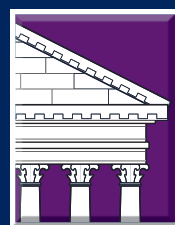




LATIN

FOR THE
NEW
MILLENNIUM

A Comprehensive Latin Curriculum



from Bolchazy-Carducci Publishers, Inc.



AN OVERVIEW OF CHANGES FOR SECOND EDITION

Latin for the New Millennium is in use throughout the United States as well as in other countries in middle and secondary schools and at colleges and universities. Teachers praise the series for its transdisciplinary and global focus, its “smart pedagogy,” its synthesis of best practices, and its careful fusion of the traditional grammar approach and the reading method. They appreciate the aural-oral components and the texts’ groundbreaking inclusion of the full, rich legacy of Latin literature that extends through the Renaissance. In addition, teachers and students find the texts attractive and visually stimulating.

Renowned Latinists Professors Milena Minkova and Terence Tunberg of the University of Kentucky created Levels 1 and 2 of *Latin for the New Millennium*. University of Iowa’s Helena Dettmer and high school veteran teacher and LNM series editor LeaAnn Osburn developed Level 3.

Teacher suggestions for improvements to Levels 1 and 2 led Bolchazy-Carducci Publishers, who pride themselves on responding to teacher needs, to develop a second edition of *Latin for the New Millennium*, Levels 1 and 2. The new texts feature a richer focus on English derivatives study with a list of representative derivatives in each chapter of the student texts, a new workbook derivative exercise for each chapter, and copious background notes in the teacher’s manuals. Teachers encouraged B-C to add some exercises that provide drill and reinforcement of forms as well as scaffolding activities for more complex concepts like the indirect statement and conditions. The second edition also provided the opportunity to change some images, add some teaching tips, make minor corrections, and adjust some macrons, e.g., following the more popular custom, the macron on the *a* in *magnus* has been removed. For a list of substantive changes found in the second edition, please consult www.lnm.bolchazy.com. As you peruse the pages of this brochure, note the NEW icon that calls attention to changes in the second edition texts.

The *Latin for the New Millennium* program offers amenities and resources for both teachers and students from eBooks to workbooks, teacher’s manuals, a free web-based Teachers’ Lounge for classroom teachers, free teacher webinars, audio recordings, electronic flash cards, free test banks and other downloadables, and much more. This brochure provides information on all the program components. For information on digital resources, see pp. 23–25 and p. 29.

STUDENT TEXTS

CHAPTER TITLE PAGE

Introduces chapter’s grammar and morphology topics

Full-Page Artwork

- stunning image serves as prompt for chapter Latin reading
- rich artwork appeals to visual learners
- Teacher’s Manual provides background information about the image

MEMORABILE DICTŪ

- Famous Latin saying connects to chapter’s Latin reading passage
- Subject matter of saying stimulates thoughtful discussion in English or Latin

Chapter title page to right taken from LNM 2, Chapter 1.



LNM CELEBRATES THE CONTINUUM OF LATIN LITERATURE AND BUILDS STRONG READERS OF LATIN



All LNM readings are drawn from the works of Latin authors. The adapted readings of Levels 1 and 2 grow in complexity as students deepen their Latin reading skills. Each chapter of Level 2 features an unadapted classical Latin reading from Nepos's *Life of Atticus*. Level 3 provides comprehensive vocabulary and notes for students as they read unadapted selections from key Latin authors and develop literary analysis skills. All LNM readings offer subject matter that invites discussion.

LNM proudly presents the full legacy of the Latin language and Latin literature.

LNM 1

- features the Roman authors from Plautus and Terence to Augustine and Boethius
- introduces students to those Roman authors regularly taught: Caesar, Catullus, Cicero, Horace, Ovid, Pliny the Younger, and Vergil

LNM 2

- constitutes a pioneering expansion of the traditional Latin curriculum—building on Latin's Roman foundations to celebrate the richness of the Latin written in the subsequent 1,500 years
- takes students through the adapted authentic Latin of such authors as Bede, Heloise, Petrarch, Erasmus, and Copernicus. Each chapter keeps students grounded in the first century BCE with thought-provoking readings from the *Life of Atticus*.

LNM 3

- provides students with an in-depth experience of the Roman authors Caesar, Catullus, Cicero, Horace, Ovid, and Vergil
- showcases the intellectual circle of Erasmus and his friends through the lens of their correspondence
- demonstrates the full continuum of the Latin tradition with Petrarch's "Ode to Vergil" and John Parke's "In Praise of Horace"



FUSION APPROACH

GRAMMAR DRAWN DIRECTLY FROM LATIN READINGS

Plentiful English-to-Latin and Latin-to-English **EXERCISES** reinforce the new grammar and morphology.

Each grammar or syntax concept is presented separately as a **LANGUAGE FACT**.

 **BY THE WAY** provides additional information or insight.

"LNM's fusion of reading, grammar-translation, and aural-oral communication-friendly approaches is based on the best in current Latin pedagogy. A particular strength of the series is its teaching of the importance of context in learning Latin."

– Ronnie Ancona
Hunter College and the Graduate Center (CUNY)

Complete morphology charts from the outset. Students are able to see the big picture.

 **STUDY TIP** provides student-friendly assistance in the form of a mnemonic device, an alternative explanation, or a clarification for complex concepts.

Examples of the concept are excerpted from the chapter's Latin reading. The grammar in each **LANGUAGE FACT** flows directly from the Latin reading.

► EXERCISE 4

Translate into English.

1. Nōn debētis tenebrās timēre.
2. Memoriam firmāre et servāre possumus.
3. Litterās in librīs servāre solēmus.
4. Viri boni bona exemplā dare possunt.
5. Semper cogitare debētis.
6. Viri armātī patriam cūrāre debent.
7. Fabulās longīs narrāre solēt.
8. Vita nōn solum lacrimās, sed etiam gaudia dare solet.
9. Rōmam vidēre debēs.

LANGUAGE FACT III

COMPLEMENTARY INFINITIVE WITH POSSUM, DEBEŌ, SOLEŌ

Some Latin verbs, such as *possum*, do not usually appear by themselves.

The most common of these verbs are:

- possum* – "I am able" (to do something)
- debeŏ* – "I ought" (to do something)
- soleŏ* – "I am accustomed" (to do something)

Such verbs often form phrases with a complementary infinitive that "fills out" their meaning. There are clear examples of such phrases in the passage at the front of this chapter.

Druidēs... dī veris bonis et malis iudicare solent.

The Druids are accustomed to make judgment about good and bad.

Druidēs scientiam magnam memoriā servare possunt.

The Druids are able to preserve a large body of knowledge by memory.



BY THE WAY

Verbs (like *possum*, *debeŏ*, and *soleŏ*) that take a complementary infinitive with either an active or passive infinitive. For example: *Puella puerō librum dare potest*, "The girl can give the boy the book." *Puella puerō a libris dāri potest*, "The girl can be given the book by the boy."

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► EXERCISE 5

Translate into Latin.

1. We are accustomed to preserve (our) books.
2. You (plural) ought not to fear the Druids (*Druidēs*).
3. Memory can be strengthened.
4. Stories are usually (are accustomed to be) told by the Druids (*Druidibus*).
5. We can have the rewards; rewards can be given by the Druids.
6. Boys ought to be taught.

LANGUAGE FACT IV

TRANSITIVE AND INTRANSITIVE VERBS

The verbs *sum* and *possum* have no passive forms because they are intransitive.

An intransitive verb describes a state of being or an action that takes no direct object (coming, going, and the like). Here are some other intransitive verbs, in addition to those you have already learned: *ambulo* ("walk"), *iacō* ("lie down"), and *maneo* ("remain").



A transitive verb, by contrast, is a verb that takes a direct object and so can be used in the passive voice. Such verbs include: *dō* ("give"), *habeō* ("have"), *videt* ("see").

LANGUAGE FACT I

FOURTH CONJUGATION VERBS: PRESENT TENSE ACTIVE AND PASSIVE, PRESENT ACTIVE AND PASSIVE INFINITIVE

In the narrative about Catiline there are a number of verbs belonging to the third conjugation: e.g., *crēdunt*, *petit*, *gerit*, *dicit*. Notice also the form *audire*, which seems similar to the third conjugation verbs, but actually belongs to the fourth. If you look at the infinitive *audire*, and the forms *audiant* and *audiantur*, you will understand that this certainly is not a third conjugation verb.

Here are the present active and passive voices of the fourth conjugation, using the verb *audire* as an example:

Fourth Conjugation: Present Active			
	Singular		Plural
First person	<i>audō</i>	I hear	<i>audimus</i>
Second person	<i>audis</i>	you hear	<i>auditis</i>
Third person	<i>audit</i>	s/he/it hears	<i>audiunt</i>

Present Active Infinitive

audire to hear

Fourth Conjugation: Present Passive			
	Singular		Plural
First person	<i>audior</i>	I am heard	<i>audimur</i>
Second person	<i>audiris</i>	you are heard	<i>audimini</i>
Third person	<i>auditur</i>	s/he/it is heard	<i>audiuntur</i>

Present Passive Infinitive

audiri to be heard



STUDY TIP

The fourth conjugation is formed as usual by adding the personal endings to the verb stem. The linking vowel *-u-* appears only in the third person plural, just as in the third conjugation.

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LANGUAGE FACT III

CONJUNCTIVE CLAUSES

In the chapter reading passage, Sepúlveda makes this statement:

Nautis quidem timere coepit Colónus, quamquam de navigandis ipsa nunquam desipérat.

"Columbus began to fear the sailors indeed, although he never lost hope about the voyage itself."

The subordinate clause beginning with *quamquam* is **concessive**. We call it this, because it states a fact **despite which** the action in the main clause happens or is true. Columbus begins to fear the sailors **despite the fact** that he still does not despair about the voyage.

The two most used concessive conjunctions in Latin are *quamquam*, which is used with the indicative and presents the concession as a fact, and *quoniam*, which is used with the subjunctive and presents the concession as the thought of a person in the narrative, but not necessarily that of the author.

Quamquam iter est longum, ire debemus.
 "Although the trip is long, we will need to go."

The Columbus Foundation reconstructed Columbus's favorite ship the *Niña* to celebrate the quincentenary anniversary of the famous voyage of 1492. The *Niña*, a classic caravel with lateen (triangular) sails for maneuverability, was launched in 1993. The ship travels as a museum and ferry ship in Puerto Rico, California.



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Quamvis mēcum venire nōlīs, hoc tamen facere debēs.
 "Although you do not want to come with me, nevertheless you have to do this."

The conjunction *cum* may also be used with a concessive meaning. When *cum* has this meaning, the verb in the subordinate clause it introduces is in the subjunctive, and in the main clause or causal. Here are some examples:

Cum mēcum venire nōlīs, hoc tamen facere debēs.
 "Although you do not want to come with me, nevertheless you have to do this."

Note that in this sentence *cum* has the same meaning as *quoniam* (in the example shown earlier). We can put the same sentence in the past, and the construction will be the same, with only a change in the tenses of the verbs.

Cum mēcum venire nōlīs, hoc tamen facere debēs.
 "Although you did not want to come with me, nevertheless you were obliged to do this."



BY THE WAY

The presence of the word *tamen* in the main clause often functions as a clue to the reader that a concessive clause may be present.

EXERCISE 3

Fill in the blanks with the appropriate causal or concessive conjunction. Translate the sentences.
Example: *Māter filium cūrāt _____ eum amat.*
Māter filium cūrāt quia eum amat.
 The mother takes care of <her> son because she loves him.

- Colōnus nāvigābat _____ novam terram quērebāt.
Colonus, Lm. - Columbus
- Nautae irā sunt capti _____ iam diū nihil cōspicēbātur.
- Nautae Colōnum occidere volēbant _____ ille in pericula eōs dūceret.
- Colōnus ā nautis tandem nōn occisus est _____ nautae dixerant eum moritūrum esse.
- _____ nautae expectāre nōlēbant, tamen decrēverūt per trēs diēs expectāre.
- _____ trēs diēs essent tempus longum, operae pretium fuit expectāre.
- Omnes tandem maximō gaudiō sunt capti _____ lumen cōspicere potuerunt.

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BY THE WAY clarifies a key grammatical point for the students.

The **EXERCISE** requires immediate student practice with a discrete component of the new grammar.

LNM Level 2 teaches students to recognize and comprehend the full set of complex constructions from the ablative absolute to conditions.

LNM Level 1 presents the indirect statement, thereby ensuring students' mastery of this key concept.



These **STUDY TIPS** help students (1) readily recognize the result clause and (2) distinguish the result from the purpose clause.

COMPREHENSION QUESTIONS

- What was the concept that ancient people held about the earth and why?
- How does Copernicus answer the argument that the earth would be dispersed if it turned around?
- For what two reasons, according to Copernicus, was it more likely that the earth moves than that the skies moved?
- For what purpose does Copernicus introduce the comparison with Aeneas?

LANGUAGE FACT I
RESULT CLAUSES

In the chapter reading passage, Copernicus exposes the following argument advanced by the ancients to defend that the earth was immobile in the center of the universe:

Si terra volveretur, nōn esset iam stabilis, quam nunc est; si hoc fieret, tam vehementer dissipāretur.

"If the earth were turned around, it would not be so steady as it is now; if this happened, the earth would need to be turned around so vehemently that no person, no animal could stay on it and it would be scattered itself."

The subordinate clause *ut nullus homō, nullum animal... stare possit* and *<ut> ipsa dissipāretur* are result clauses. They show what would happen as a result of the action in the main clause: if the earth was turning around, thought the ancients, the result of this turning would be that no man or no animal could stand on it and the earth itself would fall apart.



STUDY TIP

When trying to recognize a result clause in Latin, look for a **TIP OFF** word in the main clause. These tip offs like *tam*, "so," *ita*, "in such a way," *tantus*, "so great," *talis*, "such," *tot*, "so many," etc., often contain the letter "t."

Look at some more examples of result clauses.

Terra est tam ingens ut ā nobīs tāta cōspici nōn possit.
 "The earth is so huge that it cannot be observed by us whole."

Antiquarum aēs nōn erat ita magna ut illi omnia de terrā intelligerent.
 "The science of the ancients was not so large that they understood everything about the earth."

Copernicus tam multa de terrā et de sōle invenit ut librum celeberrimum scripserit.
 "Copernicus discovered so many things about the earth and the sun that he wrote a very famous book."

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A result clause is introduced by *ut* ("so... that") or *nōn* ("so... that not"), and always has a **subjunctive** verb. The tense of the subjunctive does not depend on the tense of the main clause, but on the actual time when the result occurred. The present subjunctive is used for a result in the present (even coming out of a past action), imperfect subjunctive for a prolonged result in the past, perfect subjunctive for a completed result in the past. Look at the above examples again, paying attention to what tense is used in each result clause.



STUDY TIP

Result and purpose clauses have similar components but they are two different types of propositions. Consider the sentence: "I fell so badly that I broke my leg." The subordinate clause here expresses result but no purpose. Also, the negative for the purpose clause is *nē*, while the negative for the result clause is *ut nōn*.

Finally, purpose clauses have present or imperfect subjunctives according to the tense of the main clause, while the result clauses have present, imperfect, or perfect subjunctives according to the time when the result occurred.

If you are still not sure about recognizing result clauses, remember that result clauses answer the question "What happened?" while purpose clauses answer the question "Why?"



Reconstruction of the torquetum, an astronomical instrument, first described by Ptolemy (second-century CE) and also mentioned by Copernicus in Book IV of *De revolutionibus* as discussed by Copernicus in Book IV of *De revolutionibus*. They intersecting arcs belonged to a vertical from ecliptic. They intersecting arcs belonged to a vertical from ecliptic. They intersecting arcs belonged to a vertical from ecliptic.

The 1977 Library with a portrait and engravings of the space station commemorates the five hundredth anniversary of Copernicus's birth. The African nation of Liberia was founded by freed slaves from the United States who established a republic in 1847. Following a brutal civil war, Ellen Johnson Sirleaf was democratically elected president in 2006.

