



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.

- Nōn debētis tenebris timere.
- Memoriam firmare et servare possumus.
- Litterās in libris servare solēmus.
- Viri boni bona exemplā dare possunt.
- Semper cogitare debētis.
- Viri armātī patriam curare debent.
- Fabulās longās narrare solēt.
- Vita nōn solum lacrimās, sed etiam gaudia dare solet.
- Rōmam videre debēs.

LANGUAGE FACT III
COMPLEMENTARY INFINITIVE WITH POSSUM, DĒBEO, SOLEO
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)
dēbeo – "I ought" (to do something)
soleo – "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... dē veris bonis et malis iudicare solent.
The Druids are accustomed to make judgment about good and bad.

Druidēs scientiam magnam memorā servare possunt.
The Druids are able to preserve a large body of knowledge by memory.

BY THE WAY
Verbs (like *possum*, *dēbeo*, and *soleo*) that take a complementary infinitive with either an active or passive infinitive.

For example: *Puella puerō librum dare potest*, "The girl can give the book to the boy." *Puella puerō a puella dari potest*, "The book can be given to the boy by the girl."

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► EXERCISE 5
Translate into Latin.

- We are accustomed to preserve (our) books.
- You (plural) ought not to fear the Druids (*Druidēs*).
- Memory can be strengthened.
- Stories are usually (are accustomed to be) told by the Druids (*Druidibus*).
- We can have the rewards; rewards can be given by the Druids.
- 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"), *habeo* ("have"), *video* ("see").



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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*, *grūt*, *dicūt*. Notice also the form *audīt*, 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>	we hear
Second person	<i>audis</i>	you hear	<i>auditis</i>	you hear
Third person	<i>audit</i>	s/he/it hears	<i>audiunt</i>	they hear

Present Active Infinitive

audire to hear

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

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.

LANGUAGE FACT III
CONCESSIVE CLAUSES
 In the chapter reading passage, Sepúlveda makes this statement:
Nautis quidem timere coepit Colonus, quamquam de navigatioe ipsa nunquam desipravit.
 "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 debebimus.
 "Although the trip is long, we will need to go."
 The Columbus Foundation reconstructed Columbus's favorite ship the *Niña* to celebrate the quincentary anniversary of the famous voyage of 1492. The *Niña*, a classic caravel with lateen (triangular) sails for maneuverability, was launched in 1991. The ship travels as a museum and here sails in Puerto Rico, California.



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Quamvis mecum venire nollis, hoc tamen facere debetis.
 "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 mecum venire nollis, hoc tamen facere debetis.
 "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 *quamvis* (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 mecum venire nollis, hoc tamen facere debebas.
 "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: Mater filium curat _____ eum amat.
 Mater filium curat quia eum amat.
 The mother takes care of <er> son because she loves him.
 1. Colonus navigabat _____ novam terram quaerebat.
 Colonus, l.m. - Columbus
 2. Nautae irati sunt capti _____ iam diu nihil conspiceretur.
 3. Colonus a nautis tandem non occisus est _____ ille in pericula eius doceret.
 4. _____ nautae expectare nolabant, tamen decreverunt per tres dies expectare.
 5. _____ tres dies essent tempus longum, operae pretium fuit expectare.
 6. Omnes tandem maximo gaudio sunt capti _____ famem conspiciere poterunt.
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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
 1. What was the concept that ancient people held about the earth and why?
 2. How does Copernicus answer the argument that the earth would be dispersed if it turned around?
 3. For what two reasons, according to Copernicus, was it more likely that the earth moves than that the skies moved?
 4. 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, non esset tam stabilis, quam nunc est; si hoc fieret, tam vehementer dissiparetur.
Terra volvi debet ut nullus homo, nullum animal in ea stare possit atque ipsa dissiparetur.
 "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 homo, nullum animal... stare possit* and *et ipsa dissiparetur* 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," "in," "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 a nobis terra circumpi non possit.
 "The earth is so huge that it cannot be observed by us whole."
Antiquorum ars non erat ita magna ut illi omnia de terra intelligerent.
 "The science of the ancients was not so large that they understood everything about the earth."
Copernicus tam multa de terra et de sole 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 *in* ("in... that not"), and always has a **subjective 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 *ne*, while the negative for the result clause is *ut*.
 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 discussed by Copernicus in Book IV of *De revolutionibus* and from *antiquarium*. The instrument was hung by a horizontal pole while one to facilitate the angular elevation of a heavenly body observed through a sight mounted on the upper arm.
 The 1971 stamp with a portrait and images of the space station commemorates the five hundred 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 2005.
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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*.



