# Fall of Troy

## Activity 1

Choose from the adjectives provided in Table 1 to decline an adjective for the combination of gender, number and case described in Table 2. Each adjective can only be declined once. Not all adjectives will be required to complete the table. A sample answer has been provided in Table 2.

Table 1 – adjectives

|  |  |
| --- | --- |
| Latin | English |
| *acūtus, -a, -um* | sharp, piercing |
| *bonus, -a, -um* | good |
| *cārus, -a, -um* | dear, beloved |
| *dīvīnus, -a, -um* | divine, immortal |
| *infirmus, -a, -um* | frail, weak |
| *invītus, -a, -um* | unwilling |
| *laetus, -a, -um* | happy |
| *longus, -a, -um* | long |
| *magnus, -a, -um* | big, great |
| *malus, -a, -um* | bad |
| *miser, misera, miserum* | miserable, wretched |
| *novus, -a, -um* | new, recent, strange |
| *optimus, -a, -um* | best |
| *parvus, -a, -um* | small |
| *pessimus, -a, -um* | worst |
| *pius, -a, -um* | pious, dutiful |
| *pulcher, pulchra, pulchrum* | beautiful |
| *saevus, -a, -um* | savage |

Table 2 – declensions

|  |  |  |
| --- | --- | --- |
| Number | Gender, number and case | Declension |
| 1 | neuter singular accusative | ***longum*** |
| 2 | masculine plural nominative |  |
| 3 | masculine plural accusative |  |
| 4 | masculine plural ablative |  |
| 5 | masculine singular nominative |  |
| 6 | feminine singular accusative |  |
| 7 | feminine singular nominative |  |
| 8 | feminine singular nominative |  |
| 9 | masculine plural genitive |  |
| 10 | feminine singular accusative |  |
| 11 | masculine singular accusative |  |
| 12 | masculine singular ablative |  |
| 13 | masculine singular nominative |  |

## Activity 2

Complete the numbered spaces in the text with the adjective with the corresponding number from Table 2, ensuring that the adjective agrees with the noun that precedes it. Translate the text in the space provided. The adjectives you have included will produce a grammatically correct but nonsensical story.

**The Fall of Troy**

*Postquam bellum* \_\_\_\_\_\_\_\_\_\_ (1)*, Trōia cadēbat. Ubīquē Graecī* \_\_\_\_\_\_\_\_\_\_ (2) *Trōiānōs* \_\_\_\_\_\_\_\_\_\_\_\_\_\_(3) *gladiīs* \_\_\_\_\_\_\_\_\_\_\_\_\_(4) *oppugnābant. Aenēas* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(5) *per viās currēbat. Uxōrem* \_\_\_\_\_\_\_\_\_\_\_\_\_(6) *frūstra quaerēbat, ubī Venus, māter* \_\_\_\_\_\_\_\_\_\_ (7) *Aenēae, appāret.*

*“Aenēas,” inquit, “quid facis? Urbs* \_\_\_\_\_\_\_\_\_\_\_\_(8) *cadit. Servā mōs māiōrum* \_\_\_\_\_\_\_\_\_\_(9)*. Navigā ad Ītaliam et urbem* \_\_\_\_\_\_\_\_\_\_(10) *conde! Dūce Ascanium* \_\_\_\_\_\_\_\_\_\_\_\_\_(11) *sociōsque Penātesque nōn sine patre* \_\_\_\_\_\_\_\_\_\_\_\_(12)*.”*

*Itaque Aenēas,* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(13)*, ex urbe discēdit.*

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## For the teacher

Remove this section before sharing this resource with students.

### Activity 1

Instruct students to use the adjectives provided in Table 1 to complete Table 2 with an appropriate declension for each gender, number and case provided.

#### Sample responses – table 2

Student responses will vary depending on their choice of adjective. A sample for each declension has been provided in the table below.

|  |  |  |
| --- | --- | --- |
| Number | Gender, number and case | Declension |
| 1 | neuter singular accusative | *longum* |
| 2 | masculine plural nominative | *saevī* |
| 3 | masculine plural accusative | *miserōs* |
| 4 | masculine plural ablative | *acūtīs* |
| 5 | masculine singular nominative | *pius* |
| 6 | feminine singular accusative | *cāram* |
| 7 | feminine singular nominative | *dīvīna* |
| 8 | feminine singular nominative | *magna* |
| 9 | masculine plural genitive | *optimōrum* |
| 10 | feminine singular accusative | *novam* |
| 11 | masculine singular accusative | *parvum* |
| 12 | masculine singular ablative | *infirmō* |
| 13 | masculine singular nominative | *invītus* |

### Activity 2

Students complete the numbered spaces in the text with the adjective with the corresponding number from Table 2, ensuring that the adjective agrees with the noun that precedes it. Students translate the text which will produce a grammatically correct but nonsensical story.

As an additional activity, students complete the passage with a more appropriate adjective for each gap and translate the story again.

#### Text including sample declensions

**The Fall of Troy**

*Postquam bellum* ***longum*** (1)*, Trōia cadēbat. Ubīquē Graecī* ***saevī*** (2) *Trōiānōs* ***miserōs*** (3) *gladiīs* ***acūtīs*** (4) *oppugnābant. Aenēas* ***pius***(5) *per viās currēbat. Uxōrem* ***cāram*** (6) *frūstra quaerēbat, ubī Venus, māter* ***dīvīna*** (7) *Aenēae, appāret.*

*“Aenēas,” inquit, “quid facis? Urbs* ***magna*** (8) *cadit. Servā mōs māiōrum* ***optimōrum*** (9)*. Navigā ad Ītaliam et urbem* ***novam*** (10) *conde! Dūce Ascanium* ***parvum*** (11) *sociōsque Penātesque nōn sine patre* ***infirmō***(12)*.”*

*Itaque Aenēas,* ***invītus*** (13)*, ex urbe discēdit.*

#### Sample translation

After the long war, Troy was falling. Everywhere the fierce Greeks were attacking the wretched Trojans with sharp swords. Dutiful Aeneas was running through the streets. He was searching in vain for his dear wife, when Venus, the divine mother of Aeneas, appeared.

‘Aeneas,’ she said, ‘what are you doing? The great city is falling. Preserve the customs of the best ancestors. Sail to Italy and found a new city! Lead little Ascanius, your companions, and the Penates not without your weak father.’

And so Aeneas, unwilling, departed from the city.

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