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COPIOUS EXERCISES

LANGUAGE FACT III

GENITIVE CASE

In the chapter reading, Demea presents himself to the slave who opens the door: *Ego sum Demea, pater Aeschini et Ctesiphonis*. "I am Demea, father of Aeschinus and Ctesiphon." The forms *Aeschini* and *Ctesiphonis* are genitive. The name *Aeschinus* declines like *amicus* (*Aeschinus, Aeschini, m.*).

A noun in the genitive usually modifies another noun. The genitive often shows possession. A noun in the genitive case usually can be translated using the English word of, as in *of the girl*, or by using an apostrophe, as in *girl's*. In the plural, the genitive can be translated as in *girls'* with an *s'*, or by using of with a phrase like *of the girls*.



This Roman mosaic shows masks of comedy and tragedy in houses in the Capitoline Museum in Rome.

BY THE WAY

The first declension uses the same ending for the genitive singular and nominative plural: *-ae*. The second declension also uses the same ending for genitive singular and nominative plural: *-i*.

EXERCISE 6

Underline the genitive in each sentence, and then translate each sentence.

1. *Filia agricolae athletam amat.*
2. *Filius poetae fabulas amat.*
3. *In casa amicorum habitamus.*
4. *Pueri formam lupae timent.*
5. *Animus nautae terram expectat.*
6. *Fabulas poetarum narramus.*
7. *Agrus patriae amatis.*

Multiple **EXERCISES** ensure that students become comfortable with new concepts.

NEW
In
2nd Ed.

Based on teacher feedback, the second edition includes nine additional exercises in Level 1 and six in Level 2. These exercises provide additional drill and reinforcement, e.g., **EXERCISE 6**, or laddering of more challenging concepts, e.g., **EXERCISE 4**.

Authors Minkova and Tunberg have developed a range of creative, transformational exercises that require a deeper comprehension of the materials than do the ordinary exercises.

Dialogue between Aeneas and Mercury builds off the chapter reading—an adaptation from Vergil's *Aeneid*.

EXERCISE 4

Write the following conditions in Latin.

1. If you write well, the teacher approves the written thing. (present general condition)
2. If you wrote well, the teacher approved the written thing. (past general condition)
3. If you write well, the teacher will approve the written thing. (future more vivid condition)
4. If you should write well, the teacher would approve the written thing. (future less vivid condition)
5. If you were to write well, the teacher would approve the written thing. (present contrary-to-fact condition)
6. If you had written well, the teacher would have approved the written thing. (past contrary-to-fact condition)

EXERCISE 5

Identify the type of condition in each sentence. Translate the sentence into Latin.

1. If the sailors had watched the island, they would have hoped indeed.
2. If you (pl.) were thinking about your duty, your point of view would now be different.
3. If this trip had not been approved by the king, we would not have received the ships.
4. If you do not do this, you will die.
5. If we had hope, we would be going to the end of the world.
6. If my lot were better, I would now be with my dear friends.

EXERCISE 6

Fill in the blanks, using the appropriate conjunctions (choose from *cum, dum, postquam, quamquam, quamvis, quia, quod, quoties, nisi, si, simul ac*). Translate the sentences.

1. _____ de sorte sua miserimam cogitarent, Colonus esse hominem turpem dicebant.
2. Nautae de vita sua timebant _____ videbant se esse in magni periculo.
3. "_____ nos servaveris," dixerunt nautae, "te occidemus."
4. "_____ plura intellegeritis," respondit Colonus, "ita non loqueremini."
5. _____ Colonus turpis nautis videretur, tamen expectare decreverunt.
6. _____ per duos dies nihil conspexerunt, tandem lumen est visum.
7. _____ lumen conspexerunt, omnes intellexerunt se novam terram invenisse.

EXERCISE 6

Read the following dialogue, which is written partly in English and partly in Latin. Translate the English parts into Latin, and the Latin parts into English. Use *-ne* for questions and *-que* for "and." Use the Reading Vocabulary; other words are explained below. The dialogue begins when Mercury, sent by Jupiter, appears before Aeneas.

Mercurius: Salve! Esne Aeneas?

Aeneas: I am Aeneas. You seem to be very great! Are you a god?

Mercurius: Deus sum! Mercurius sum. Quid nunc parās?

Aeneas: Dido and I want to be king and queen in Carthage. I am building a cottage. Does the cottage seem beautiful?

Mercurius: Ita vero! Sed cum Didone manere Carthagineque habitare non potes.

Aeneas: Do you believe that love is bad? Do you understand that Dido and Aeneas must remain together?

Mercurius: Dei de amore hominum cogitare non solent. Amorem Aeneae Didonisque unitis assis aestimo! Aeneas Iovis verba audire debet nec cum Didone manere!

Aeneas: Must I abandon Dido and sail to Italy?

Mercurius: Iuppiter te iubet Didonem relinquere Italiamque petere.

Aeneas: Jupiter is cruel! You are cruel! The gods are cruel!

Mercurius: Non dei, sed fata sunt crudelia. Fata dicunt Aeneam Italiam petere debere.

Aeneas: Must men be wretched?

Mercurius: Ita vero. Postea autem Aeneas erit celebris poetaque dicet "Tantae molis erat Romanam condere gentem!"

condo, condere, condidi, conditum – to found
dicet – will say (future tense)
erit – will be (future tense)
fata, fatūrum, n. pl. – the Fates
gens, gentis, f. – race, nation
Iovis – of Jupiter (genitive case of Iuppiter)

ita vero – yes indeed
molis, molis, f. – weight, mass, trouble, effort
nec – and not
quid ... ? – what ... ?
salve – hello!
tantus, tanta, tantum – so much, so great

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REVIEW SECTIONS

Each **REVIEW** presents the three chapters' **VOCABULARY TO LEARN** in a **VOCABULARY TO KNOW** list organized by part of speech.

For every three chapters, a **REVIEW** offers a set of new exercises to test cumulative mastery of the new grammar and syntax.

EXERCISES are designed to build on one another for a spiraling effect and deeper comprehension.

PREPOSITION
prope + accusative – near

CONJUNCTION
nec – and not, nor

ENCLITIC PARTICLES
–ne – added to the first word of a question
–que – and

PHRASES
bellum gerō – to wage war
pro viribus – with all one's might

► **EXERCISE 1**
Decline the following phrases.

- dōnum tuum
- hostis noster
- rēgina crudēlis
- equus celebr

► **EXERCISE 2**
Conjugate the following verb in the present active and passive voice and give the present active and passive infinitives.

- cōspiciō, cōspicere, cōspecti, cōspectum

► **EXERCISE 3**
Conjugate the following verbs in the imperfect active voice.

- pugnō, pugnāre, pugnāvī, pugnātum
- fugiō, fugere, fugi, —
- veniō, venire, veni, ventum

Conjugate the following verbs in the imperfect passive voice.

- moveō, movere, movi, mōtum
- ostendō, ostendere, ostendi, ostentum

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► **EXERCISE 8**
Below is the dialogue you have just read in Exercise 7. Rewrite the dialogue using the verbs in parentheses to construct indirect questions or indirect statements as the sense requires. Note that *hic, haec, hoc* in direct speech become *ille, illa, illud* in indirect speech. Translate the rewritten dialogue. The Reading Vocabulary and the added vocabulary in Exercise 7 may be consulted.

Example:
Viator: (rogāvit) Qui hominēs hoc castellum aedificāvērunt?
Mystagōgus: (dixit) Franci hoc castellum aedificāvissent.
Viator rogāvit qui hominēs illud castellum aedificāvissent.
Mystagōgus dixit Francōs illud castellum aedificāvisse.

Viator: (exclāmāvit) Quam ingēns est castellum!
Mystagōgus: (dixit) Pauca castella sunt maiōra.

Viator: (rogāvit) Quāndō hominēs hoc castellum aedificāvērunt?
Mystagōgus: (respondit) Hierosolyma sunt ā militibus Franci capta; at victōrēs multis in Palaestinae Syriaeque partibus tūti esse nōn poterant; nam incolae in Francōs impetūs saepe faciēbant; itaque Franci et hoc castellum et multa alia castella aedificāvērunt.

Viator: (rogāvit) Quamdiū Franci hoc castellum tenēbant?
Mystagōgus: (respondit) Franci hoc castellum paene duo saecula tenēbant.

Viator: (rogāvit) Quot custōdēs castellum tenēbant?
Mystagōgus: (exclāmāvit) Quam pauci militēs castellum dēfendere poterant!

Viator: (dixit) Hoc discere cupiō.
Mystagōgus: (dixit) Ducenti militēs in hōc castellō manentēs ingentem exercitum facile depellere poterant.

Viator: (exclāmāvit) Quanta et quam alta sunt mūnimenta et prōpugnacula!

Krak de Chevaliers, the largest of the crusader fortresses, housed the Knights Hospitaller. Located in Syria near Tripoli, Lebanon, the fort was built in 1031 CE for the Muslim Emir of Aleppo. Syria, Raymond of Toulouse captured it in 1099 during the First Crusade and from 1150 to 1250 it received its present plan and was enlarged to house 2,000 troops.



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► **EXERCISE 4**
Make the adjective in parentheses agree with the noun. For some, more than one answer is possible.

Example: militis miserī (fortis)
militis fortis

- poētā iūstō (celeber)
- puellārum multārum (fortis)
- lupae malae (fortis)
- praemia magna (celeber)
- cōsulēs boni (acer)
- rēgum bonōrum (fēlix)
- viā longā (fēlix)

► **EXERCISE 5**
Fill in the blanks with the correct form of the first or second person pronoun and translate the completed sentence. The verb in bold determines the person and number of the required personal pronoun.

Example: Nōmina hostium _____ dicō. Itaque praemium mihi dare **dēbētis**.
I am telling you (plural) the names of the enemies. Therefore you (plural) ought to give me a reward.

- _____ esse sevērūm dicis. Sed animum **meum** tē nōn intellegere credō.
- _____ vidēre possumus. Sed ā **vōbīs** nōn cōspicimur.
- Ā _____ valde amāris. Sed **mē** nōn valde amāre vidēris.
- Vidēris** mihi multōs habēre amicōs. Itaque _____ esse fēlicem putō.
- Puella ā _____ amātur, sed _____ ūnus assis aestimat. Itaque **doleō** et **sum** miser.
- Intellegō, Mūci, fortitūdinem **tuam** vinci nōn posse. Itaque _____ liberāre dēcernō.

Review 4: Chapters 10–12 • 213



TALKING

Each chapter of *LNM* 1 and 2 contains a **TALKING** section, immersing students in conversational Latin about everyday matters or the readings.

TALKING

Quota hora est? "What time is it?"
Est hora prima. "It's one o'clock."
... secunda. "It's two o'clock."
... tertia. "It's three o'clock."
... quarta. "It's four o'clock."
... quinta. "It's five o'clock."
... sexta. "It's six o'clock."
... septima. "It's seven o'clock."
... octava. "It's eight o'clock."
... nona. "It's nine o'clock."
... decima. "It's ten o'clock."
... undecima. "It's eleven o'clock."
... duodecima. "It's twelve o'clock."
Est hora prima (secunda etc.) et quadrans. "It's a quarter past one (two etc.)."
Est hora prima (secunda etc.) et dimidia. "It's half past one (two etc.)."
Est hora prima (secunda etc.) et didrins. "It's three quarters past one (two etc.)."
Est meridies. "It's midday."
Est media nox. "It's midnight."

Here is a table of the first ten cardinal and ordinal numerals in Latin.

Cardinal numerals	Ordinal numerals
1-I	unus, una, unum
2-II	duo, duae, duo
3-III	tres (m./f.), tria (n.)
4-IV	quattuor
5-V	quinque
6-VI	sex
7-VII	septem
8-VIII	octo
9-IX	novem
10-X	decem

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The Romans used sundials to determine the hour of the day.



BY THE WAYS give students additional information about a topic or insight into a difficult concept. Often, as in the discussion of the Roman concept of time, the By the Way calls students' attention to a cultural difference.

An everyday reality of school life—"Late for School"—serves as a natural introduction to cardinal and ordinal numbers.



Roman numerals are still used today, as seen engraved on this set of books.



BY THE WAY

The Romans used to count the daytime hours from the first hour, *hora prima* (about 6 AM), to the twelfth hour, *hora duodecima* (about 6 PM). For example, our 11 AM is, according to the Romans, the fifth hour, *hora quinta*. The length of the Roman hour varied according to the time of year, since they told time by the sun.

They divided the night into watches: first watch, *vigilia prima* (about 6 PM–9 PM), second watch, *vigilia secunda* (about 9 PM–midnight), third watch, *vigilia tertia* (about midnight–3 AM), fourth watch, *vigilia quarta* (about 3 AM–6 AM).

LATE FOR SCHOOL

Helena: Propera (hurry), Márcus! Sumus in mora (delay).

Márcus: Debemus properare?

Helena: Ita (yes), properare debemus.

Márcus: Quota hora est?

Helena: Est hora octava et quadrans.

Márcus: Tum properare nō debemus. Nam schola (school) incipit (starts) hora octava et dimidia (at 8:30).

Helena: In scholam tamen hora octava et quadrante (at 8:15) intrare debemus. Nam librōs parare debemus.

Márcus: Ego autem horam primam expecto.

Helena: Cui? (Why?)

Márcus: Nam hora prima est finis (end) scholārum.

Helena: Nōli de fine scholārum nunc cogitare, sed mēcum veni!

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EXERCISE 7

Translate into Latin.

1. I ask you not to be forgetful of the sweet things!
2. I do not know what plan has been made.
3. I know that this is the plan.
4. You (pl.) asked what plans had been made.
5. You (pl.) knew that these plans had been made.
6. They asked me to have all things in mind.

TALKING ABOUT A READING

ABOUT THE JOYS OF LIFE AND UNADAPTED LATIN: ATTICUS HONORED IN ATHENS

DĒ VITAE GAUDIIS

Maria: Ego quoque bonam vitam habere cupio, ut dicit poeta, cūus verba legimus. Utinam magnum pecuniam possideam, ut omnia emere (buy) possim quae amo. Nam in vicō tabernarum (mall) ambulare et novis res mihi emere amo.

Christina: At novae res nōn dū faciunt filicēs. Mihi placet corpus exercere (to exercise). Placet mihi natāre (to swim) in natatōriō (swimming pool).

Maria: Mihi quoque placet corpus exercere: hīrota vehi (ride a bicycle), palaestram (fitness center) petere. At vespere (in the evening) mihi delectat saltatōrium (dance club) petere, ubi hominēs modōs musicōs (music) audiunt et saltant (dance). Cupio, Márcus, mox mēcum in saltatōrium venire?

Márcus (looks at Helen): Nōn scio habere tempus vacuum. Quid tibi, Helena, placet?

Helena: Dulcia mihi placent. Theobroma (chocolate) comedere amo.

Márcus: Nōn solum theobroma est dulce, sed aliae quoque res. Amor est dulcis...

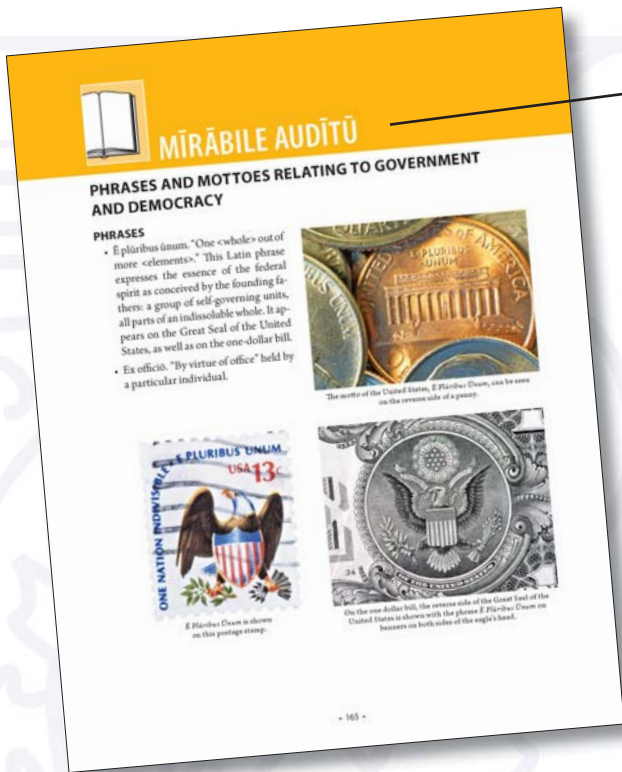
Dulcia mihi placent. Theobroma comedere amo.

