

IV

Laeta est Iūlia quod iterum casam parvam cum agricolā habitat. Sed Iūlia puella duodecim annōrum iam est. Itaque agricola filiae suae tabulās dat. Pecūniam quoque lūdī magistrō dat. Cotīdiē puella ad lūdum per agrōs ambulat. Multī iuencī in agrīs sunt, sed impavida est puella. Tabulās ad lūdum Iūlia portat. In tabulīs litterae multae sunt. Lūdī magister Iūliam laudat quod litterās bene cotīdiē recitat. In lūdō multī puerī, multae puellae cum Iūliā sunt. Magister lūdum bene gubernat. Industriīs puerīs magister librōs pulchrōs dat; pigrōs malōsque puerōs nōn laudat sed culpat. Magna est ira magistrī

quod puerī pigrī litterās nōn bene recitant. Itaque puerī pigrī in angulīs stant. Multae sunt lacrimae puerōrum malōrum. Itaque puerī industriī sunt et litterās bene recitant. Iūlia prandium ad lūdum cotīdiē portat, quod longa est via. In agrīs prandium est Iūliae grātum.

Multās fābulās puerīs et puellīs magister benignus in lūdō narrat; nunc dē Britanniā, nunc dē longinquīs terrīs fābulās narrat. Grātae puerīs et puellīs sunt fābulae. Nunc igitur in librō nōn solum Iūliae sed multīs etiam puerīs et puellis fābulās narro.

ager, -ri, *m.*—field, land.
angulus, -i, *m.*—corner.
annus, -i, *m.*—year.
bene—well.
benignus, -a, -um—kind.
cotīdiē—every day.
dē, *prep. gov. abl.*—down from,
concerning.
duodecim—twelve.
etiam—even, also.
fābula, -ae, *f.*—story.
grātus, -a, -um—pleasant, wel-
come.

iam—now, already : nōn iam—
no longer.
igitur—therefore.
impavidus, -a, -um—fearless.
industrius, -a, -um—industrious,
itaque—and so.
iuuencus, -i, *m.*—bullock.
laetus, -a, -um—happy.
liber, -ri, *m.*—book.
littera, -ae, *f.*—letter.
longinquus, -a, -um—distant.
longus, -a, -um—long.
lūdus, -i, *m.*—play, school.
magister, -ri, *m.*—teacher, mas-
ter.
malus, -a, -um—bad.
narro, 1—I narrate, tell.
per, *prep. gov. acc.*—through,
among.
piger, -ra, -rum—lāzy.
prandium, -i, *n.*—lunch, dinner.
puer, -i, *m.*—boy.
-que—and.
recito, 1—I read aloud, recite.
sōlum—only.
tabula, -ae, *f.*—tablet.
terra, -ae, *f.*—earth, land.
via, -ae, *f.*—road, way, journey.

Do this in the same way as the previous examples. Look out for the verb which is often at the end of the sentence and check the ending: is it **I**, you, **he/she/it**¹, we, you (plural) or **they** doing the action? Find a noun that matches that is in the nominative case and you will have the subject of the sentence. If there is no noun you will have to supply he or they etc. Remember for simplicity everything is in the present tense. Remember to write your translation on alternate lines.

My translation is on the next page but try not to use it until you've done your best on your own. The words *bene, cotidie, fabula, igitur, itaque, longus, narro, per, terra* are all on the IGCSE vocabulary list so add them to your notebook.

1 In a narrative story you expect “he/she/it” and “they” mostly but watch out for the last sentence here.

Julia is happy because she is living [lives] in the little cottage with the farmer again. But now Julia is a twelve year old girl [girl of twelve years]. And so the farmer gives writing tablets to his daughter. He also gives money to the master of the school [schoolmaster]. Every day the girl walks through the fields to school. There are many bullocks in the fields, but the girl is fearless. Julia carries the writing tablets to school. On the tablets there are many letters. The schoolmaster praises Julia because every day she reads the letters out loud well. In the school there are many boys and many girls with Julia. The master governs [steers] the school well. The master gives beautiful books to the industrious boys; he does not praise but blames the lazy and bad boys. The anger of the master [the master's anger] is great because the lazy boys do not read out loud [recite] the letters well. And so the lazy boys stand in the corner. Many are the tears of the bad boys. And so the boys are industrious and read out loud the letters well. Julia carries her dinner to school every day because the way is long. Dinner in the fields is pleasant to Julia. The kind master tells many stories to the boys and girls in the school; he tells stories now about Britain, now about far lands. [The] stories are pleasant to [the] boys and girls. Now therefore I tell stories in the [a] book not only to Julia but also to many boys and girls.

Notes:

iuliae in the last sentence could be genitive “of Julia” here but the words *pueris et puellis* can only be dative or ablative plural “to boys and girls” or “with/from/by boys and girls.” Trying the various possible combinations “to” makes sense where the other possibilities do not.

Writing tablets. These had wax surfaces held in a frame of wood, metal bone etc. which could be used for writing using a pointed stylus. The writing could be erased by smoothing the surface. In days when permanent writing surfaces such as papyrus