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 athlētam amat.*
2. *Filius poëtae fabulās amat.*
3. *In casā amicōrum habitāmus.*
4. *Pueri fōrētam lupae timent.*
5. *Animus nauatae terram expectat.*
6. *Fabulās poëtarūm nārrāmus.*
7. *Agros patriae amātis.*



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

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

NEW
In
2nd Ed.

Based on teacher feedback, the second edition includes eight 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, quotiēs, nisi, si, simul ac*). Translate the sentences.

1. _____ de sorte sua miserimā cōgītarent, Colōnus esse hominem turpem dicebant.
2. Nautae de vitā suā timēbant _____ vidēbant se esse in magnō periculō.
3. "_____ nōs servāveris," dixerunt nautae, "tū occidēmus."
4. "_____ plūra intellegētis," respondit Colōnus, "ita nō loquerēmini."
5. _____ Colōnus turpis nautis vidērētur, tamen expectāre decrēverunt.
6. _____ per duos diēs nihil cōspexerunt, tandem lūmen est visum.
7. _____ lūmen cōspexerunt, omnes intellexerunt se novam terram invēnisse.

► 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: Salvē! Esne Aenēās?

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

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

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

Mercurius: Ita vērō! Sed cum Didōne manēre Carthāgineque habitāre nōn potēs.

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

Mercurius: Dei dē amōre hominū cōgītāre nōn solent. Amōrem Aenēae Didōnisque iūvis assis aestimō! Aenēās Iovis verba audire debet nec cum Didōne manēre!

Aenēās: Must I abandon Dido and sail to Italy?

Mercurius: Iuppiter tē iubet Didōnem relinquere Italiāque petere.

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

Mercurius: Nōn dei, sed fāta sunt crudēlia. Fāta dicunt Aenēam Italiā petere debēre.

Aenēās: Must men be wretched?

Mercurius: Ita vērō. Postea autem Aenēās erit celebrē poētaque dicit "Tantaē mōlis erat Rōmānam condere gentem!"

condō, condere, condidi, conditum – to found
dicit – will say (future tense)
erit – will be (future tense)
fāta, fātōrum, n. pl. – the Fates
gens, gentis, f. – race, nation
Iovis – of Jupiter (genitive case of Iuppiter)

ita vērō – yes indeed
mōlis, mōlis, f. – weight, mass, trouble, effort
nec – and not
quid . . . ? – what . . . ?
salvā! – hello!
tanta, 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 crādētis
- 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, cōspicē, cōspectum

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

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

Conjugate the following verbs in the imperfect passive voice.

- moveō, movere, mōvī, mōtum
- ostendō, ostendere, ostendī, 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 aedificāvērunt.
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 impetōs saepe faciēbant; itaque Franci et hoc castellum et multa alia castella aedificāvērunt.

Viator: (rogāvit) Quāmdū 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 mōnimenta et prōpugnacula!

Krak de Chevaliers, the largest of the crusader fortresses, housed the Knights Hospitaler. 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 crēdō.
- _____ vidēre possumus. Sed ā **vōbis** nōn cōspicimur.
- Ā _____ valdē amāris. Sed **mē** nōn valdē amāre vidēris.
- Vidēris** mihi multōs habere amicōs. Itaque _____ esse fēlicem putō.
- Puella ā _____ amātur, sed _____ ūnius assis aestimat. Itaque **doleō** et **sum** miser.
- Intellegō, Mōci, 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 diuersus. "It's three quarters past one (two etc)."
 Est meridies. "It's midday."
 Est media nox. "It's midnight."

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

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

	Cardinal numerals	Ordinal numerals
1-I	unus, una, unum	primus, prima, primum
2-II	duo, duae, duo	secundus, secunda, secundum
3-III	tres (m./f.), tria (n.)	tertius, tertia, tertium
4-IV	quattuor	quartus, quarta, quartum
5-V	quinque	quintus, quinta, quintum
6-VI	sex	sextus, sexta, sextum
7-VII	septem	septimus, septima, septimum
8-VIII	octo	octavus, octava, octavum
9-IX	novem	nonus, nona, nonum
10-X	decem	decimus, decima, decimum

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

► EXERCISE 7
 Translate into Latin.