The **TALKING ABOUT A READING** sections in *LNM* 2 find the teenagers talking about literature—the chapter Latin reading or the unadapted Atticus passage.

"My students are enjoying the dialogues among Marcus, Maria, and Helena."

– Linda Kennedy, Bishop McGuinness High School
Kernersville, North Carolina

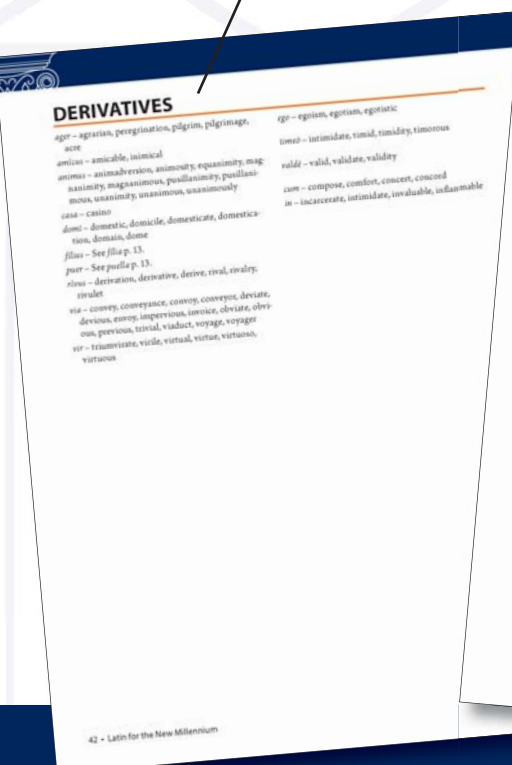
DERIVATIVES AND ENGLISH VOCABULARY BUILDING



Each review includes a **MIRABILE AUDITŪ** section of themed Latin phrases, mottoes, proverbs, or abbreviations referenced in English today.

In each chapter, immediately following the **VOCABULARY TO LEARN, EXERCISE 2** is designed to build students' English vocabulary through derivatives study.

A set of representative English derivatives grouped like the **VOCABULARY TO LEARN** is listed at the end of each chapter.



PAGE 42 Standard 4.1

DERIVATIVES

agor – agriculture, peregrination, pilgrim, pilgrimage
acer
amicus – amicable, inimical
animus – animadversion, animosity, equanimity, magnanimity, magnanimous, pusillanimity, pusillanimous, unanimity, unanimous, unanimously
casus – casualty
domi – domestic, domicile, domesticate, domestication, domain, dome
filius – See filia p. 13
pater – See pater p. 13
rursus – derivation, derivative, derive, rival, rivalry, rivalry
via – convey, conveyance, convey, conveyer, deviate, devious, escort, impervious, inviolate, obviate, obviator, previous, rival, rivalry, voyage, voyager, vir – transmute, virile, virtual, virtue, virtuous, virtuous
egor – egress, egress, egress
timor – intimidate, timid, timidity, timorous
valde – valid, validate, validity
cum – compose, comfort, concert, concord
in – inaccurate, intimate, invaluable, inextinguishable

The word "peregrination," which literally means "through a field," refers to travel, especially those on foot. The Latin participle *peregrinus* meant "traveled abroad." A book containing the letters of Charles Stewart Harding, a nineteenth century British official in India, is titled *My Indian Peregrinations*.

The word "pilgrim" is derived through the Old French *pelerin*, *perrin* (crusader, foreigner, stranger, pilgrim) from the Latin *peregrinus* (foreigner). The change of *r* to *l* is common in Romance languages by dissimilation (the speech sound becomes less like a neighboring sound or even disappears, e.g., we often say "gov-e-ner" for "governor"). The Italian *pellegrino* also demonstrates this change.

The word "acre" is derived from the Latin *ager* but goes back to a pre-Indo-European base as *avi-* and Sanskrit *avri-* which both mean "tilled field" or "open land." See also 1.1 (agriculture) for other derivatives.

amicus – See 1.1 (amicable) and "inimical."

animus – The word "animadversion" literally means "turning the mind to." The idea of censure is in the Latin verb *animadverti* (to pay attention to, notice, censure, punish). It was used as a euphemism for "to punish with death." Citizens have lately shown their animadversion against Congress.

The word "animosity" also exhibits this negative quality.

On the other hand, "magnanimity" and "magnanimous" (note the "-ous" suffix) are positive words literally meaning "great minded." The magnanimous man was generous in his forgiveness of the insult.

The word "pusillanimous," however, is again a negative, meaning "little courage" (from the Latin *pusillus* = young animal; *pusillus* is a diminutive form = very little). Anna is very pusillanimous when it comes to decision-making.

The townspeople were of one mind on the need to build a new bridge and voted unanimously to raise taxes to pay for it.

casus – A casino is a place for gambling where people bet against the house.

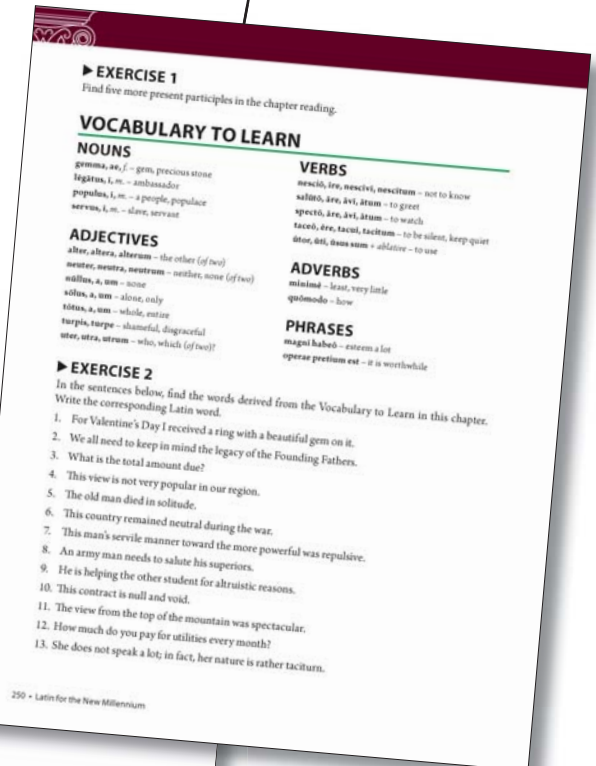
domi – There is a movement in this country toward buying domestic goods and to avoid foreign products when possible.

It is now politically correct to call servants employed in a home domestics instead of "maids" or "hired help."

According to lawyers, a permanent legal residence is called a domicile.

Dogs were domesticated thousands of years before cats and horses. In fact, one source claims gray wolves, the ancestors of the dog, domesticated humans and not the other way around.

The word "domain" comes into English during the fifteenth century through the Middle French *domaine* (estate) and Old French *domaine* (lord's estate) from the Latin *dominium* (absolute ownership), which itself derives from *domus* (master, owner of a house = *domus*). The Internet use of the word is attested by 1985.



The Teacher's Manuals provide etymology, history of usage, and sample sentences for the derivatives list of each chapter.



SAMPLE REVIEW PAGES

Some 320 full-color images not only enrich *LNM* 1 & 2 but also provide instruction through informative captions. Images of material culture like this connect students to how the Romans lived. This image shows the instruments associated with writing in the Roman world and connects to the exercise.

Latin reading in **REVIEW 1** of *LNM* 1 presents the unadapted Latin wit of Martial.

EXERCISES in each **REVIEW** test cumulative mastery of the three chapters' vocabulary and grammar.

Images connect Latin literature with historical figures of the period.

New reading in the **REVIEW** is connected to the Vergil readings in the previous chapters.



This fresco from the House of the Banker, probably Lucius Caecilius Iucundus, in Pompeii depicts the type of writing utensils that might be used by educated Roman adults and writers like Martial. The scrolls are housed in a typical cylindrical container and a writing tablet is shown.

► EXERCISE 6

Translate the following Latin text.

This short poem was written by Marcus Valerius Martialis, known to us as Martial, who lived ca. 40–102 C.E. Born in Spain, he specialized in the literary form of the epigram. Martial's epigrams are renowned for their pointed wit, and for the vivid picture of Roman society that they paint.

The Latin text of this epigram has not been modified or simplified, but presented in the very words that Martial wrote twenty centuries ago.

Nōn amo tē, Sabidi, nec possum dicere quārē.
Hoc tantum possum dicere: nōn amo tē. (Martial 1.32)

hoc – this
nec = et nōn
possum dicere – I can say
quārē – why

Sabidius, Sabidi, m. – a personal name, Sabidius
tantum (adv.) – only
tē – you (accusative singular)

Martial's epigram is the source of the satirist Thomas Brown's famous poem:

I do not like thee, Doctor Fell,
The reason why, I cannot tell;
But this I know, and know full well,
I do not like thee, Doctor Fell.

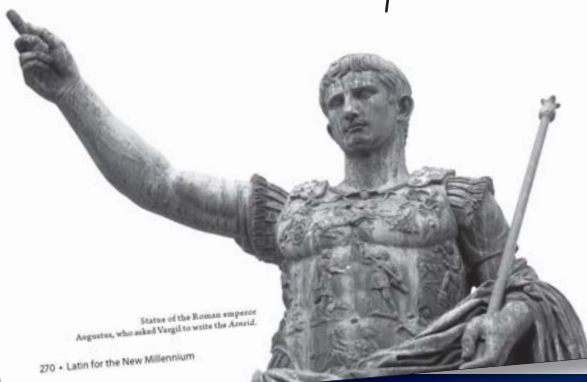
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► EXERCISE 5

Fill in the blanks with the correct genitive form of the first or second person, singular or plural pronoun. Identify the type of genitive. Translate the sentences.

Example: Vōs potestis mihi auxilium dare. Quis _____ mihi auxilium dabit?
Vōs potestis mihi auxilium dare. Quis vestrum mihi auxilium dabit?
You can give me help. Which of you will give me help? Partitive genitive.

- Propter amōrem _____ tēcum semper manebō.
- Hostēs gladium meum cōspiciunt et propter timōrem _____ stant nec moventur.
- Vōs estis miliēs crōdēlēs. Timor _____ nōs movet.
- Nōs difficilia nōn timēmus. Multi enim _____ difficilia petunt.
- Multis hominibus licet in villam nostram convenire, sed propter odium _____ nōn veniunt.



Status of the Roman emperor Augustus, who asked Vergil to write the *Aeneid*.

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► EXERCISE 6

Translate into English.

The following text is adapted from Vergil's *Aeneid*, excerpts of which you read in Chapters 10 and 11. You remember how Aeneas abandoned Queen Dido, and how Dido, overwhelmed with grief, committed suicide. Later Aeneas met Dido's ghost in the underworld, but she turned her face away from her former lover, and refused to talk to him. The main reason for Aeneas's descent to the world of the dead, however, was to meet his father Anchises and to learn from him both his own fate and that of his people. Here Aeneas and Anchises converse in the land of the shadows.

"Nunc tē tua fāta docebō. Diū nāvigābis, diū pugnābis et tandem domum veniēs. Nam novam urbem condēs. Nōmen urbis erit Rōma. Hominibus subiectis Rōmānī parcent et hominēs superbōs vincent. Tandem imperātor omnibus populis pācem dabit," inquit Anchisēs.

"Qui imperātor pācem dabit, pater?" rogat Aenēās.
"Pax omnibus populis ab imperātore Augustō dabitur, cuius nōmen ubique audiētur," respondet Anchisēs.

Aenēās, m. – Aeneas
Anchisēs, m. – Anchises
condō, condere, condidi, conditum – to found
domum – homeward, home
fātum, fātī, n. – fate, destiny

imperātor, imperātoris, m. – emperor
parcō, parcere, peperci, parsum – to spare
populus, populi, m. – people
subiectus, subiecta, subiectum – sub-dued
superbus, superba, superbum – proud

Review 5: Chapters 13–15 • 271



CONSIDERING THE CLASSICAL GODS



MINERVA

MINERVA

Three or four female goddesses belong to the family of the Olympians. Athena, or Athene, whose Latin name is Minerva, is a daughter of Jupiter and Metis, the goddess of wisdom. Because Jupiter feared that the offspring of Metis would overthrow him, he swallowed the pregnant Metis and delivered the baby Minerva from his own body: his concerns were thus confirmed when she emerged from her father's head already helmeted and shining in her armor. Minerva is the goddess not only of war but also of wisdom and practical intelligence. Skillful in all kinds of well, she serves as a protectress of Athens, weaving and spinning. Her own name is related to her Greek name, according to Greek myth, however, the goddess Neptune at the time challenged Minerva's position, and the Athenians characteristically decided to choose for their patron deity by democratic election. In return for the people's support, Neptune offered a spring of salt water, Minerva an olive tree. The Athenians, and her gift of the olive tree—the olive oil produced by the tree—is of great significance in the Mediterranean world.



Statue of Minerva wearing her helmet,
from Asia.

Minerva wears her
war helmet on this cameo.

Illustrations demonstrate Rome's influence through the ages and the perennial interest in classical mythology.

Each **REVIEW** in *LNM* 1 introduces students to the basic stories of the twelve Olympians. Gods in the **REVIEW** have usually been encountered in the Latin chapter readings.

Mythology essays culminate in a Latin version of a significant story about the gods.

Mythology Topics of LNM 1:

- Mars, Jupiter, Juno
- Neptune, Pluto, Vesta, Ceres
- Apollo
- Mercury
- Minerva, Diana, Venus
- Bacchus
- Vulcan

READ AND TRANSLATE THE FOLLOWING PASSAGES

Arachné (nom.) *Arachne* (verbum) posse Minervam vincere. Arachné dicébat: "Mihi Arachnés audiebat et magna ira movébatur. Eius ars nōn est valde magna." Minerva ver-
semper texēs, sed verba dicere nōn poteris." Nunc in arāneam mutāberis," inquit Minerva,
iam habēbit.

Arachné (nom.) *Arachne* (verbum)

Arachnă (nom.), Arachnă (gen.) - Arachne (name means "spider" in Greek)
 arănea, arăneae, f. - spider
 ars, artis, f. - art, skill
 certă, certare, certăvi, certatum - to compete

dea, deae, f. – goddess
Minerva, Minervae, f. – Minerva
mūtō, mūtāre, mūtāvī, mūtātum – to change
texō, texere, texui, textum – to weave

Venus amore Adónidis ardēbat. Nam Adónis erat valde pulcher. Mārs odiō movebātur. "Quis est Adónis?" inquit Mārs, "Homō quī à deā amātur." Mārs apud ad Adónidem mittit, qui eum occidit. Sanguis ex pectore Adónidis fluit. Venus sanguinem videt et Adónidem vocat: "Nōli à me separāri! Amore tu teneor." Adónis tamen iam nōn vivere videtur. Tum Venus Adónem à flōrem rubrum mutat.

