

**Latin II**

March 23-27

*Time Allotment: 20 minutes per day*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

## Packet Overview

Date	Objective(s)	Page Number
Monday, March 23	1. Produce English equivalents of new Latin vocabulary and identify English derivatives from Latin roots.	2
Tuesday, March 24	1. Identify and decline present participles.	3
Wednesday, March 25	1. Decline and translate present participles.	7
Thursday, March 26	1. Provide English equivalents of Latin vocabulary words and produce present participles in Latin.	9
Friday, March 27	1. Translate Latin present participles into English accurately and beautifully.	11

### **Additional Notes:**

1. You will need flashcards for Monday's assignment. If you do not have flashcards, you can create your own. Cut a piece of paper into squares. Use them as your flashcards.
2. Write your answers to the exercises in the space provided in your packet.
3. The answer key for all exercises and review questions is located on pages 12-14 of this packet.
4. Copies of pages 242-245 from your Latin textbook are located after the answer key (pages 15-19 in this packet). On those pages, you will find:
  - An extra copy of your vocabulary for this week (pg 244)
  - Extra explanation of participles (pgs 242-243)
  - Exercise 2 (pg 244)
  - Exercise 3 (pg 245)
5. Remember the words of Seneca: "Discimus non scholae sed vītae." (We learn not for school but for life.) Valet!

### **Academic Honesty**

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

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I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

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## Monday, March 23

Latin Unit: Present Participles (Chapter 11)

Lesson 1: Vocabulary

**Objective:** Be able to do this by the end of this lesson.

1. Produce English equivalents of new Latin vocabulary and identify English derivatives from Latin roots.

### **Introduction to Lesson 1**

Before we delve into present participles, we are going to learn new vocabulary for chapter 11. On Thursday, there will be a quiz over new vocabulary and present participles. *There will be no principal parts of verbs on this quiz.*

1. Create vocabulary flashcards of chapter 11 vocabulary. The vocabulary words below were taken from page 244 of your textbook.
  - a. If you do not have flashcards at home, you can create your own! Cut a piece of paper into smaller squares to create your own flashcards.

<p><b>Nouns</b>            Gemma, ae, f. – gem, precious stone            Legātus, ī, m. – ambassador            Populus, ī, m. – a people, populace            Servus, ī, m. – slave, servant</p> <p><b>Adjectives</b>            Alter, altera, alterum – the other (of two)            Neuter, neutra, neutrum – neither, none (of two)            Nullus, a, um – none            Sōlus, a, um – alone, only            Tōtus, a, um – whole, entire            Turpis, turpe – shameful, disgraceful            Uter, utra, utrum – who, which (of two)?</p>	<p><b>Verbs</b>            Nesciō, īre, nescīvī, nescītum – not to know            Salūtō, āre, āvī, ātum – to greet            Spectō, āre, āvī, ātum – to watch            Taceō, ēre, tacuī, tacitum – to be silent, keep quiet            Ūtor, ūtī, ūsus sum + ablative – to use</p> <p><b>Adverbs</b>            Minimē – least, very little            Quōmodo – how</p> <p><b>Phrase</b>            Māgnī habeō – esteem a lot            Operae pretium est – it is worthwhile</p>
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2. Once you have finished your flashcards, complete Exercise 2, pg 244. See page 17 in this packet for Exercise 2. Write your answers in the space below provided or on the attachment.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

3. Once you have finished making your flashcards and Exercise 2, study your flashcards for **5 minutes**.

**Tuesday, March 24**

Latin Unit: Present Participles

Lesson 2: Present Participles

**Objective:** Be able to do this by the end of this lesson.

1. Identify and decline present active participles.

**Introduction to Lesson 2**

Yesterday, we learned new vocabulary words, their English equivalents, and some English derivatives. Today, we will be identifying and declining present participles in English. Remember, there will be a quiz on Thursday over chapter 11 vocabulary and present participles. There are three parts to today's lesson:

- Warm-up
- Review of English participles
- Identify and decline Latin participles

**Warm-Up**

Decline fortis, forte. When you are finished, check your warm-up exercise in the answer key at the back of the packet. *Friendly reminder: Fortis, forte is a third declension adjective!*

	M/F Singular	N Singular	M/F Plural	N Plural
Nominative	_____	_____	_____	_____
Genitive	_____	_____	_____	_____
Dative	_____	_____	_____	_____
Accusative	_____	_____	_____	_____
Ablative	_____	_____	_____	_____
Vocative	_____	_____	_____	_____

## English Participles Review

### Example 1

We see a burning house down the lane.

