check the evidence carefully. Sometimes we have archaeological remains that show what the emperor built, for example Hadrian's Wall in the north of Britain. Sometimes we have accounts by ancient writers that tell us about his character, for example Suetonius wrote a work called *Lives of the Emperors*. Sometimes we have coins and statues that show what the emperor looked like. In the case of Trajan, we can see Trajan's forum in Rome and the column that was built in his honour to show his victories in Dacia. We also have several written accounts of his character and achievements.

“ He was loved by all and dreaded by none save the enemy.

*Cassius Dio* ”

“ When it comes to public building, you [Trajan] do it on a grand scale.

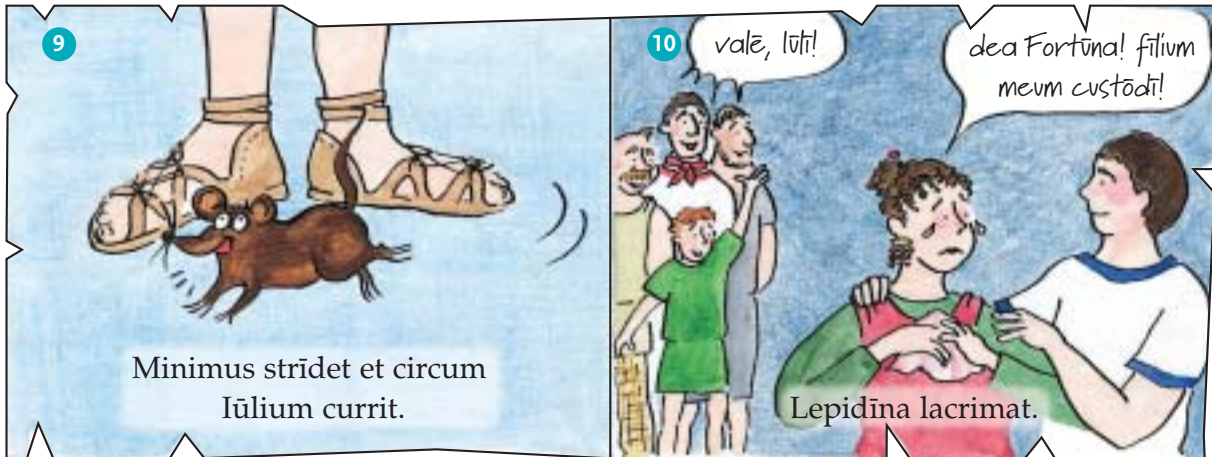
*Pliny* ”



Bust of Trajan in the British Museum

## The family says goodbye





## WORDS TO HELP

### Nouns

- cēnam** (f) dinner  
**dōnum** (n) present  
**fīlium** (m) son  
**librum** (m) book  
**vestīmenta** (n plural)  
 clothes

### Pronoun

**tibi** for you

### Idiom

**grātiās tibi agō**  
 I thank you

### Verbs

- bibunt** they drink  
**cape!** take  
**colligit** she collects  
**coquit** he cooks  
**custōdi!** take care of  
**habeō** I have  
**mulcet** he strokes  
**murmurat** she purrs  
**pugnant** they fight  
**rīdent** they laugh  
**saltat** she dances  
**strīdet** he squeaks

### Adjectives

- frīgidus/a/um** cold  
**meus/a/um** my  
**parvus/a/um** small

### Adverbs

- intentē** closely  
**iocōsē** playfully  
**lēniter** gently  
**optimē** very well  
**perītē** skilfully  
**suāviter** sweetly



Nouns can be either **singular** (like “book”) or **plural** (like “clothes”). We’ll mark plural nouns with a **pl** after the gender in “Words to help” from now on.

How do they feel?

Iulius is about to go on a long journey to Dacia and his family will not see him for a long time.

How do you think each of them feels about his journey? Imagine that Iulius was your older brother. How would you feel? Why will the journey be more dangerous for Iulius than it would be today?



## GRASP THE GRAMMAR

In the picture story on pages 13 and 14 we saw that **adjectives** describe **nouns**, for example the emperor (**imperātor**) was described as “best” (**optimus**).

In this story, some of the **verbs** are made more interesting by adding an **adverb**. Adverbs tell us *how* the action is done, for example Pandora sings “sweetly”. In English, many adverbs end in **-ly**.



But be careful! Some adverbs don't follow this pattern. For example, in the sentence “Vibrissa catches mice well”, the word “well” is the adverb.

You can remember the word “adverb” because it **adds** to the **verb**.



Have another look at the picture story. See how many **adjectives** and **adverbs** you can find. Then make two columns, one for the adjectives and one for the adverbs. Write each word down in Latin first and then in English.

Corinthus tries to reassure Lepidina by telling the story of the famous Greek hero, Odysseus, who eventually arrived home safely after many exciting adventures.

### ODYSSEUS AT SEA

After the Greeks defeated the Trojans and destroyed their city, they all set sail for Greece. The hero Odysseus took ten years to travel back to his home in Ithaca. This was because he had many adventures on the way. One day, he and his men had to sail past the Sirens. These were terrible creatures who had the heads and voices of women but the bodies of birds. They sang so sweetly that they lured passing sailors to their death on the rocks of their island. Odysseus had a cunning plan. He was curious to hear the singing himself but he did not want to endanger his ship. He made his crew fill their ears with beeswax so that they could not hear the singing. Odysseus did not put wax in his own ears but asked his men to tie him securely to the mast of the ship. As they approached the Sirens and Odysseus heard their beautiful song, he was very tempted to leap overboard, but the ropes held him tightly and his men rowed frantically until they had sailed safely past.