Adônis, Adônida, m. - Adonis
aper, apri, m. - boar
flôs, flôris, m. - flower

Mars, Mārtis, m. – Mars
mūtō, mūtāre, mūtāvī, mūtātum – to change
Venus, Veneris, f. – Venus

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CONSIDERING THE HEROES
OF CLASSICAL MYTHOLOGY

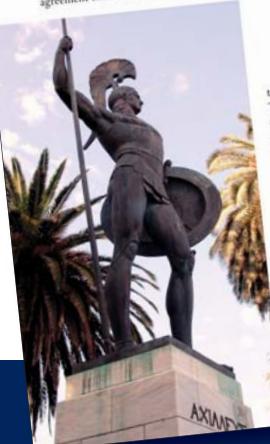
THE TROJAN WAR

THE TROJAN WAR

Ancient writers trace the motivations behind the Trojan War to the wedding of the mortal Peleus and the sea nymph Thetis. All of the gods were invited to the celebration except Eris, the goddess of discord. Even so, she appeared at the event, and tossed into the crowd of celebrants a golden apple, on which were inscribed the following words: "To apple, on which were inscribed the following goddesses—the Most Beautiful." After three different goddesses—Juno, Minerva, and Venus—claimed the title, much disagreement ensued. Annoyed at the quarrel, Zeus then



To avenge being snubbed by the other
Eric disrupted Peleus and Thetis's wedding with the golden apple, "malan-
wm," inscribed "Peleusromas." True
nature, the goddess stirred up discord.
Greek name means "virile" and the
English derivative "erotic" means
characterized by disputations and often
and conscious reasoning."



tossed the apple onto the earth. It landed in Troy, where the Trojan prince Paris found it. He was then summoned to a contest in which the three goddesses would each offer him a substantial prize. Paris chose Hera, Juno promised him a domus, Minerva military power. Venus, the most beautiful woman in the world, was Helen of Sparta, wife of King Menelaus. Paris selected Venus and proceeded to take her as his prize, by visiting Sparta as Menelaus' guest. Paris abducted Helen from Sparta and took her to Troy. Paris was part divine himself, the daughter of Leto and Zeus.

This statue of Achilles Triumphant since Achilles Palace on the Greek island of Hydra. The statue was named after Empress Elisabeth of Austria who was named Achilles when the empress, widely known as Sissi, was born in 1837. In 1909, German Kaiser Wilhelm II, who commissioned Johannes Goerts to sculpt the statue of Achilles.

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But Hector's *Paris* did not end the Trojan War. Achilles, who was half mortal and half immortal, had the choice of a long and quiet life without glory, or an early death and eternal renown. Because he sought immortality, he chose the latter option. His mother Thetis had tried to make him immortal as an infant by dropping him in the waters of the river Styx in the underworld. Yet she left one part of his body unprotected: his heel, by which she held him. Paris thus managed to kill Achilles by shooting an arrow into his heel. Today we refer to an individual's greatest weakness as his or her "Achilles' heel."

King Priam of Troy mourns over the body of his son Hector. Priam's appearance in the Greek camp to ransom his son's body results in a reconciliation for Achilles who gives the body to the grieving father. This scene in a sixteenth-century manuscript dresses the Trojans in contemporary garb.

were dedicating to the gods. Although some of the Trojans were skeptical, warning about their fear of "Greeks bearing gifts," most welcomed the horse and urged that it be brought into the city. The horse was inside the city walls, Troy could no longer protect itself. During the night the soldiers creaked in the horse came out; they opened the city gates to admit the rest of the Greek army, which had secretly returned. The Greeks burned down the entire city. The Romans claimed that Aeneas, the major Trojan leader who survived, was their nation's forefather, a descendant of Julius and Augustus Caesar.

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Each **REVIEW** in *LNM* 2 introduces students to the heroes of classical mythology.

Mythology Topics of *LNM 2*:

- Perseus, Hercules, Theseus, Jason
- The Trojan War
- The Odyssey
- The House of Atreus, The House of Labdacus
- Aeneas; Romulus and Remus; the Horatii and the Curiatii; Mucius Scaevola, Cloelia, Horatius Cocles

STUDY OF ROMAN AND POST-ANTIQUE CULTURE FLOWS FROM THE LATIN READINGS



CONNECTING WITH THE ANCIENT WORLD

ROMAN FOOD

In Chapter 10 you saw some Latin words relating to food and meals. The ancient Romans usually ate three meals a day: *ientaculum*, breakfast; *prandium*, lunch; *cena*, dinner. They sometimes omitted the first two, however, or only ate very light fare, such as water in the morning, or a piece of bread with cheese. Lunch usually consisted of bread, cold meat, fruit, and vegetables, all washed down with a bottle of wine. The main meal for the Romans was dinner, which they ate after their bath, before nightfall.

Yet in imperial times, when excessive eating became more customary, dinner could begin as early as noon and last until midnight. It was served in a special room called the *triclinium*, which is also the name of the couch on which people reclined to eat. The *triclinium* consisted of three sections, arranged around three sides of the table. Reclining was not only more comfortable physically for those dining but was also considered



Plaque with a stone carving and a glass goblet on a mosaic from a triclinium.

a mark of elegance. Dinner guests washed their hands before dinner and frequently during dinner, since they used their fingers for handling their food, though knives with iron blades or handles of bone were used to cut up food, and spoons of bronze, silver, or bone were also available. Guests brought their own napkins.

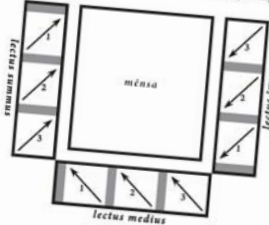


Diagram of a typical Roman dining room (*triclinium*) with a table (*mensa*) in the center surrounded on three sides by couches for the guests to recline upon while eating.

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Culture/Daily Life Topics Covered in LNM 1 CONNECTING Essays:

- Slavery in Ancient Rome
- Roman Marriage
- Roman Attire
- Roman Food
- Roman Cities and Roads
- Gladiatorial Games
- Roman Education

The culture essays for LNM 2 not only contextualize the Latin chapter readings but also deepen students' understanding of the foundations of their culture.

Culture/Daily Life Topics Covered in LNM 2 CONNECTING Essays:

- The Orders of Medieval Society
- Universities in the Middle Ages
- The Renaissance
- The New World
- The Scientific Revolution

CONNECTING essays in each **REVIEW** discuss aspects of Roman and post-antique culture and daily life encountered in the chapter Latin readings.

Lush images bring the Roman world and its material culture to life.

A Roman dinner could be comprised of as many as seven courses, and feature elaborate dishes of meat, fowl, and fish, artfully presented. The main meal consisted of three courses: the appetizer (*gustatio*); the main course (*prima mensa*); and the dessert course (*mensa secunda*, "second table." Since eggs were eaten at the beginning of the meal and apples at the end, the expression *ab ovo usque ad mala* (literally translated "from the egg to apples," our "from soup to nuts") characterizes the meal. During dinner itself, there were dances, recitations, and games, and, especially at relatively frugal meals, philosophical conversations. In the imperial period dining was sometimes marked by immoderation and excess: guests might spit the so-called vomiting room after stuffing themselves with food so that they could continue their feasting.

Stoneware plates with spoons of bronze used by the Romans during the time of the Caesars.

Wine was also consumed, at times excessively, over the course of Roman banquets. The thickly textured wine from southern Italy was usually mixed with water, a custom the Romans shared with the Greeks. Romans also liked *mulsum*, a mixture of wine and honey. In his *Satyricon*, a novel in prose and verse, the first-century CE Roman author Petronius offers a picturesque description of a banquet hosted by a newly wealthy man of questionable taste named Trimalchio whose feast is characterized by both culinary and behavioral excesses.

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CONNECTING WITH THE POST-ANTIQUE WORLD

UNIVERSITIES IN THE MIDDLE AGES

Both the favor displayed by Charlemagne for scholars and his promotion of Latin learning at his court set an important example for Western Europe as a whole. From his reign onward, despite the political chaos following his death, schools were founded in many of the settlements in which there was a cathedral church, or the seat of a bishop. These "cathedral schools" were the first significant educational establishments outside monasteries in Western Europe since the collapse of the ancient Roman Empire in the west. The importance and the number of cathedral schools increased greatly after 1050, owing to the growth of towns.



A relief in the Museo Civico in Bologna, Italy, glimpses into the everyday academic life of the medieval university. The professor seated in the cathedra, the official professorial chair, listens to his class of students whose attention is rendered by the unknown sculptor. The size of medieval universities made for excellent student/professor ratios.

By about 1200 a few of these towns witnessed the development of special institutions, devoted to higher learning, known as universities. Educational institutions restricted to more advanced students were by no means new. They had existed in the ancient Greek and Roman world even since the founding of Plato's Academy in the fourth century BCE, and were also known in Islamic society. Nevertheless, the universities that arose in medieval Europe were unlike anything that

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SCHOLARLY ESSAYS SHOWCASE CURRENT SCHOLARSHIP IN THE CLASSICS

Classics scholars from across the United States were invited to pen an essay on a field of their expertise.

The **EXPLORING** essays give students a taste of scholarly writing and insight into key topics raised by the Latin chapter readings.

EXPLORING essays and accompanying illustrations trace the classical influence from Rome through the centuries to the current day.

To see a full Table of Contents and the list of scholarly essays and their authors, check out www.lnm.bolchazy.com.

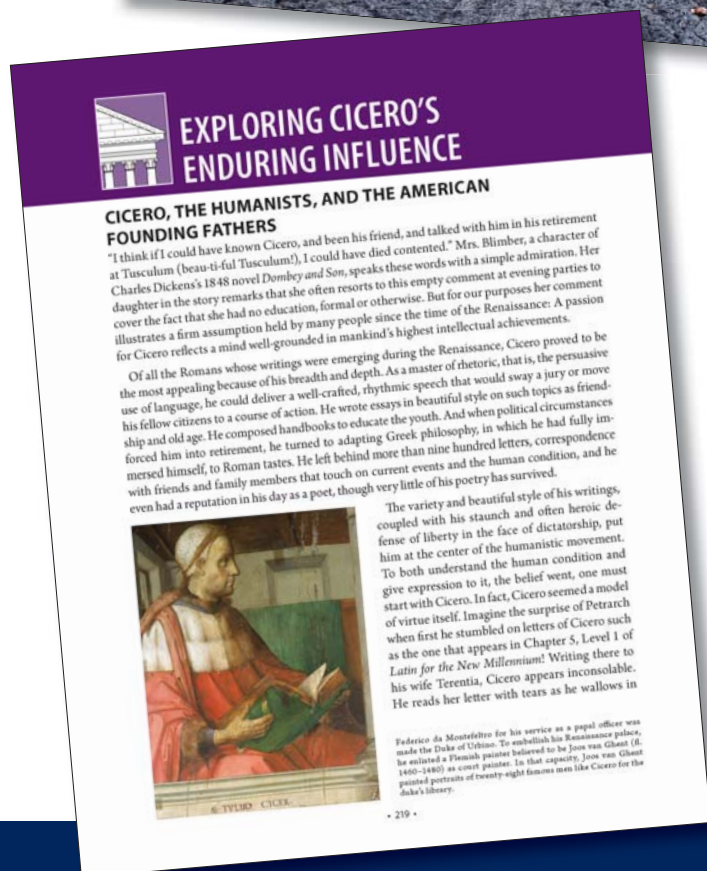
Topics Covered in LNM 1 EXPLORING Essays:

- Roman Comedy: Roman Productions and Modern Renditions
- Roman Families: Parents and Children Then and Now
- Roman Government: Politics in Greece, Rome, and the United States
- The Myth of the Trojan Horse: Never Look a Gift Horse in the Mouth
- Roman Law: The Justice System in Ancient Rome
- Roman Disasters: Earth, Air, Fire, and Water
- Roman Libraries: Public Libraries and Their Books

LNM is a rich transdisciplinary experience that helps students make connections between their study of Latin and the Roman and early European worlds and the other subjects they study.

Topics Covered in LNM 2 EXPLORING Essays:

- Tragic Love Stories through the Ages: Love and Longing
- The Muslim Influence in Spain
- Cicero's Enduring Influence: Cicero, the Humanists, and the American Founding Fathers
- New Worlds: Searching the Globe and the Universe
- The Development of the Sciences: Autodidacts, Polymaths, and Their Theories



FIRM FOOTING IN CLASSICAL LATIN

Each chapter of *LNM 2* ends with an **un**adapted passage of classical Latin from Nepos's *Life of Atticus*. Ten additional Nepos readings like this one follow *LNM 2*'s fifteen chapters for a total of 264 lines.

Each Atticus reading is a self-contained reading. The readings give students experience with unadapted Latin prose as well as with the major events and figures of the late Republic and the Principate.

Latin **COMPREHENSION QUESTIONS** for the Atticus readings train students to find answers in the Latin itself.

The Atticus sections continue to build the students' Latin vocabulary foundation. *LNM*'s vocabulary is geared to Latin literature.

The format for the Atticus readings follows that of traditional Latin author texts with facing vocabulary and notes.

The Nepos readings empower *Latin for the New Millennium* students to transition easily from Latin 1 and 2 to *LNM 3* and reading authors in-depth.

4. ATTICUS AND THE EMPEROR'S BEST FRIEND

Atticus not only befriends Agrippa, right-hand man to Augustus, but he also becomes Agrippa's father-in-law.

CORNELIUS NEPOTIS ATTICUS, 12

Marcus Vipsanius Agrippa, a simple and modest man, was a lifelong friend of the first Roman emperor Augustus. It is said that in a critical moment Augustus even entrusted Agrippa with his own signet ring, thus unofficially allowing Agrippa to exercise the emperor's power. Agrippa became a close friend of Atticus, and this friendship resulted in the marriage of Atticus's daughter to Agrippa. This girl was the first of Agrippa's three wives (the third one was the daughter of Augustus himself).

12. 1. His igitur rebus effectit, ut M. Vipsanius Agrippa, intimā familiaritāte coniunctus adulescenti Caesari, cum propter suam grātiā et Caesaris potentiam nullius condiciōnis nōn haberet potestatem, potissimum eius deligeret affinitatem praeparetque equitis Rōmāni filiam generosarum nūptiis. 2. Atque hārum nūptiarum conciliator fuit—nōn est enim celandum—M. Antōnius, triumvir rei publicae cōstituendae. Cuius grātia cum augere possessionēs posset suās, tantum affuit ad cupiditātē pecūniae, ut nullā in res usus sit nisi in deprecandis amicorū aut periculis aut incommodis.

COMPREHENSION QUESTIONS

Answer the following questions in Latin using the text on p. 402. The Reading Vocabulary may be consulted.

1. Quis fuit Marcus Vipsanius Agrippa?
2. Quid factum est inter Agrippam et Atticum?
3. Potuitne Agrippa aliam uxorem habere? Cui?
4. Quis adiuvit Atticum et Agrippam ad nūptias parandas?
5. Voluitne Atticus possessiones suas augere utens grātiā Antōnii?
6. Ad quam rem faciendam Atticus Antōnio est usus?



The Mausoleum, Rome's most famous temple, has been visited by many people. It was built by Augustus, the first Roman emperor, and his right-hand man, Marcus Agrippa. Referred to by the Romans as the Mausoleum of Augustus, it was the first of the great Roman Mausoleums. It was built in 28 B.C. and was the first of the great Roman Mausoleums. It was built in 28 B.C. and was the first of the great Roman Mausoleums.

VOCABULARY TO LEARN

NOUNS

Caesar, Caesaris, m. – emperor
condictio, condictiois, f. – condition
eques, equitis, m. – knight, member of the equestrian order
gratia, ae, f. – agreement, favor, influence
incommodum, i, n. – disadvantage, harm
signetia, ae, f. – wedding, marriage
potestas, ae, f. – power
potestas, potestatis, f. – command, control, power

VERBS

augere, ere, auxi, auctum – to increase
coniungere, ere, coniuncti, coniunctum – to connect, join together

ADVERB

tantum (adv.) – so much, only

CONJUNCTION

cum – imperfect subjunctive – although

*Additional information about the words marked with the double dagger will be in the Take Note section that follows the Vocabulary to Learn.