- I ask you not to be forgetful of the sweet things!
- I do not know what plan has been made.
- I know that this is the plan.
- You (pl.) asked what plans had been made.
- You (pl.) knew that these plans had been made.
- 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, cuius verba legimus. Utinam magnam 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 non diu faciunt filicēs. Mihi placet corpus exercere (to exercise). Placet mihi natāre (to swim) in natātōriō (swimming pool).

Maria: Mihi quoque placet corpus exercere: hīrotā vehi (ride a bicycle), palaestram (fitness center) petere. At vesperē (in the evening) mihi delectat saltātōrium (dance club) petere, ubi saltātōrium ventrē?

Marcus (looks at Helena): Nōn scīs habeamne tempus vacuū.
 Quid tibi, Helena, placet?

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

Marcus: 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



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

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: Properā (hurry). Mārce! Sumus in morā (delay).
Marcus: Debemus properāre?
Helena: Ita (yes), properāre debemus.
Marcus: Quota hora est?
Helena: Est hora octava et quadrans.
Marcus: Tum properāre nōn debemus. Nam schola (school) incipit (starts) hora octava et dimidia (at 8:30).
Helena: In scholam tamen hora octava et quadrante (at 8:15) intrāre debemus. Nam librōs parāre debemus.
Marcus: Ego autem hōram primam expectō.
Helena: Cūr? (Why?)
Marcus: Nam hōra primā est finis (end) scholārum.
Helena: Nōli de fine scholārum nunc cogitare, sed mēcum veni!

Chapter 13 • 237

DERIVATIVES AND ENGLISH VOCABULARY BUILDING

MIRABILE AUDITŪ

PHRASES AND MOTTOES RELATING TO GOVERNMENT AND DEMOCRACY

PHRASES

- *in plūribus ūnūm*. "One <whole> out of more <elements>." This Latin phrase expresses the essence of the federal spirit as conceived by the founding fathers: a group of self-governing units, all parts of an indissoluble whole. It appears on the Great Seal of the United States, as well as on the one-dollar bill.
- *Ex officio*. "By virtue of office" held by a particular individual.

The motto of the United States, *E Plūribus Ūnūm*, can be seen on the reverse side of a penny.

E Plūribus Ūnūm is shown on this postage stamp.

On the reverse side of the Great Seal of the United States is shown with the phrase *E Plūribus Ūnūm* in business on both sides of the eagle's head.

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.

NEW In 2nd Ed. A set of representative English derivatives grouped like the **VOCABULARY TO LEARN** is listed at the end of each chapter.

EXERCISE 1
Find five more present participles in the chapter reading.

VOCABULARY TO LEARN

NOUNS

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

ADJECTIVES

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

VERBS

nescio, ire, nescivi, nescitum – not to know
specio, ire, avi, atum – to watch
facio, ire, feci, factum – to be silent, keep quiet
utor, uti, usus sum – utilize – to use

ADVERBS

minimè – least, very little
quomodo – how

PHRASES

magis habet – esteem a lot
operae pretium est – it is worthwhile

EXERCISE 2
In the sentences below, find the words derived from the Vocabulary to Learn in this chapter. Write the corresponding Latin word.

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

DERIVATIVES

ager – agrarian, peregrination, pilgrim, pilgrimage
amicus – amicable, inimical
animus – animadversion, animosity, equanimity, magnanimity, magnanimous, pusillanimity, pusillanimous, unanimity, unanimously
casus – casino
domi – domestic, domicile, domesticate, domestication, domain, dome
filius – See *filia* p. 13.
potus – See *potus* p. 13.
renus – derivation, derivative, derive, rival, rivalry, rivalry
via – convey, conveyance, convey, conveyer, deviate, deviancy, divert, divertive, divertor, obviate, obviation, previous, rival, rivalry, voyage, voyager
vir – transmission, virile, virtual, virtue, virtuous, virtuous

egrotus – egrotus, egrotum, egrotic
timor – intimidate, timid, timidity, timorous
validus – valid, validate, validity
concomitans – compose, consort, concert, concord
in-lacustris – lacustrine, insubmersible, inflammable

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Standard 4.1

DERIVATIVES

ager – An agrarian society depends primarily on farming. The word "peregrination," which literally means "through a field," refers to travels, especially those on foot. The Latin participle *peregrinatus* meant "traveled abroad." A book containing the letters of Charles Stewart Hardinge, a nineteenth century British official in India, is titled *My Indian Peregrinations*.

The word "pilgrim" is derived through the Old French *pèlerin*, *pergrine* (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 "gove-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 *evi-* and Sanskrit *ajras* which all mean "tilled field" or "open land." See also 1.1 (*agricola*) for other derivatives.

amicus – See 1.1 (*amat*) for "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.