From what verb does *burning* come?

---

In the above sentence, is the word *burning* acting like a verb? Why or why not?

---

Although the word *burning* comes from a verb (to burn), it is acting like an adjective. It is describing what kind of house the speakers see.

In the above sentence, *burning* is a participle. A participle is a verbal adjective. In other words, a ***participle is a verb form functioning as an adjective.***

### Example 2

Taking a lunch break, Jill opened her bag.

In this example, *taking* is the participle. Who or what is the participle *taking* modifying?

---

Who or what is being taken?

---

“Lunch break” is the direct object of *taking*; in other words, it is receiving the action of the participle *taking*. The participle *taking* is also modifying Jill. Who is taking a lunch break? Jill!

It is also important to note that although participles function like adjectives, they maintain some of their “verbiness.” In other words, participles can take direct objects just like a verb.

In the following English sentences, underline the present participles. Then, circle the noun that the participle is modifying. When you are finished, check your answers in the answer key at the back of the packet.

- Anne, seeing her chance, ate the potatoes.
- Jim surprised us with his startling remarks.

## Latin Present Participles

Latin reflects both the verbal and adjectival natures of participles: “The etymology of the term participle, from **participere**, *to share in* (**pars** + **capere**), reflects the fact that participles share in the characteristics of both adjectives and verbs. As *adjectives*, participles naturally agree in gender, number, and case with the words they modify...As *verbs*, participles have tense and voice; they may take direct objects or other constructions or other constructions used with the particular verb” (*Wheelocks Latin* 149).

Let’s look at how to create the present participle of the Latin verb *putō*, *putāre* (to think).

- First, begin with the present stem of *putō*. **Present participles are formed from the present stem.**
- To find the present stem, remove the *–re* from the second principal part. The present stem of *putō*, *putāre* is **putā–**.
- Next, add the endings **–ns** for the nominative singular and **–ntis** for the genitive singular.
- The present participle of *putō*, is **putāns, putantis**.
- **Second** and **third** conjugation verbs are formed similarly. Find the present stem and add **–ns** for the nominative singular and **–ntis** for the genitive singular. (See examples below.)
- For verbs of the **third –io** and **fourth** conjugation, find the present stem of the verb and add the ending **–ēns** for the nominative singular and the ending **–entis** for the genitive singular. If needed, for further clarity, see attached textbook pages 242-243 at the end of the packet.

### Present Active Participle Examples (see textbook page 243)

First Conjugation	putāns, putantis
Second Conjugation	tenēns, tenentis
Third Conjugation	colēns, colentis <sup>1</sup>
Fourth Conjugation	audiēns, audientis
Third Conjugation –iō Verbs	capiēns, capientis

*Study Tip:* The prese**NT** active participle is readily recognized by the presence of **NT** in the participle’s base which comes from its genitive singular form (ie puta**NT**is). (see *Latin for the New Millennium* 242)

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<sup>1</sup> Note that the third conjugation has an *–ē–* in the nominative rather than a short *–e–*.

### Present Active Participle Declensions

Although they have verb stems, present participles decline like **third declension adjectives**. See the below declension of *putāns*.

		<b>Singular</b>			<b>Plural</b>	
	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
Nominative	Putāns	Putāns	Putāns	Putantēs	Putantēs	Putantia
Genitive	Putantis	Putantis	Putantis	Putantium	Putantium	Putantium
Dative	Putantī	Putantī	Putantī	Putantibus	Putantibus	Putantibus
Accusative	Putantem	Putantem	Putāns	Putantēs	Putantēs	Putantia
Ablative	Putantī	Putantī	Putantī	Putantibus	Putantibus	Putantibus
Vocative	Putāns	Putāns	Putāns	Putantēs	Putantēs	Putantia

### Practice

Decline tenēns, tenentis in the below table. To check declensions, see answer key at end of packet.