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READING VOCABULARY

1 *efficit, ere, effecit, effectum (effo + ut) – to cause to happen, bring about

2 *coniungere, ere, coniuncti, coniunctum – to connect, join together

*Caesar, Caesaris, m. – emperor, Caesar

3 *gratia, ae, f. – agreement, favor, influence, prestige

*potestas, ae, f. – power

*condictio, condictiois, f. – condition

4 *potestas, potestatis, f. – command, control, power

potissimum (adv.) – especially, above all

deligere, ere, deligere, delictum – to choose

affinitas, affinitatis, f. – relationship by marriage, marriage connection

praeparo, ere, praeparavi, praeparatum – to prepare, to get something ready

*eques, equitis, m. – knight, member of the equestrian order

generosus, a, um – high-born, of noble birth

*signetia, ae, f. – wedding, marriage

conciliator, conciliatoris, m. – mediator

celsi, ae, i, m. – to be

triumvir, triumviri, m. – member of a committee of three men

*cōstituere, ere, cōstitui, cōstitutum – to set up, establish

cuius – of his

*cum – imperfect subjunctive – although

*augere, ere, auxi, auctum – to increase

potestas, potestatis, f. – power

*tantum (adv.) – so much, only

cupiditas, cupiditatis, f. – greed, immoderate desire

depreco, deprecari, deprecatus sum – to try to avert (by prayer)

*incommodum, i, n. – disadvantage, harm

*Words marked with an asterisk will need to be memorized later in the chapter.

READING NOTES

1. His igitur rebus effectit... The word effectit refers to Atticus's prodigious and moral actions described in Section 3 and the phrase in an allusion of means.

2. Atque hārum nūptiarum conciliator fuit... The word conciliator here refers to Augustus.

3. Potuitne Agrippa aliam uxorem habere? Cui? ... and means "although" or "despite the fact that."

4. Voluitne Atticus possessiones suas augere utens grātiā Antōnii? ... amounts to a strong affirmative: "he could have power over 'subordinately' every condition..."

6-7. praeparavit equitis Rōmāni filiam generosarum nūptiis. The word generosarum means "of women of noble birth."

6-7. M. Antōnius, triumvir rei publicae cōstituendae. The three powerful men who emerged after the civil strife between Julius Caesar and the senatorial party (which had been led by Pompey) were Antony, Lepidus, and Octavian. In 43 B.C., and a great political union, they were appointed as a commission of three for restoring the state: triumviri rei publicae cōstituendae. In this title, note the grandiose construction in a Latin of purpose.

7-8. Cuius grātia cum augere possessiones posset suās. The connecting relative refers to something or someone mentioned in the previous sentence and translates as a demonstrative or personal pronoun. Here, therefore, cuius means the equivalent of "his," which refers to Antony.

8-9. ut nullā in res usus sit nisi in deprecandis amicorū aut periculis aut incommodis. Note here the grandiose construction. The phrase means "in trying to avert the dangers and disadvantages..."

Additional Readings from Nepos's *Life of Atticus* • 403

TAKE NOTE

Caesar This was initially the name of Julius Caesar. Octavian, having been adopted by Caesar in his will, according to Roman convention took the name Caesar. So did the others who succeeded Augustus. By the latter part of the first century C.E., Caesar had simply become one of the official titles for the emperor.

eques Literally a "horseman" because an eques came to battle equipped with a horse, an eques was a knight or a member of the equestrian order, to which both Cicero and Agrippa belonged. The knights were rather high in social standing, although they had less political responsibility than the highest order, the patricians. Both orders were the concept of *concordia ordinum*, "agreement of orders," including in it, however, only patricians and knights.

EXERCISE 1

The following exercise is an imaginary dialogue between Agrippa and Atticus, when the betrothal of Agrippa and Atticus's daughter Caecilia Attica was arranged in Atticus's home with the mediation of Mark Antony. Translate the English parts into Latin and the Latin parts into English.

Atticus: Salve, Attice! Ene domi? Venio enim pettum ut filiam tuam uxorem mihi des.

Agrippa: Come in, Agrippa! I am expecting you, so that we may speak.

Agrippa: Volo coniungi cum filiā optimi viri. Itaque, quamquam mihi licet aliās feminās divites petere, decrevi me illi filiam tuam habere.

Atticus: You ought to learn, Agrippa, that my daughter is not poor. I have such great riches that I am able to give her a huge dowry.

Agrippa: Atque cupio filiam tuam nōn solum propter dōtem, sed etiam propter virtutēs. Nam debet esse patri suo similis.

Atticus: My daughter is endowed indeed with the very best morals. You also seen a good man. If you were not a good man, I would not give you my daughter. Did you bring a ring with you?

Agrippa: Ita, Atticus mecum tuli ut illum filiae tuae darem.

Atticus: I will call my daughter. After the ring is given, we will all eat together. Now is the time for (i.e., "of") drinking (use a gerund).

Additional Readings from Nepos's *Life of Atticus* • 405

STUDENT WORKBOOKS

NEW
In
2nd Ed.

EXERCISE 2 for each workbook chapter, Levels 1 and 2, contains an English derivatives activity.

► EXERCISE 2

Complete the sentence, fill in the blank, or answer the question, all based on derivation.

- Which of the following rocks are of volcanic origin?
a. auriferous b. igneous
c. arenicolous d. ferrous
- People who use their left hands as well as they do their right are called _____.
a. ambidextrous b. ambivalent
c. ambitious d. ambiguous
- An intransigent person _____
a. makes a lot of mistakes. b. has a good sense of humor.
c. loves bright colors. d. is often angry.
- The word "renown" is derived from the Latin word meaning _____.
a. fame b. to know
c. name d. to feel
- From which Latin word is "violate" derived?
a. villa b. vis
c. vincit d. via
- The *nostrum* discussed at the gathering is a pet theory that _____ developed to solve all political problems.
a. you b. they
c. we d. I
- The word "assembly" is derived from the same Latin root as _____.
a. facsimile b. simian
c. fascinate d. seminary
- Which word is derived from the Latin root meaning "so great"?
a. tantalise b. tantara
c. tantum d. tantamount
- Which word is **NOT** derived from the same Latin root as the others?
a. consumer b. sumac
c. sumptuous d. presume

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NEW
In
2nd Ed.

The LNM 2 workbook contains new Latin readings from the female polymaths Hildegard von Bingen and Anna Maria van Schurman.

► EXERCISE 8

In 2012, Pope Benedict XVI proclaimed Hildegard von Bingen (1098–1179) both a saint and a doctor of the church. Joining thirty-four other "doctors of the church," Hildegard became only the fourth woman to be so honored. Born the tenth child to a noble family, as was customary with the tenth child, Hildegard was dedicated at birth to the church. At age eight, she was sent to live with the holy woman Jutta. Upon her teacher's death thirty years later, Hildegard was elected head of the growing religious community that under her leadership became a vibrant convent known for its musical productions. Known as the "Sybil of the Rhine," Hildegard wrote major works on theology, composed musical plays, and recorded her mystical experiences and visions, which had begun when she was a child. She was an expert on natural healing and wrote treatises on natural history and the curative powers of natural elements. Her wisdom was recognized throughout Europe and her advice was sought by kings, bishops, and popes.

Music was especially important to Hildegard. She contended that before the Fall, Adam enjoyed a pure voice and with the angels praised God in song. For Hildegard, who composed hymns in honor of saints, virgins, and the Virgin Mary, music helps humankind recapture the original joy and beauty of paradise. Translate Hildegard's hymn into English.

O quam mirabilis
est prescientia divini pectoris,
que prescivit omnem creaturam.
Nam cum Deum inspicit faciem hominis,
quem formavit, (5)
omnia opera sua in eadem formā
hominis integra aspexit.
O quam mirabilis est inspiratio,
que hominem sic suscitavit.

O how marvelous/incredible

is the foreknowledge of the divine heart,

and it knew before every creature

For when God looked into the face of man,

which He had shaped,

He looked at all His works/His every work (and) whole (complete)

in the (very) same form/shape of man.

O how marvelous/wondrous is (His) breathing into

and thus in this way He stirred men up (through men to life)

creatrix, etc., f. – creature

formis, etc., f. – shape, form

inspicit, etc., pres. – look into, look at

inspiratio, etc., f. – breathing into, inspiration

integro, etc., pres. – complete, whole

mirabilis, mirabile – marvelous, wondrous



Note: Hildegard would most likely have capitalized these references to God.

spēs, etc., n. – wish, wishfulness, achievement
prescientia, etc., f. – foreknowledge
prescivit, etc., pres. – knew before
que – et
suscitavit, etc., pres. – encourage, stir up

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► EXERCISE 7

Johannes Kepler (1571–1630), a German mathematician and astronomer, continued the work begun by Copernicus and Galileo. His chief contribution to science was defining the laws of planetary motion. The text below is an adapted excerpt from Kepler's work *Somnium* (*The Dream*), in which he describes a voyage from below to the Moon. This work, both a fantasy and a scientific treatise of lunar astronomy, is considered by many a predecessor of the modern science fiction genre. The voyagers, an astronomy student and his mother, many a predecessor of the modern science fiction genre. The voyagers, an astronomy student and his mother, many a predecessor of the modern science fiction genre. The voyagers, an astronomy student and his mother, many a predecessor of the modern science fiction genre.

Translate the reading passage into English.

Viator qui ad lunam ex terra proficiscitur, tantum vim patitur et tam celeriter trahitur ut pariter occidat. Propter hanc causam necesse est iter facientibus medicamina capere ut dormiant. Eorum quoque corpora plicari debent ut in partem discendant. Novum periculum tunc est ingens frigus et respiratio difficilis. Ne hoc patitur, viator spongiam aquae plenum ad nates posuit habere debet. Primum parte murem facti sita facilius fluit. Corpus tunc congluitur tanquam aranea et per ipsum sine vi externa movetur.

A voyager who is setting out for the moon from the earth, endures such force and is being dragged so swiftly that he is almost killed. Because of this reason it is necessary for the people making the trip to take medicines that he is almost killed. Because of this reason it is necessary for the people making the trip to take medicines that he is almost killed. Because of this reason it is necessary for the people making the trip to take medicines that he is almost killed.

aranea, ar., f. – spider, web
conglobat, etc., pres. – to form into a ball
discendit, etc., pres. – to descend
murem, ar., f. – murex
medicamen, medicamina, n. – medicine
nates, nates, f. – navel

placit, etc., pres. – to fold
proficiscor, proficisci, profectum sum – to set out
respiratio, respiratio, f. – breathing
spongia, ar., f. – sponge
viator, viatoris, m. – voyager, traveler

Johannes Kepler was born in Germany close to the modern city of Stuttgart. Although his grandfather had been a mayor of this city, his parents were of lower status. His father was a mercenary soldier and his mother was a tradesman's daughter who was actually trained for wheelwork (and acquainted), because of her unusual interest in herbs and potions. Johannes Kepler entered the University of Tübingen, where he showed exceptional ability in mathematics and astronomy. Kepler, like Galileo, favored the model of the solar system advanced by Copernicus. In 1594 he was made professor of astronomy at the University of Graz (today in Austria), a position which Kepler was forced to leave in 1599, when the Hapsburg authorities, who controlled the region, decided to close all Lutheran institutions in his domain. Thus began Kepler's association with Tycho Brahe, the great Danish astronomer who lived in Prague. In 1604 he was made professor of mathematics and astronomy at the University of Linz. Kepler's greatest contribution was perhaps his calculations of the motion and orbits of the planets. He was the first, or among the first, to observe and record a supernova. He introduced improvements in the construction of astronomical telescopes and his publications of accurate information on the positions of planets and stars were almost immediately put to use by sea captains. Kepler was also a pioneer in the employment of astronomical phenomena to improve the chronology and dating of historical events.

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A battery of exercises provides drill and reinforcement. Adapted Latin passages expose students to additional works from authors (Catullus and Cicero, for example) introduced in the regular text as well as to other authors (Hildegard von Bingen and Kepler samples reproduced here) not presented in the regular text.

Teacher's Manuals for Student Workbooks contain complete translations and answers to all the exercises.



Teacher's Manual for each level contains additional information for the teacher to share as desired.

Sample pages are taken from the Teacher's Manuals for the LNM Workbooks in order to demonstrate both the student and the teacher version.

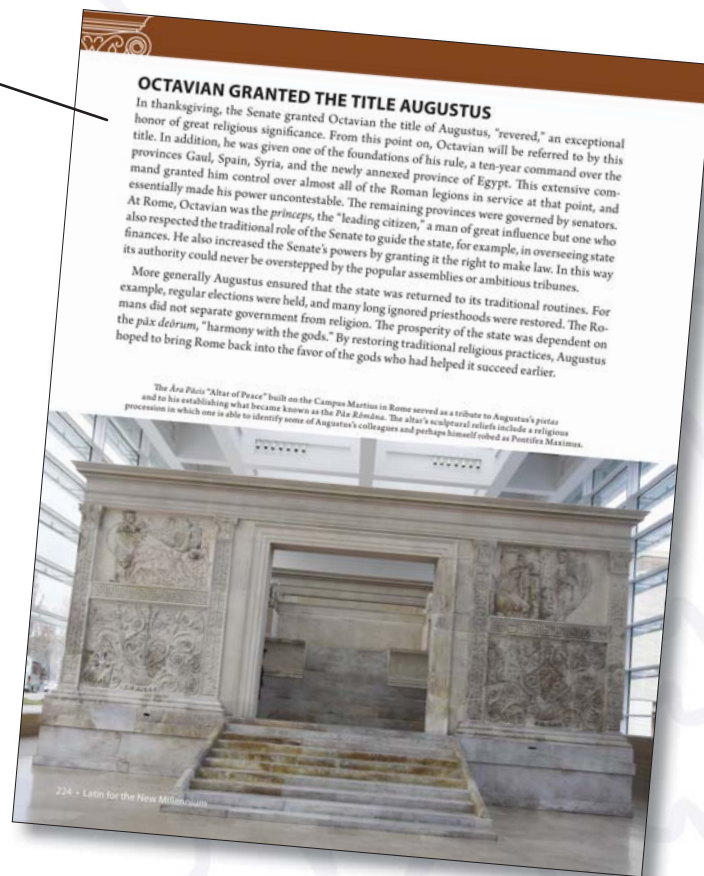


FACILITATING THE TRANSITION TO READING LATIN AUTHORS IN-DEPTH

Excerpt from historical essay "Augustus and the Principate"

LATIN FOR THE NEW MILLENNIUM, LEVEL 3 FEATURES:

- historical overview essays: "The Last Century of the Roman Republic," "Augustus and the Principate," and "Why Post-antique Latin"
- background essays that provide literary and historical context for each author
- a representative sampling of unadapted Latin selections from each author's corpus
- initial reading for each author with transitional aids to ease students' adjustment to the author's style
- vocabulary and notes on same page or page facing the Latin passages
- English comprehension questions following each Latin reading—some require citing Latin from the text
- first exercise, for each Latin reading, that addresses recognition of grammar and syntax found in the passage
- grammar and syntax review sections with exercises for student practice
- **LANGUAGE FACTS** drawn from the *LNM* 3 readings that introduce grammar and syntax concepts commonly encountered in Latin 3
- notes and exercises that introduce students to literary analysis
- essay and scansion questions that give students practice with advanced Latin study expectations
- Latin **VOCABULARY BUILDING** lessons
- student-friendly **STUDY TIPS, BY THE WAYS, REMINDERS,** and **TAKE NOTES**
- **BY THE WAYS**, for the first occurrence of a figure of speech, that provide a definition and an explanation of its effect on the Latin passage
- 69 full-color illustrations that are both visually appealing and instructive
- six maps that familiarize students with the geography of the Latin readings
- two historical timelines: "The Late Republic and Augustan Principate in Rome" and "The World of Erasmus"
- appendix on Latin meters and on figures of speech/literary terms
- appendix on grammatical forms, paradigms, and syntax and one for supplementary grammar, morphology, and syntax
- Latin-to-English glossary



READING FOR COMPREHENSION AND NUANCE

Prereading sets contextual information for each Latin reading.



STUDY TIP suggests student-friendly ways to master the information presented, provides comprehensive explanations for a concept encountered in the reading, or clarifies difficult material.

READING 1

In Latin prose and poetry, the reader often needs to "understand" or supply words that are not in the Latin text. Words to be understood are in parentheses in the text below. Different fonts point out words that belong together.

In Poem 1 Catullus dedicates his new book of poems to Cornelius Nepos, whom you met in *Latin for the New Millennium*, Chapter 8 of Level 1 (see p. 123) and then you met him in each chapter of Level 2, where you read selections from his biography of Cicero's confidant and friend Atticus. Like Catullus, Atticus's contemporary Cornelius Nepos (110–24 BCE) hailed from Cisalpine Gaul. Catullus compliments his friend in this poem by describing his and Nepos's literary achievements in similar terms.

THE DEDICATION OF CATULLUS'S *LIBELLUS*

CATULLUS CARMEN 1

Meter: Hendecasyllable (for the meter see Appendix B.)

- 1 Cui dōnō (hunc) *lepidum novum libellum*
āridā modo *pūmice expolitum*?
 Cornēli, tibi: namque tū solēbās
meās esse aliquid putāre *nūgās*
 5 iam tum, cum (tū) *ausus es* ūnus Italōrum
 omne aevum *tribus* explicāre *cartis*
doctīs, Iuppiter, et *labōriōsis*.
 quārē habē tibi quidquid hoc (est) libelli
 quālecumque; quod, ō patrōna virgō,
 10 plūs *ūnō* maneat perenne *saeclō*.

NOTES AND VOCABULARY

- line 1: cui: the dative of *quis*, meaning "to whom"
 dōnō (1) to give
lepidus, -a, -um charming, delightful
libellus, -i, m. little book; *libellus* is the diminutive of *liber*, *libri*, m. book; see the Language Fact later in this chapter on p. 89.
 line 2: *āridus*, -a, -um dry
modo, adv. just now, recently
pūmex, *pūmicis*, f. pumice stone
expoliō, *expolire*, *expolivi*, *expolitum* to polish

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- line 3: *Corneli*: refers to Cornelius Nepos.
namque, conj. for; *namque* is an emphatic form of *nam*.
solēō, *solēre*, *solitus sum* (semi-deponent) to be accustomed
 line 4: *aliquid*: something; i.e., something noteworthy
putō (1) to think; *putāre meās nūgās esse*: indirect statement, "to think that my trifles were."
nūgae, -arum, f. pl. trifles
 line 5: *cum*, conj. when
audēō, *audēre*, *ausus sum* (semi-deponent) to dare
ūnus = *solus*
Italus, -a, -um Italian



STUDY TIP

Semi-deponent verbs have active forms and active meanings in the present, imperfect, and future tenses but in the perfect tenses the forms are passive with active meanings. Some examples of semi-deponent verbs are *audēō*, *audēre*, *ausus sum* "to dare"; *gaudeō*, *gaudēre*, *gāvissus sum* "to rejoice"; and *solēō*, *solēre*, *solitus sum* "to be accustomed."

- line 6: *aevum*, -i, n. age, history, time
trēs, *trīa* three
explicō (1) to explain
carta, -ae, f. a sheet of papyrus; here, "volume"
 line 7: *doctus*, -a, -um learned, knowledgeable
Iuppiter: translate this nominative of exclamation "by Jove!"
labōriōsus, -a, -um full of (involving) work



BY THE WAY

Quārē can be written as one word or as two, *quā rē*. As an interrogative, *quārē* means "how?" or "why?" As a relative, *quārē* means "therefore, on which account." In line 8, however, it is a simple adverb meaning "therefore."

- line 8: *quārē*, adv. therefore
tibi: a reflexive pronoun; translate "give this book for yourself."
 line 9: *quisquis*, *quidquid* whoever, whatever
quālecumque, *quālecumque* of whatever sort
patrōna, -ae, f. patroness, protectress
virgō: indirect reference to the muse; translate "maiden."
 line 10: *perennis*, *perenne* lasting a long time, eternal
saeclum, -i, n. age, generation; *saeclum* is the syncopated form of *saeculum*.
ūnō . . . saeclō: this phrase is an ablative of comparison to be taken with *plūs*, "more than one generation."
maneat: a subjunctive expressing a wish, sometimes called the "optative subjunctive."
 Translate "May it . . ." (See Appendix D, p. 540, for more information on this topic.)

Chapter 2 • 83

The first reading for each of the Roman authors provides visual aids that help students see linguistic patterns and facilitate their transition to a given author's style. At the end of the lesson, the **Reading Redux** presents the Latin without any aids.

Copious notes and vocabulary aids facilitate students comprehending the Latin reading without being bogged down looking up words.



BY THE WAYS provide additional information or insight.

Latin for the New Millennium, Level 3 Teacher's Manual includes additional background information, translations, answers to all exercises, **TEACHER BY THE WAYS**, notes on the illustrations, **TEACHING TIPS**, English derivatives, and multiple choice quizzes for the derivatives.



BUILDING GRAMMAR, SYNTAX, AND VOCABULARY MASTERY

LANGUAGE FACTS flow from the Latin readings. Recognizing that students appreciate the opportunity to review, *LNM 3* provides review as concepts appear in the Latin readings. The relative clause of characteristic is part of a **LANGUAGE FACT** that reviews the indicative relative clause and introduces the relative clause of purpose and of characteristic.

Illustrations enrich a student's understanding of the world that produced the authors and their works by providing images that connect back to the Roman era.

• Relative Clauses of Characteristic

Sometimes considered almost the equivalent of result clauses, these clauses describe a characteristic or quality of the antecedent that often is indefinite, negative, or modified by *sōlus* or *ūnus*.

Hic, hic sunt in nostrō numerō . . . qui dē hūius urbis atque adō dē orbis terrarū extitiō cōgitent.
(Cicero *In Cat.* 1.49.8–10)

"Here, here there are in our number those who think about the destruction of this city and even about the destruction of the world."



BY THE WAY

In line 20 of the text the supine *salūtātum* is used. A supine ending in *-m*, used after a verb of motion, is another way to express purpose in addition to gerunds and gerundives, relative purpose clauses, and *ut/nē* purpose clauses.

► EXERCISE 2

Translate these sentences and identify whether each sentence contains an explanatory, purpose, or characteristic relative clause.

1. In hōc orbis terrae sanctissimō gravissimōque cōsiliō sunt qui dē nostrō omnium interitū cōgitent.
2. Nōdum vōce vulnerō illōs virōs qui ferrō trucidārī dēbent.
3. Viri Rōmāni reperti sunt qui mē interficerent.
4. Hic in senātū sunt ei qui dē cōsulis extitiō cōgitent.
5. Virōs misi qui meam domum firmārent et mūnirent.
6. Helvētii Orgetorigem qui eas rēs cōficiat dēligunt.
7. Belgae qui ā cultū atque hūmānitāte prōvinciae longissimē absunt hōrum omnium fortissimī sunt.
8. Nam unguentum dabō quod meae puellae dōnārent Veneris Cupidinēsq̄ue.

ESSAY

How does Cicero attempt to convince the members of the Senate without hard proof that Catiline is conspiring against the State?

Support your assertions with references drawn from the Latin passage. All Latin words must be copied or their line numbers provided, AND they must be translated or paraphrased closely enough so that it is clear you understand the Latin. Direct your answer to the question; do not merely summarize the passage. Please write your essay on a separate piece of paper.

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Taken from the Palatine Hill, this photograph provides a comprehensive view of the Roman Forum from the House of the Vestals in the foreground, across the forum to the Basilica Aemilia, to the Curia. The House of the Vestal Virgins is a large rectangular complex with an open courtyard, in the Roman fashion, at its center. Its foundations date from the time of the Republic, but it was rebuilt following the fire of 64 ce. At its edge, the white circular building is the Temple of Vesta. To the front of the temple are the brick remains of the Temple to the Deified Julius Caesar. The Basilica Aemilia frames the eastern edge of the forum and it abuts the Senate House or Curia. The current brick building would have originally boasted polished marble coverings. When Cicero delivered his speeches denouncing Catiline, the Senate was meeting at the Temple of Jupiter Stator as it could be more readily defended.

Chapter 3 • 181



BY THE WAY explains a point of syntax from the text and connects it to similar constructions.

Every **LANGUAGE FACT** lesson is followed by an exercise that provides practice applying the lesson to Latin sentences.

The lesson for each Latin reading culminates in an **ESSAY**. *LNM 3* is designed to ladder concepts and skills that students will especially need in Latin 4 and other advanced Latin courses like AP® Latin.

LNM 3 readily addresses the needs of a differentiated classroom—it provides review for students needing same as well as higher level thinking activities like essay writing. Note that all essays require careful citation of the Latin text.

For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out the complete historical overview “The Last Century of the Roman Republic” for Chapters 1–3 at <http://www.bolchazy.com/LNMSamples.aspx>.

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BUILDING GRAMMAR, SYNTAX, AND VOCABULARY MASTERY



The **TAKE NOTE** icon indicates that additional information of a cultural, historical, etymological, or literary nature is being provided. These two notes concern vocabulary and literary preference.

These questions check on students' comprehension. Those that require Latin citation reinforce the critical skill of documenting an answer—a "Common Core" expectation.

The first exercise following each Latin reading asks students to identify points of grammar and syntax. These questions can also be used as prompts for working through the readings.

TAKE NOTE

- The meaning of *nullus* as an adjective is "no, not any"; as a pronoun the word means "no one, nobody," or "nothing." The form *nullus* is a combination of *ne* ("not") and *ullus* ("any").
- Latin has three words for "kiss": *bāsium*, *ōsculum*, and *suāviū*. As was indicated on page 94, Catullus introduced the word *bāsium* to the Latin language, and it is this word for "kiss" that he uses most often in his very conversational poems, the *poly-metra* (poems 1–60). Other Latin authors of the Late Republic and Augustan period, however, prefer to use the less colloquial *osculum* ("little mouth") or *suāviū* ("sweetness" or "delight").

COMPREHENSION QUESTIONS

- Where was the fissure located? Cite the Latin.
- For what purpose did Pyramus and Thisbe use the fissure? Cite the Latin.
- What would Pyramus and Thisbe have preferred to be able to do? Cite the Latin.



A Hungarian stamp from the 1980s recreates the fabulous gardens and palace of Semiramis, the famous queen of Babylon whose romance with Ninus was legendary.

EXERCISE 1

- What word is the subject of *fissus erat* (line 65)?
- In line 65, what is the tense and voice of *dūxerat*?
- In line 66, what is the mood and use for *fecit*?
- What word modifies *domui* (line 66)?
- What is the case and use of *vōcis* in line 69?
- In line 74, what is the mood and use for *sinerēs*?
- What is the tense, voice, and form of *iungī* in line 74?
- What is the case and number of *ingrātī* in line 76?
- What is the case and use of *nōs* in line 76?
- In line 77, what word does *amicās* modify?

VOCABULARY BUILDER

Each of the following English words comes from a Latin word in this passage. Cite the Latin word from the lines above that supplies the English derivative and give its vocabulary entry.

Example:

	Latin Word in Text	Vocabulary Entry
domicile	domui	domus, domūs, f. house

- communal
- null
- primal
- vocal
- murmur
- blandishments
- minimal
- corporeal
- ungrateful
- transition

Full-color images provide visual connections and show classical influence through the ages while comprehensive captions give background to the subject matter.

LNM 3 uses **VOCABULARY BUILDERS** to help students recognize creative approaches to expanding their Latin vocabulary. Many of these focus on making connections among synonyms.

For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out the complete Table of Contents at <http://www.bolchazy.com/LNMSamples.aspx>.



DEVELOPING LITERARY ANALYSIS SKILLS

For more difficult figures of speech like hyperbaton, notes explain how the figure affects the Latin. For less complex figures of speech, notes simply identify their presence.



BY THE WAYS for the first occurrence of a figure of speech provide a definition and an explanation of its effect on the Latin passage.

OID METAMORPHOSES 4.96–127, CONTINUED

105 *sērius* ēgressus vestigia vidit in altō
pulvere certa feras tōtōque expalluit ōre
P̄yramus; ut vēro vestem quoque sanguine tinctam
repperit, “*ūna duos*” inquit “nox perdet amantēs,
110 ē quibus illa fuit longā dignissima vitā;
nostra nocēs anima est. ego tē, miseranda, perēmī,
in loca plēna metūs qui iussi nocte venirēs
nec prius hūc vēnī. nostrum divellite corpus
et scelerata ferō cōsumite viscera morsū,

NOTES AND VOCABULARY

Line 105: *sērius*, -a, -um late, after the expected time; *sērius* is the comparative adverb.
ēgredior, *ēgredi*, *ēgressus* sum to depart, leave, step out
vestigium, -i, n. footprint
Line 106: *pulvis*, *pulveris*, m. dust, sand
certain, -a, -um unmistakable, plain; note the HYPERBATON *vestigia... certa feras* in lines 105–106; the point is to emphasize that the footprints were plainly those of a wild animal.
fera, -ae, f. wild animal
expallēscō, *expallēscere*, *expallui* to turn pale



STUDY TIP

Differentiating among Latin words that begin with *fer-* can be difficult. Here is a list of these words to help you.

<i>ferō</i> , <i>ferre</i> , <i>tulī</i> , <i>lātum</i> to bring, carry	IRREGULAR VERB
<i>fera</i> , -ae, f. wild beast	FIRST DECLENSION NOUN
<i>ferus</i> , -a, -um untamed, wild	FIRST/SECOND DECLENSION ADJECTIVE
<i>ferōx</i> , <i>ferōcis</i> courageous, arrogant	THIRD DECLENSION ADJECTIVE
<i>ferōcia</i> , -ae, f. courage, ferocity	FIRST DECLENSION NOUN
<i>feriō</i> , <i>ferire</i> to strike	FOURTH CONJUGATION VERB
<i>ferē</i> , <i>adī</i> , almost	ADVERB

It is also necessary to distinguish *ferō*, *ferre* (cf. above) from *ferrum*, -i, n. iron, sword.

Line 107: *ut vēro* translate “but when.”
tingō, *tingere*, *tinxi*, *tinctum* to wet, soak

BY THE WAY

In line 108, *ūna duos* is an example of ANTITHESIS, a figure of speech in which two words that are opposites are juxtaposed. Here the ANTITHESIS adds emphasis.



Line 108: *reperiō*, *reperire*, *repperi*, *repperitum* to find, discover
ūna duos: note the word order of *ūna duos*... *nox... amantēs*.
Line 109: *perdō*, *perdere*, *perdidī*, *perditum* to destroy, ruin
dignus, -a, -um (+ abl.) worthy of; the ablative *longā... vitā* depends on *dignus*.



STUDY TIP

Instead of the genitive of the whole (for this grammatical construction, see p. 86), the prepositions *dē* or *ex* with the ablative usually are used with *quāsum* and the cardinal numbers (except for *millia*) to express a partitive idea (cf. *ē pluribus unum*). Ovid uses *ē quibus* in line 109 (instead of *quōrum*), therefore, because of the cardinal number *duos* in line 108.



Line 110: *nostra*: the meaning is singular, as it also is in line 112; translate “my.”
nocēs, *nocentis* guilty, harmful
ego... perēmī: these words, referring to Pyramus, embrace the words, *tē, miseranda*, referring to Thisbe. For the second time in this lament for dramatic effect, Ovid’s narrator draws attention to Pyramus’s words by APOSTROPHE.
miseror (1) to pity; translate “to be pitied.”
perimō, *perimere*, *perēmī*, *peremptum* to kill
plēnus, -a, -um (+ gen.) full of
metus, *metūs*, m. fear; *metūs* is genitive with *plēna*.
iubeō, *iubere*, *iussi*, *iussum* to order; *iussu* is used here with the imperfect subjunctive *venirēs* without the expected *ut* to introduce an indirect command.
Line 112: *prior*, *prius*, comp. *adī*, *prior*, *earlier*
hūc, *adī*, here
divello, *divellere*, *divulsi*, *divulsū* to tear apart, tear open, tear in two
Line 113: *scelerātus*, -a, -um wicked, accursed, impious
ferus, -a, -um savage, fierce
viscera, *viscerum* (pl. only), n. pl. internal organs, bowels
morsus, *morsūs*, m. a bite



BY THE WAY

In line 113, *et... morsū* is a GOLDEN LINE. A GOLDEN LINE is a line of dactylic hexameter consisting of a pair of adjacent adjectives and a pair of adjacent nouns, with a verb separating the two pairs.