		<b>Singular</b>			<b>Plural</b>	
	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
Nominative						
Genitive						
Dative						
Accusative						
Ablative						
Vocative						

## Wednesday, March 25

Latin Unit: Present Participles

Lesson 3: Present Participles

**Objective:** Be able to do this by the end of this lesson.

1. Decline and translate present participles.

### **Introduction to Lesson 3**

Yesterday, we learned about present participles and how to decline them in Latin. Today will be a review day in preparation for your quiz tomorrow (Thursday). There are two parts to today's lesson:

- Vocabulary Review
- Present Participle Practice and Review

### **Vocabulary Review**

Without using your flashcards, provide the English equivalents for the following Latin words.

Latin Word	English Meaning
gemma, ae, <i>f.</i>	
legātus, ī, <i>m.</i>	
populus, ī, <i>m.</i>	
servus, ī, <i>m.</i>	
alter, altera, alterum	
nūllus, a, um	
sōlus, a, um	
tōtus, a, um	
turpis, turpe	
uter, utra, utrum	
nesciō, -īre,, nescīvī, nescītum	
salūtō, -āre, -āvī, ātum	
spectō, -āre, āvī, ātum	
taceō, -ēre, tacuī, tacitum	
ūtor, ūtī, ūsus sum + ablative	
minimē	
quōmodo	
māgnī habeō	
operae pretium	



**Present Participle Review and Practice**

Answer the following review questions. After you finish, you may check your responses in the answer key at the back of the packet.

What is a participle?

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How do you form the nominative and genitive singular of present participles in Latin?

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Participles decline like \_\_\_\_\_ adjectives.

**Practice**

**Directions:** Complete Exercise 3, page 245 from textbook (see page 18 of this packet). Write your answers in the below space provided.

Once you have complete Exercise 3, check your answers in the attached answer key at the end of the packet.

Note: For your quiz tomorrow, you must be able to produce English equivalents of Latin vocabulary words and to provide the nominative and genitive singular present participles (like in Exercise 3).

Write the present active participle (both nominative and genitive singular) of the following verbs. Don't worry about translating them just yet—we will work on translation on Friday.

- |             |       |
|-------------|-------|
| 1. Spectō   | _____ |
| 2. Taceō    | _____ |
| 3. Ūtor     | _____ |
| 4. Nesciō   | _____ |
| 5. Addō     | _____ |
| 6. Sequor   | _____ |
| 7. Salūtō   | _____ |
| 8. Trahō    | _____ |
| 9. Dēleō    | _____ |
| 10. Aspiciō | _____ |

**Thursday, March 26**

Latin Unit: Present Participles

Lesson 4: Present Participles

**Objective:** Be able to do this by the end of this lesson.

1. Provide English equivalents of Latin vocabulary words and produce present participles in Latin.

**Introduction to Lesson 4**

Today, you will take a quiz over chapter 11 vocabulary and present participles in Latin. There are two parts to today's lesson:

- Review
- Quiz

**Review**

Before you take your quiz, review your Latin flashcards for 5 minutes.

After you review your Latin flashcards, review Exercise 3 from yesterday for 3-5 minutes.

Once you have reviewed, you may take your quiz on the next page. You may not use your flashcards or notes from the packet to take this quiz.

*Latin II, Chapter 11 Vocabulary and Participles Quiz*

**Part I: Vocabulary**

Give the English equivalent for the following Latin words.

Legātus, ī, m.

---

Māgnī habeo

---

Gemma, ae, f.

---

Turpis, turpe

---

Sōlus, a, um

---

Ūtor, ūtī, ūsus sum + abl.

---

Quōmodo

---

Servus, ī, m.

---

Salūtō, āre, āvī, ātum

---

Mīnimē

---

**Part II: Participles**

Give the nominative and genitive singular of the present active participle for the following verbs.

1. Amō, amāre

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2. Spectō, spectāre

---

3. Taceō, tacēre

---

4. Nesciō, nescīre

---

5. Capiō, capere

---

**Friday, March 27**

Latin Unit: Present Participles  
Lesson 5: Present Participles

**Objective:** Be able to do this by the end of this lesson.

1. Translate Latin present participles into English accurately and beautifully.

**Introduction to Lesson 5**

Yesterday, you took a quiz over chapter 11 vocabulary and declining present participles. Today, you will practice translating present participles into English.