Here the first adjective (*scelerātū*) modifies the first noun (*viscera*) and the second adjective (*ferō*) modifies the second noun (*morsū*). The verb *cōsumite* occupies the middle of the pattern.

Schematically a GOLDEN LINE looks like this: A B Verb A B.



A set of **STUDY TIPS** helps students distinguish among words spelled similarly or those with similar stems.



STUDY TIP helps students make connections to similar points of syntax and see the whole picture.

For subsequent occurrences of a less complex figure of speech, notes identify the figure’s presence. The Teacher’s Manual provides prompt for teachers to ask about the figure’s significance or effect on the Latin.

A complete roster of figures of speech with examples from *LNM 3* appears in Appendix C. All the figures of speech required by the AP® Latin curriculum are presented in *LNM 3*.



DEVELOPING LITERARY ANALYSIS SKILLS

VOCABULARY BUILDER

Like Caesar, Cicero uses a number of idioms in his writings. The following idioms can be found in the Cicero passages in this book, and knowing these will help you read Cicero.

sē cōferō ad to devote oneself to, apply oneself to	(Cicero <i>Prō Archiā</i> 4.2.2–3)
ut primum as soon as	(Cicero, <i>Prō Archiā</i> 4.2.1)
orātiōnem habeo, habere, habui, habitum to give a speech	(Cicero <i>In Cat.</i> 1)
cōsiliū capio, capere, cēpi, captum to adopt a plan	(Cicero <i>In Cat.</i> 1.1.1.7)
satis facio, facere, feci, factum to satisfy	(Cicero <i>In Cat.</i> 1.1.2.11)
orbis terrae, orbis terrae, m. world	(Cicero <i>In Cat.</i> 1.4.9.10)
patrēs cōscripti, patrū cōscriptōrum, m. pl. senators	(Cicero <i>In Cat.</i> 1.4.9.7)
rēs publicā, rei publicae, f. republic	(Cicero <i>In Cat.</i> 1.5.10.1)
quae cum ita sint since these things are so	(Cicero <i>In Cat.</i> 1.13.31.2)
nesciō, nescire, nescivi, nescitum + quis, quid to not know some, someone, something	

Prose authors like Caesar and Cicero regularly employ idioms. A **VOCABULARY BUILDER** in the Caesar chapter like this one in the Cicero chapter provides a set of such idioms.

LANGUAGE FACT

THE ALTERNATE ENDING -RE

The alternate second person passive ending for -ris is -re. Although possible in the present and imperfect tenses, the alternate ending -re is most often seen in the future tense. In the future tense of the third conjugation, the *e* preceding the second person passive ending is long by nature while in the present tense the *e* is short.

Quō usque tandem abutēre, Catilīne, patiētiā nostrā? (Cicero *In Cat.* 1.1.1.1)
"How long finally will you abuse our patience, Catiline?"



STUDY TIP

When you see a Latin word that ends in -ere, be careful to distinguish among words that look alike.

- The first and second forms immediately below occur frequently in Latin literature.
- defendere = to defend, present active infinitive; this form is the most common of the five and will appear in a sentence with a conjugated verb.
- defendere = they defended, syncopated form for *defenderunt*; this form occurs regularly in poetry. The long *e* in -ere distinguishes the form from the infinitive.

Chapter 3 • 167

A comprehensive discussion of Latin meter and the eight meters introduced in *LNM* 3 appears as Appendix B in the student text.



Reinforcement is key to mastery. Thus, **REMINDERS** restate a **STUDY TIP** or explanation given previously in the text.

READING 3

Odes 1.23 has as its subject a girl's coming of age. The speaker attempts to convince Chloe, the poem's addressee, not to avoid his advances. In his opinion she is sufficiently mature to be involved in a romantic relationship. The strong imagery in the poem may suggest a sense of danger that runs counter to the speaker's reassurances.

CHLOE'S MATURITY

HORACE ODES 1.23

Meter: Fourth Asclepiadean

- Vitās inulēō mē similis, Chloē,
quaerenti pavidam montibus aviis
mātrēm nōn sine vānō
aurārum et silvāe metū.
- nam seu mōbilibus vēris inhorruit
adventus foliis, seu viridēs rubum
dimovēre lacertae,
et corde et genibus tremūt.
- atqui nōn ego tē tigris ut aspera
Gaetulassae leō frangere persequor;
tandem dēsine mātrēm
tempestita sequi virō.

NOTES AND VOCABULARY



REMINDER

As noted at the beginning of Cicero's *First Catilinarian Oration* on p. 165 of this book, do not confuse vitō (i) "to avoid" with vitā, -ae, f. "life" or with vivō, vivere, vixi, victum "to live."

- Line 1: vitō (i) to avoid, shun
in(a)ulēus, -i, m. fawn; inulēō is dative with similis.
Chloē, Chloēs, f. Chloe, woman's name; the *oe* is not a diphthong in the name; rather, this is a two-syllable or bisyllabic word.
- Line 2: pavidus, -i, -um frightened, terrified, trembling, fearful
montibus: ablative of place where; in is frequently to be understood in poetry.
avius, -i, -um pathless, remote

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For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out all of Chapter 1 (Caesar) at <http://www.bolchazy.com/LNMSamples.aspx>.



DEVELOPING LITERARY ANALYSIS SKILLS, (CONTINUED)

Line 16: *potens, potentis* powerful
firmus, -a, -um strong
potior, potiori, potius *sum* to gain possession of; *potior* may take its object in the genitive case although it usually governs the ablative case.
spēs (1) to hope (for); Casticus, Dumnorix and Orgetorix serve as the subject of *spēs*. Note that a future infinitive generally follows verbs of hoping. The verb *possum*, however, lacks a future infinitive, and so Caesar uses the present tense instead.

TAKE NOTE

- In this passage are several historical presents: *confirmo* in lines 6 and 14, *diligō* in line 6, *persuadeo* in lines 7 and 11, *dō* in lines 12 and 15, *probō* in line 12, and *spērō* in line 16. Their purpose is to enliven the narrative. Historical presents should be translated into English as a past tense. In the sequence of tenses, these verbs may be followed by either a primary or a secondary tense verb. The verb *persuadet* in lines 7 and 11 is followed by verbs in the secondary tense (*occuparet* and *construeret*).
- In English a term that describes groups such as the Aeduians, Sequanians, etc. might be "clan" or "tribe." There were about sixty of these groups in Gaul whose territory had no local name, but was known only by that of the clan, which was sovereign and wholly independent, except for voluntary alliances.
- Note that the repetition of the reflexive pronoun and adjective (*sē suis . . . suisque*) in line 14 emphasizes the key role that Orgetorix envisions himself playing in the proposed triumvirate.

COMPREHENSION QUESTIONS

- What preparations did the Helvetians decide to make in order to be ready to leave?
- How long did the Helvetians think it would take to complete the preparations?
- Why did Orgetorix send an embassy to Casticus and Dumnorix? Cite the Latin.
- According to Caesar, who was called a friend of the Roman people?
- To whom does Orgetorix marry his daughter?

EXERCISE 1

- In line 1, what is the case and use of *his* *rebus*?
- What is the tense, voice, and form of *adducti* in line 1?
- In lines 2–4, what four infinitives are dependent on *constituerunt*?
- In line 4, what is the tense, voice, and mood of *suppetet*?
- In line 5, what is the case and use of *bionium*?
- What is the case and use of *lge* in line 5?
- In line 7, what is the case and use of *Casticū*?

Chapter 1 • 45



Information that expands a student's understanding of the Latin reading but is not immediately needed to facilitate comprehension of the Latin reading appear in the **TAKE NOTE** section at the end of the notes for a reading.

ESSAY

Odes 2.10 contains many references to weather. Discuss how Horace uses the imagery of weather to link key stanzas and thus to provide a coherent structure for the poem.

Support your assertions with references drawn from throughout the poem. All Latin words must be copied or their line numbers provided, AND they must be translated or paraphrased closely enough so that it is clear you understand the Latin. Direct your answer to the question; do not merely summarize the passage. Please write your essay on a separate piece of paper.

SCANSION

Name the meter and scan the following lines.

*saepius ventis agitatur ingēns
 pinus et celsae graviōre cāsū
 decidunt turrēs feriantque summōs
 fulgura montis.*



The great patron of the arts, Augustus's virtual minister for cultural affairs, Maecenas is honored by the Irish who erected this portrait bust in Coole Park, County Galway. Coole Park was the home of Lady Augusta Gregory, the dramatist, who with W. B. Yeats and Edward Murnaghan founded the famous Abbey Theatre of Dublin. The ancestral home of Lady Gregory was a gathering place for members of the Irish Literary Revival that took place in the first decades of the twentieth century. Similarly, Maecenas welcomed Horace, Vergil, the historian Livy, and other leading intellectuals of the day to his home in Rome.

Chapter 5 • 339

ESSAYS require students to apply analytical skills and to build their understanding of the connections between content and literary style.

The poems of Catullus, Horace, Ovid, Vergil, Petrarch, and Parke introduce students to eight meters. The scansion exercise following each poetry reading requires students to practice this important skill.



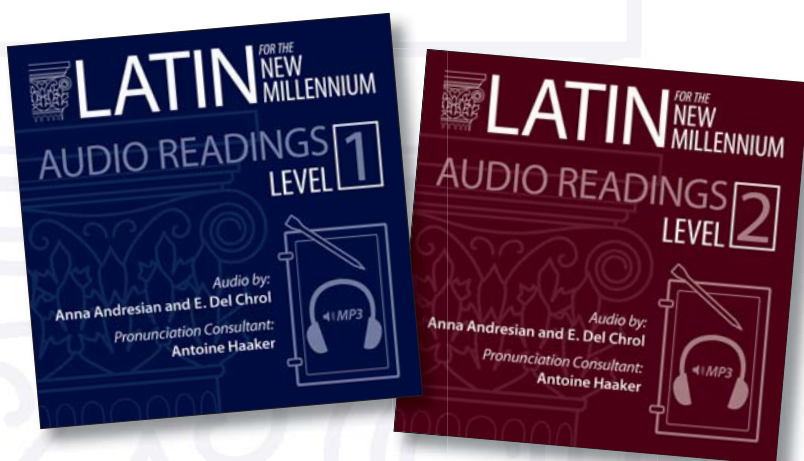
For LNM 3 enrichment, the authors provide additional selections from the classical authors and the two baroque poets in *Latin for the New Millennium Latin 3: Select Latin Enrichment Readings*.

Images make connections through the ages showing the classical influence's enduring effect. This bust of Maecenas appears on the writer Lady Gregory's estate in Ireland.

For a more comprehensive examination of what *Latin for the New Millennium*, Level 3 offers—check out all of Chapter 2 (Catullus) at <http://www.bolchazy.com/LNMSamples.aspx>.



ELECTRONIC COMPONENTS FOR STUDENTS

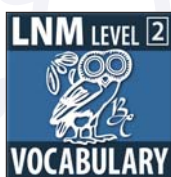
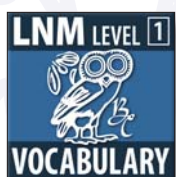


Audio recordings of each Latin chapter reading for *Latin for the New Millennium*, Levels 1 and 2. Master teachers and oral Latin enthusiasts Anna Andresian and Professor E. Del Chrol (Marshall University, West Virginia) provide a professionally recorded reading in the restored classical pronunciation of Latin. This set of recordings is a sine qua non for every *Latin for the New Millennium* classroom and for meeting oral Latin classroom standards.

To hear a sample of the recordings:

Level 1, Chapter 1: <http://www.bolchazy.com/Assets/Bolchazy/extras/LNM1C1P2RomulusetRemus.sample.mp3>

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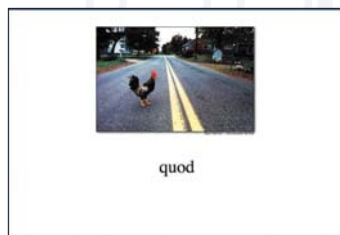
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Internet Explorer	x	x	x	x	x	x	x
Safari	x	x	x	x	x	x	x
Firefox	x	x	x	x	x	x	x
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Windows	x	x		x		x	x
iPad/iPhone/iPod Touch	x	x		x		x	
Android	x	x		x		x	x
INTEGRATION SUPPORT							
Blackboard Building Block	x			x			
LTi 1.1 Support	x			x		x	x
LTi 2.0 Support	Announced			Announced		x	Planned
FORMAT SUPPORT							
Fixed-page layout support		x	x	x	Announced	x	x
Re-flowable layout support	x	x	Planned	x	Announced	x	x
EPUB3 support			Planned	x	Announced		x
INTERACTIVITY							
Notes sync across all devices	x	x	x	x	x	x	x
Bibliographic support in copy and paste			x	x		x	x
Inline assessment and media support				x			x
FLEXIBLE SCHOOL ADMIN SUPPORT							
Buy and rent term support	x	x	x	x	x	x	x
Add/drop period support		x		x	x	x	x
Print fulfillment options				x	x	x	



TEACHER'S MANUALS



Teacher's Manuals contain **TEACHING TIPS** that suggest additional classroom activities or insights into presenting a concept.

PAGE 71

ANSWERS TO COMPREHENSION QUESTIONS

1. Away from his fatherland.
2. Three: his wife Terentia, his son, his daughter.
3. Cicero is afraid that bad men are designing bad plots against him.
4. He sees Terentia in his mind.
5. To write long letters to him.



TEACHING TIP

After reading Cicero's letter to Terentia, students can be assigned to write a letter in Latin to one of their family members. This can be an in-class assignment that students then share aloud or a homework activity that the teacher will grade as an assessment.



TEACHER BY THE WAY

Terentia came from a wealthy family. Her half sister, a Vestal, was suspected of having an affair with Catiline. Little wonder that she encouraged Cicero to prosecute him! Cicero's letters behalf during that difficult year (58 BCE). Nonetheless, when he returned, their marriage deteriorated because he considered her dishonest in managing financial matters and insensitive to family affairs. He often complained that she gave him and Tullia too little money. During Cicero's absence in Cilicia as proconsul (51 BCE), the headstrong Terentia arranged the marriage of then divorced Tullia to Dolabella, much to Cicero's chagrin. The young man was a supporter of Caesar and had a reputation for debt and dissipation. In 46 BCE Cicero divorced Terentia after thirty years of marriage. She remarried twice and died at the age of 103.



TEACHING TIP

The teacher may wish to review how to say the parts of speech in Latin in conjunction with this Reading Vocabulary. This information was presented on p. 15 of this teacher's manual.

PAGE 72

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Oral Exercise 1



TEACHING TIP

If the students notice that the stem vowel *-a-* of the first conjugation is missing in the first person singular of the passive voice, explain that the original *-a-* weakened in *"parātor"* and only the *-or* remains in the second conjugation, however, the stem vowel *-e-* does not weaken and does not disappear. The same condition exists in the first person singular of the active voice.

Chapter 5 • 89



An earlier **TEACHING TIP** suggests having students cite the Latin when answering **COMPREHENSION QUESTIONS** and, as their confidence grows, responding *Latine*. Note how the **TEACHING TIP** provides a Latin composition activity.

PAGE 351

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Oral Exercises 2, 3

ORAL EXERCISE 2

This exercise may be used anytime after the gerund and gerundive constructions have been presented. The teacher should use the preferred CPO to display various infinitives. Then the teacher asks individual students the question: *Cuius rei es studiosus?* "What are you fond of?" Students should be told to answer these questions with a gerund, or a gerundive construction (when there is a direct object). The students will choose the appropriate answer according to their own preferences.

ambulō, currō, isiciā (isicium, i, n. – hamburger) comedō, sūcum (sūcus, i, m. – juice) bibō, coquō, librum legō, ludō, loquor, navigō, rideō, progredior, scribō, taceō

Sum studiosus/a ambulandi, currendi, isiciā comedendi, sūci bibendi, coquendi, libri legendi, ludendi, loquendi, navigandi, ridendi, progrediendi, scribendi, tacendi.