**Translation**

You usually translate present active participles by adding the suffix *-ing* or with a relative clause. To clarify, you can translate *putāns* as “thinking” or “who thinks.”

*Example 1* (from Wheelock’s Latin 149)

Graeci nautae, vidēntēs Polyphēmum, timent.

*The Greek sailors, seeing Polyphemus, are afraid. OR, The Greek sailors who see Polyphemus are afraid.*

*Example 2* (from Wheelock’s Latin 150)

Māter, filium amāns, auxilium dat.

*The mother, loving her son, gives help. OR, The mother who loves her son gives help.*

**Practice**

Translate the following sentences from Latin into English. Unseen vocabulary words will be glossed. If you do not know a word, do your best! When you have finished, check your translations on the answer key at the end of this packet.

Vidēns nāvem, legātus rīdet. (*rīdeō, rīdēre*—to laugh)

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Malus legātus ardentem gemmam occultat in nave ā rēgīnā. (*ārdeō, ardēre*—to burn, to glow; *occultō, occultāre*—to hide)

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Bona rēgīna magistrō spectantī suum regnum scribit ut inveniāt suam gemmam.

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## Answer Key

### Monday, March 23

#### Exercise 2 Answers

1. Gem; gemma, ae
2. Legacy; legātus, ī
3. Total; tōtus, a, um
4. Popular; populus, ī,
5. Solitude; sōlus, a, um
6. Neutral; neuter, neutra, neutrum
7. Servile; servus, ī
8. Salute; salūtō, āre, āvī, ātum
9. Altruistic; alter, altera, alterum
10. Null; nūllus, a, um
11. Spectacular; spectō, āre, āvī, ātum
12. Utilities; ūtor, ūtī, ūsus sum
13. Taciturn; taceō, ēre, tacuī, tacitum

### Tuesday, March 24

#### Warm-up Answers

	M/F Singular	N Singular	M/F Plural	N Plural
Nominative	Fortis	Forte	Fortes	Fortia
Genitive	Fortis	Fortis	Fortium	Fortium
Dative	Fortī	Fortī	Fortibus	Fortibus
Accusative	Fortem	Forte	Fortes	Fortia
Ablative	<b>Fortī</b> <sup>2</sup>	<b>Fortī</b>	Fortibus	Fortibus
Vocative	Fortis	Forte	Fortes	Fortia

#### English Participle Review Answers

1. From what verb does *burning* come?
  - To burn
2. In the above sentence, is the word *burning* acting like a verb? Why or why not?
  - No, the word “burning” is not functioning like a verb. It is describing the house.
3. In this example, *taking* is the participle. Who or what is the participle *taking* describing?
  - The participle *taking* is describing Jill.
4. Who or what is being taken?
  - A lunch break is being taken. Lunch break is the direct object of the participle taking.

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<sup>2</sup> Be careful—in third declension adjectives, the ending is not e, but ī. Don’t confuse third declension adjectives with third declension nouns!

5. Anne, seeing her chance, ate the potatoes.
6. Jim surprised us with his startling remarks.

*Latin Participle Answers*

	Singular			Plural		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	Tenēns	Tenēns	Tenēns	Tenentēs	Tenentēs	Tenentia
Genitive	Tenentis	Tenentis	Tenentis	Tenentium	Tenentium	Tenentium
Dative	Tenentī	Tenentī	Tenentī	Tenentibus	Tenentibus	Tenentibus
Accusative	Tenentem	Tenentem	Tenēns	Tenentēs	Tenentēs	Tenentia
Ablative	Tenentī	Tenentī	Tenentī	Tenentibus	Tenentibus	Tenentibus
Vocative	Tenēns	Tenēns	Tenēns	Tenentēs	Tenentēs	Tenentia

**Wednesday, March 25**

*Review Answers*

1. What is a participle?
  - A participle is a verb form functioning as an adjective.
2. How do you form the nominative and genitive singular of present participles in Latin?
  - Take the -re off the second principal part of the verb. Then, add -ns to the present stem for the nominative singular and -ntis for the genitive singular. If the verb is a third -io or fourth conjugation verb, add -ēns for the nominative singular and -entis for the genitive singular.
3. Participles decline like third declension adjectives.