I am fond of walking, running, eating hamburgers, drinking juice, cooking, reading a book, playing, talking, sailing, laughing, going forward, writing, being silent.

ORAL EXERCISE 3

This exercise may be used anytime after the gerund and gerundive constructions have been presented. The teacher should use the preferred CPO to display a list of expressions. Then the teacher asks individual students the question: *Ad quam rem faciemus?* "You are going to do what?" The students have to answer this question with an accusative of the gerund or the gerundive. They may choose the answer according to their preferences.

portam aperio, bibō, cōsilia capio, amicōs convenio, amicū vocō, dormio, epistulam scribō, sarcinam invenio, pugno

Eō ad portam aperendam, ad bibendum, ad cōsilia capiendam, ad amicōs conveniendos, ad amicū vocandum, ad dormiendum, ad epistulam scribendam, ad sarcinam invenendam, ad pugnandum.

I go to open the door, to drink, to make plans, to meet friends, to call a friend, to sleep, to write a letter, to find a bag, to fight.

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LNM Teacher's Manuals for Levels 1 and 2 offer a bounty of aural-oral Latin learning activities correlated to the student texts.

AURAL-ORAL EXERCISES in the Teacher's Manuals give teachers step-by-step instructions to facilitate implementation of the aural-oral approach and to build teachers' own confidence with oral Latin.

Authors Milena Minkova and Terence Tunberg enthusiastically assert that students who engage in Latin *aural comprehension* and *oral production* gain a deeper understanding of and facility with Latin.



In response to teacher feedback, the second edition Teacher's Manuals for Levels 1 and 2, like the *LNM* 3 manual, do not replicate the student text. The *LNM* 1 and 2 manuals are spiral bound and are the same size as the student text.



Each **TEACHING TIP** shown here provides suggestions for additional classroom activities that build off the **IN THE CAFETERIA TALKING** section in the student text.

In addition, the companion page of the Teacher's Manual often provides supplementary conversational Latin vocabulary for discussion, e.g., of contemporary food items as shown here.



TEACHER BY THE WAY gives additional background information for cultural, historical, and literary topics introduced in the student text.

COMPREHENSION QUESTIONS for the English background essays in each Unit Review of the student text are printed with answers in the Teacher's Manual. The questions are available as free downloads in the *LNM* Teachers' Lounge.

PAGE 122

Standards 2.1, 4.1



TEACHING TIP

Pictures of the foods listed on these pages or children's plastic play foods may be used as visual reinforcement for the Latin words for foods. The teacher may also teach the Latin words for other foods not listed here. This would also be an opportunity for the teacher to open a discussion on how Roman meals differ from our own and which are healthier.



TEACHING TIP

The picture of the *thermopolium* presents an opportunity for the teacher to discuss how fast-food counters in ancient times are different from modern fast-food restaurants. The word means "a hot-drink shop."



TEACHING TIP

Teachers may wish to have students create a new conversation, modeled on the one on p. 123 (SE) but substituting different names of foods for the ones used in the original dialogue. Or, students may simply become curious to know the names of more food items in Latin. More food names are provided here for the teacher's convenience:

- *bubula* <caro>, *bubulae*, *f.* – beef
- *cerealia*, *cerealium*, *n. pl.* – cereal
- *cuppediae*, *cuppediae*, *f. pl.* – candy
- *embamma* (*embammatis*, *n.*) *ex lycopersicis factum* – ketchup
- *gallinaea* <caro>, *gallinaeae*, *f.* – chicken
- *hilla calens*, *hillae calentis*, *f.* – hot dog
- *laganum*, *lagani*, *n.* – pancake
- *laganum ex ovis*, *lagani ex ovis*, *n.* – omelet
- *limonata*, *limonatae*, *f./sucus* (*suci*, *m.*) *ex citris expressus* – lemonade
- *paniculus*, *paniculi*, *m.* – roll
- *perna*, *pernae*, *f.* – ham
- *piper*, *piperis*, *n.* – pepper
- *pretiola*, *pretiolae*, *f.* – pretzel
- *saccharum*, *sacchari*, *n.* – sugar
- *sals*, *salis*, *n.* – salt
- *salgama*, *salgamarum*, *n. pl.* – pickle
- *savillum*, *savilli*, *n.* – cheese cake
- *scribita*, *scribitae*, *f.* – muffin
- *sinapi*, *sinapis*, *n.* – mustard
- *socolata*, *socolatae*, *f./theobroma*, *theobromatis*, *n.* (meaning "food of the gods") – chocolate
- *squilla*, *squillae*, *f.* – shrimp

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the Alcazar at Seville. The layout of the palaces in Al-Andalus is rooted in the Roman tradition of the enclosed garden, the *peristylum*. Arcaded galleries around courtyards provided shade. The domes of Muslim buildings were usually unadorned on the exterior but on the inside were inlaid with multicolored mosaics depicting stylized flowers. Ceilings were decorated with magnificently and intricately carved "stalactites." Azulejos, glazed tiles, decorated walls in colorful geometric patterns.



TEACHER BY THE WAY

Muslim Engineering

The Muslims were masters of engineering, especially hydrology. In Spain, they repaired, restored, and enhanced Roman bridges as well as Roman irrigation and waterworks. They adapted the waterwheel which they had perfected in Syria to special uses. Around 720 they rebuilt the Roman bridge over the River Guadalquivir which had long since fallen into disuse because of the damage inflicted by flooding. The reconstructed waterwheel is one of three such structures built along the river.

Guadalquivir is the Spanish version of the Arabic name *al-wadi al-kubir* meaning "The Great Valley." Today it is navigable up to Seville whereas in Roman times it was navigable farther north to Córdoba. Both Seville and Córdoba were Roman cities.

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES 136–141 (SE)

1. Define "monotheistic."
Monotheistic means pertaining to the belief in a single god. (Christianity, Judaism, and Islam are monotheistic religions.)
2. How did Christianity and Judaism pose problems for the Romans?
Because they were monotheistic, Christianity and Judaism were not to be assimilated into the Roman religion, which regularly absorbed other gods. Moreover, the followers of Christianity and Judaism both passively and actively rejected the Romans. Indeed, the Jews in Judea revolted.
3. Why was the Jewish population in Jerusalem at the time of the crusades small?
When the Romans under Titus put down the Jewish revolt in Judea, they forced the Jews into exile; thus, only a small number of Jews lived in Jerusalem at the time of the crusades.
4. What was the "great diaspora"?
It refers to the forced exile of the Jews in the first century CE and their being scattered throughout the Roman world.
5. Who controlled Spain after Rome's collapse in the fifth century? What ended their rule?
The Visigoths, whose rule was ended by the invasion of Muslim armies from North Africa.
6. Define the terms "Al-Andalus" and "Mudejar."
"Al-Andalus" is the term the Muslims used to describe Spain while "mudejar" is the term for conquered communities that were allowed to remain distinctive and in many ways independent enclaves which were permitted to maintain their traditional religious, legal, and administrative arrangements mostly intact.

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CHAPTER 8 (PP. 161–190)

GRAMMAR IN LANGUAGE FACTS

Irregular Comparatives and Superlatives; *Quam* with the Superlative of Adjectives and Adverbs; Deponent Verbs

PAGE 161

Standards 1.1, 1.2, 4.1, 4.2
RR 10

REVIEW TOPIC

Students may continue to need review on positive adjectives of all declensions and/or the comparative and superlative forms of adjectives presented in chapter 6.

MEMORABILE DICTŪ VOCABULARY

Latīnē (adv.) – in Latin; the phrases *scire Latīnē* and *loqui Latīnē* mean “to know Latin” and “to speak Latin” respectively

nesciō, ire, nescivī, nescitum – not to know

turpis, turpe – shameful, disgusting



TEACHING TIP

Valla draws upon the Gauls' invasion of Rome in 390 BCE as he seeks to rally his readers to the defense of Latin and its literature, to safeguard it against being debased and against encroachments from the barbarians. In using the Gallic invasion as a sustained metaphor, Valla deliberately seeks to evoke images of the barbarians and the damage they did to Rome and moment when Brennus, having been accused of cheating when weighing the gold the Romans offered to ransom their dead for burial, proclaimed “*Vae victis!*” (“woe to the conquered”). Camillus then put his sword on the scale, replied, “*Nōn aurō, sed ferrō, recuperanda est patria*.” (“not with gold, but with iron, will the fatherland be regained”), and attacked the Gauls. The teacher may ask students how Camillus is connected to Valla's extended metaphor.

In preparing students for Valla's impassioned discourse on classical Latin, teachers may ask students to define metaphor and to explain how a sustained metaphor works. Then, the teacher may elicit images of war's destruction from the class in a brainstorming session with a student serving as recorder at the blackboard. Depending on the local community's sensitivities, the teacher may or may not discuss the painting.

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The Teacher's Manuals delineate correlations with the National Standards for Classical Language Learning. Additionally, the Teacher's Manuals provide correlations to the *LNM* student workbooks, the *LNM* mythology and history enrichment texts, and the aural-oral activities in the Teacher's Manuals.

The Teacher's Manual for *LNM* Level 2 begins each chapter with a suggested set of topics for grammar, syntax, and morphology review topics presented in *LNM* Level 1.

The Teacher's Manual provides vocabulary entries for the Latin words found in the **MEMORABILE DICTŪ** of each chapter title page.



The initial **TEACHING TIP** of each chapter provides suggestions for using the chapter title page illustration as a prereading activity. This activity can be conducted *Anglice aut Latine*.



CHAPTER 8

Irregular Comparatives and Superlatives; *Quam* with the Superlative of Adjectives and Adverbs; Deponent Verbs



Marcus Fulvius Centulus (ca. 445–365 BCE), called from exile in Veii, breaks the treaty with the Gauls in this fresco from the Borgognoni Gallery in Rome. His victory against the Gauls earned him the title “Second Romulus.”

MEMORABILE DICTŪ

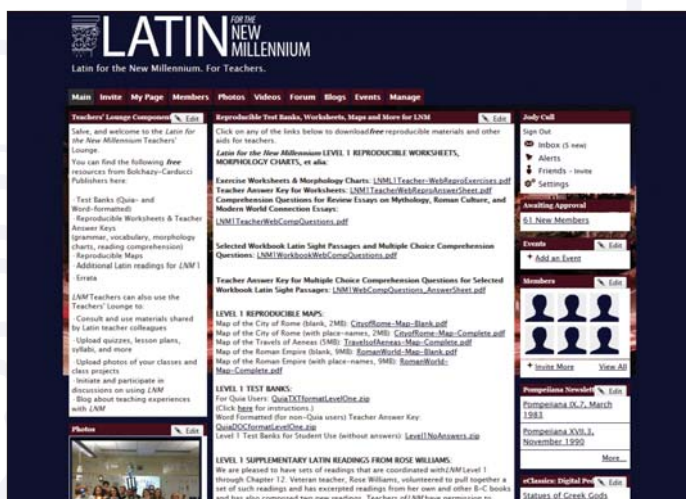
Nōn enim tam praeclārum est scire Latīnē quam turpe nescire.

“It is not as praiseworthy to know Latin as it is shameful not to know it.” (Cicero, *Brutus* 37.140)

In this dialogue about oratory, Cicero makes this famous remark, when characterizing the unaffected speech of an orator a generation older than himself, named Marcus Antonius. Cicero observes that although this man gave the impression of speaking in a casual manner, his Latin was pure and correct.



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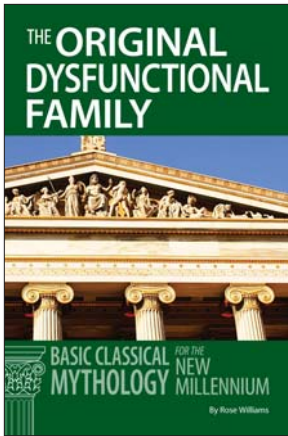
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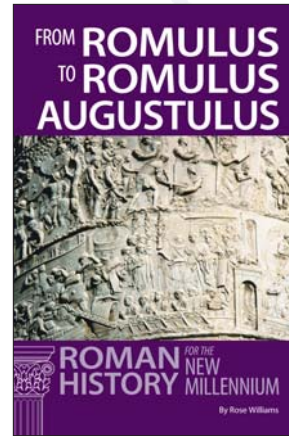
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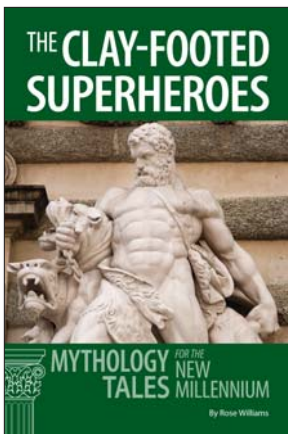
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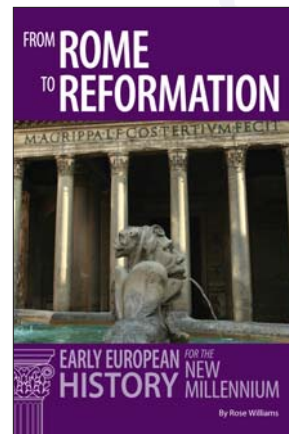
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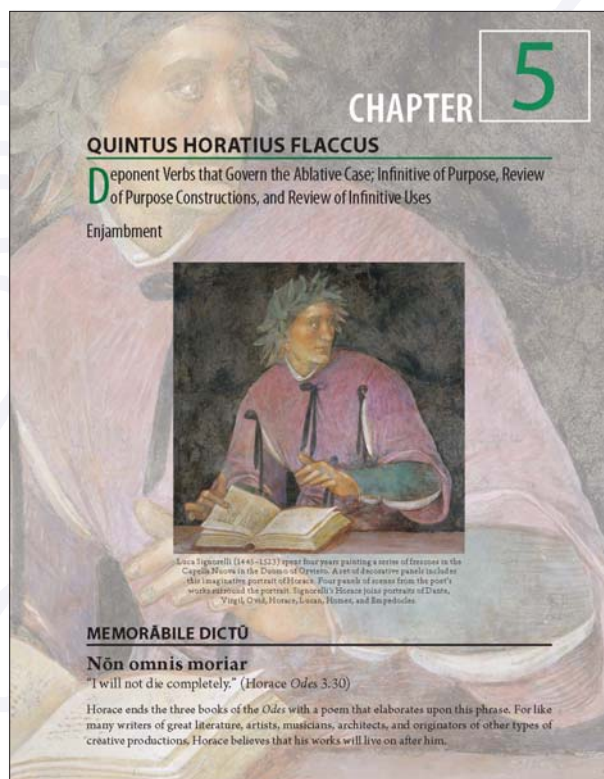
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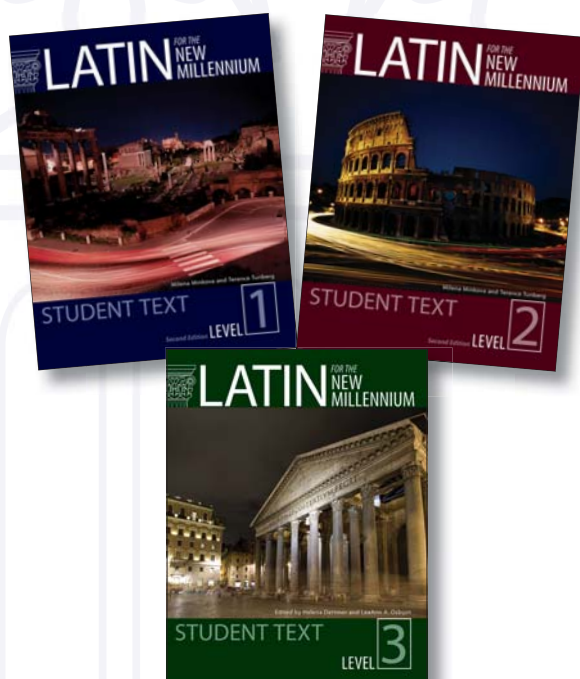
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