*Exercise 3 Answers*

1. Spectō—spectāns, spectantis
2. Taceō—tacēns, tacentis
3. Ūtor—ūtēns, ūtentis<sup>3</sup>
4. Nesciō—nesciēns, nescientis
5. Addō—addēns, addentis
6. Sequor—sequēns, sequentis
7. Salūtō—salūtāns, salūtantis
8. Trahō—trahēns, trahentis
9. Dēleō—delēns, delentis
10. Aspiciō—aspiciēns, aspicientis

**Friday, March 27**

*Translation Answers*

Vidēns nāvem, legātus rīdet. (*rīdeō, rīdēre*—to laugh)

- Seeing the ship, the ambassador laughs.

Malus legātus ardentem gemmam occultat in nave ā rēgīnā. (*ārdeō, ardēre*—to burn, to glow; *occultō, occultāre*—to hide)

- The evil ambassador hides the glowing gem on the ship away from the queen.

Bona rēgīna magistrō spectantī suum regnum scribit ut inveniāt suam gemmam.

- The good queen writes to the teacher watching her own kingdom so that he may find her own gem. *OR*, The good queen writes to the teacher who is watching her own kingdom so that he may find her own gem.

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<sup>3</sup> Although deponent verbs are passive in form but active in meaning, they do have present active participles! See textbook page 243.

Pages 15-18 are for use during at-home instruction Spring 2020 only.

## LANGUAGE FACT I

### PRESENT ACTIVE PARTICIPLE

In the chapter reading passage, you saw the form *putantēs* twice. The verb *putō* is already known to you but the form is a new one—the present active participle.

The present active participle is formed from the present stem.

For the verbs of the **first**, **second** and **third** conjugation, find the present stem of the verb and add the ending **-ns** for the nominative singular and the ending **-ntis** for the genitive singular (these endings are for masculine, feminine, and neuter). Thus formed, the participle declines just like an adjective of the third declension.

For the verbs of the **fourth** conjugation, find the present stem of the verb and add the ending **-ēns** for the nominative singular and the ending **-entis** for the genitive singular (these endings are for the masculine, feminine, and neuter genders). Thus formed, the participle also declines in the same way as an adjective of the third declension. The present participle of the **-iō verbs of the third conjugation** looks exactly like the present participle of the fourth conjugation verbs.



#### BY THE WAY

We may think of all participles as “verbal adjectives.” They are not only derived from verbal stems, but they also actually work both like verbs and adjectives. Like verbs they can take an object (if they are active); like adjectives they agree with nouns, expressed or implied.



#### STUDY TIP

The prese**NT** active participle is readily recognized by the presence of **NT** in the participle's base which comes from its genitive singular form, e.g., *para**NT**is*. Similarly, the fut**UR**e active participle is readily recognized by the presence of **UR** in all of its forms, e.g., *parāt**UR**us*.



### Present Active Participle

First Conjugation	parāns, parantis
Second Conjugation	tenēns, tenentis
Third Conjugation	colēns, colentis
Fourth Conjugation	audiēns, audientis
Third Conjugation -iō Verbs	capiēns, capientis

Note that the third conjugation has a long -ē- in the nominative.

### Present Active Participle: Declension of parāns

	Singular			Plural		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	parāns	parāns	parāns	parantēs	parantēs	parantia
Genitive	parantis	parantis	parantis	parantium	parantium	parantium
Dative	paranti	paranti	paranti	parantibus	parantibus	parantibus
Accusative	parantem	parantem	parāns	parantēs	parantēs	parantia
Ablative	paranti	paranti	paranti	parantibus	parantibus	parantibus
Vocative	parāns	parāns	parāns	parantēs	parantēs	parantia

You usually translate the present active participle with the suffix -ing: *parāns*, "preparing," or sometimes with a relative clause "who prepares."

You have already learned that **deponent verbs** are mostly passive with an active meaning. So you might at first be surprised to learn that they have a present **active** participle.

*ūtor* – *ūtēns*, *ūtentis* "using," "who uses"



### BY THE WAY

There is no present passive participle in Latin.

### Present Active Participles: Irregular Verbs

<i>eō</i>	<i>iēns</i> , <i>euntis</i>
<i>ferō</i>	<i>ferēns</i> , <i>ferentis</i>
<i>nōlō</i>	<i>nōlēns</i> , <i>nōlentis</i>
<i>possum</i>	<i>potēns</i> , <i>potentis</i>
<i>volō</i>	<i>volēns</i> , <i>volentis</i>



### BY THE WAY

In classical Latin, the verbs *sum*, *fiō*, and *mālō* do not have a present active participle.

## VOCABULARY TO LEARN

### NOUNS

gemma, ae, f. – gem, precious stone  
legātus, i, m. – ambassador  
populus, i, m. – a people, populace  
servus, i, m. – slave, servant

### ADJECTIVES

alter, altera, alterum – the other (of two)  
neuter, neutra, neutrum – neither, none (of two)  
nullus, a, um – none  
sōlus, a, um – alone, only  
tōtus, a, um – whole, entire  
turpis, turpe – shameful, disgraceful  
uter, utra, utrum – who, which (of two)?

### VERBS

nescio, ire, nescivi, nescitum – not to know  
salūtō, are, avi, atum – to greet  
specto, are, avi, atum – to watch  
taceō, ēre, tacui, tacitum – to be silent, keep quiet  
utor, ūti, usus sum + ablative – to use

### ADVERBS

minime – least, very little  
quōmodo – how

### PHRASE

magni habeo – esteem a lot  
operae pretium est – it is worthwhile

### ► EXERCISE 2

In the sentences below, find the words derived from the Vocabulary to Learn in this chapter. Write the corresponding Latin word.

1. For Valentine's day I received a ring with a beautiful gem on it.
2. We all need to keep in mind the legacy of the Founding Fathers.
3. What is the total amount due?
4. This view is not very popular in our region.
5. The old man died in solitude.
6. This country remained neutral during the war.
7. This man's servile manner toward the more powerful was repulsive.
8. An army man needs to salute his superiors.
9. He is helping the other student for altruistic reasons.
10. This contract is null and void.
11. The view from the top of the mountain was spectacular.
12. How much do you pay for utilities every month?
13. She does not speak a lot; in fact, her nature is rather taciturn.



### ► EXERCISE 3

Write the present active participles (both nominative and genitive singular) of the following verbs. Translate the participles.

Example: amō amāns, amantis loving/who loves

- |           |             |
|-----------|-------------|
| 1. spectō | 6. sequor   |
| 2. taceō  | 7. salūtō   |
| 3. ūtor   | 8. trahō    |
| 4. nesciō | 9. dēleō    |
| 5. addō   | 10. aspiciō |

## LANGUAGE FACT II

### USE OF PARTICIPLES

You have learned the present active participle (*parāns*), the perfect passive participle (*parātus*), and the future active participle (*parātūrus*).

The participles very often have a **temporal** meaning.

- The perfect passive participle indicates an action that happened **before** the action of the main verb. It can often be translated into English by "having been."

*Pueri Anemōliōs gemmīs et margarītīs ōrnātōs vidērunt.*

"The boys saw the Anemolians (having been) adorned with gems and pearls."

The time sequence in this sentence is clear—the Anemolians were first adorned and then seen by the boys.

- The present active participle indicates an action that happens **at the same time** as the action of the main verb. It is usually translated with *-ing* in English (or with a relative clause "who is doing...").

*Anemōliī in urbem ingressī sunt vestimenta pulcherrima gerentēs.*

"The Anemolians entered the city wearing most beautiful garments."

Here again, note the time sequence—the Anemolians are entering the city and wearing the beautiful garments at the same time.

- The future active participle indicates an action that is intended to happen **after** the action of the main verb.

*Anemōliī intrāvērunt Ūtopiēnsibus ostentūrī quam essent divitēs.*

"The Anemolians entered about to/intending to show the Utopians how rich they were."

The Anemolians first enter the city with the future action (and sometimes the intention) of showing how rich they are.