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 *dominus* (master, owner of a house = *domus*). The Internet use of the word is attested by 1985.

NEW In 2nd Ed. 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.

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

- Propter amorem _____ tecum semper manebō.
- Hostēs gladium meum cōspiciunt et propter timorem _____ stant nec moventur.
- Vos estis militēs crudēlēs. Timor _____ nōs movet.
- Nōs difficilia nōn timēmus. Multi enim _____ difficilia petunt.
- Multis hominibus licet in villam nostram convenire, sed propter odium _____ nōn veniunt.



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

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This fresco from the House of the Scaevae, probably Lucius Caecilius Iucullus, 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 CE. 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	Sabidus, Sabidi, m. – a personal name, Sabidius
nec = et nōn	tantum (adv.) – only
possum dicere – I can say	tē – you (accusative singular)
quārē – why	

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 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 fata docēbō. Diū nāvīgābis, diū pugnābis et tandem domum veniēs. Nam novam urbem condēs. Nōmen urbis erit Rōma. Hominibus subiectis Rōmāni parcent et hominēs superbūs vincēt. Tandem imperātor omnibus populis pācem dabit," inquit Anchisēs.
"Qui imperātor pācem dabit, pater?" rogat Aenēs.
"Pax omnibus populis ab imperātore Augustō dabitur, cuius nōmen ubique audiētur," respondet Anchisēs.

Aenēs, m. – Aeneas	imperātor, imperātōris, m. – emperor
Anchisēs, m. – Anchises	parcō, parcere, peperci, parsum + dative – to spare
condō, condere, condidi, conditum – to found	populus, populi, m. – people
domum – homeward, home	subiectus, subiecta, subiectum – subdued
fatum, fātī, n. – fate, destiny	superbus, superba, superbum – proud

Review 5: Chapters 13–15 • 271

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

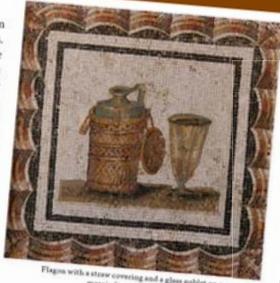


CONNECTING WITH THE ANCIENT WORLD

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



Plates with a straw covering and a glass goblet on a mosaic from a triclinium.

a mark of elegance. Dinner guests washed their hands before 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.

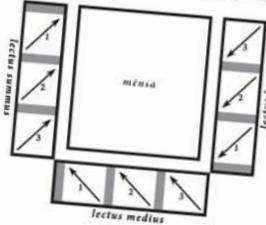


Diagram of a typical Roman dining room (*triclinium*) with a table (*mensa*) in the center surrounded on three sides by couches for the guests to recline upon while eating.

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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 called the *mensa prima*; and the dessert course 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: dinner guests might vomit the so-called vomiting room after stuffing themselves with food so that they could continue their feasting.



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

From different periods of the Roman Empire: a mortar, helmet, ladle, wineglass, oil lamp, and so on.

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-ANCIENT 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 first signs 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, lectures 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.

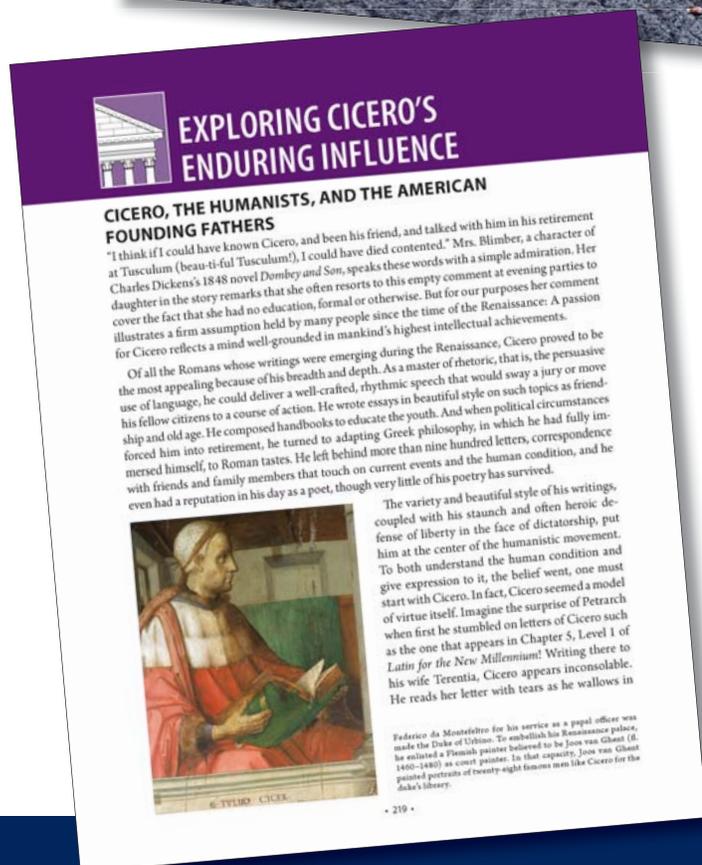
Topics Covered in LNM 1 EXPLORING Essays:

- 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.

CORNELII 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 efficit, ut M. Vipsanius Agrippa, intimā familiaritāte coniunctus adulescenti Caesari, cum propter suam grātiā et Caesaris potentiam nullius conditiōnis nōn habēret potestatem, potissimum eius deligeret affinitatem praepoetretque equitis Rōmāni filiam generosarum nūptiis. 2. Atque hārum nūptiarum conciliator fuit—nōn est enim celandum—M. Antonius, triumvir rei publicae cōstituentiae. Cuius gratia cum augere possessionēs posset suās, tantum āfuit ā cupiditate pecūniae, ut nullā in re usus sit eā 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 adiecit Atticum et Agrippam ad nūptiās parandās?
5. Voluitne Atticus possessionēs suas augere (etiam grātiā Antonii)?
6. Ad quam rem faciendam Atticus Antonio est usus?

VOCABULARY TO LEARN

NOUNS
Caesar, Caesaris, m. – emperor
conditio, conditiōnis, f. – condition
eques, equitis, m. – knight, member of the equestrian order
gratia, ae, f. – agreement, favor
incommodum, i, n. – disadvantage, harm
optatus, i, m. – wedding, marriage
potentia, ae, f. – power
potestas, potestatis, f. – command, control, power

VERBS
augere, ere, auxi, auxum – to increase
coniunctus, e, 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 sections that follows the Vocabulary to Learn.

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TAKE NOTE sections explain special linguistic, cultural, or historical aspects of a Latin word.

Creative **EXERCISES** for the Atticus sections build on the Latin of the original Nepos reading.

READING VOCABULARY

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

2 *coniuſſus, ere, coniuſſus, coniuſſum – to connect, join together

3 *Caesar, Caesaris, m. – emperor, Caesar

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

5 *potentia, ae, f. – power

6 *conditio, conditiōnis, f. – condition

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

8 *potissimum (adv.) – especially, above all

9 *deligere, ere, deligere, delictum – to choose

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

11 *praepoetret, ere, praepoetretus, praepoetretus – to prefer something to something

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

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

14 *nuptiae, nuptiarum, pl. – wedding, marriage

15 *conciliator, conciliatoris, m. – mediator

16 *celsus, i, m. – high

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

18 *cōstituentis, cōstituentis, f. – relationship by marriage, marriage connection

19 *cuius – imperfect subjunctive – although

20 *augere, ere, auxi, auxum – to increase

21 *potentia, ae, f. – power

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

23 *cupido, cupidinis, f. – greed, insatiable desire

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

25 *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 The word rebus refers to Atticus's prestige and moral actions described in Section 3 and the phrase in an allusion of irony.

2 adulescenti Caesar! The word Caesar here refers to Augustus.

3-4 cum... habere potestatem Here cum is concessive and means "although" or "despite the fact that." double dagger indicates non habere potestatem The nullus conditiōnis non habere potestatem... amounts to a strong affirmative: "he could have power over anybody—every condition..."

5-6 praepoetretus equis Rōmāni filiam generosarum nepos! The word generosarum means "of women of noble birth."

6-7 M. Antonius, triumvir rei publicae cōstituentis The three powerful men who emerged after the civil war between Julius Caesar and the Pompeii were Antony, Lepidus, and Octavian. In 43 BCE, and a great political union, they were appointed as a committee of three to reorganize the state, known as rei publicae cōstituentis. In this title, note the grammatical construction in a later of purpose.

7-8 Cuius gratia cum augere possessionēs posset suās The concessive relative refers to something or someone mentioned in the previous sentence and translates as a demonstrative or personal equivalent of "his," which refers to Antony.

8-9 in deprecandis... periculis aut incommodis Note here the grammatical 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 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 Atticus belonged. The knights were rather high in social standing, although they had lower 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.

Annulus, i, m. – ring

dos, dotis, f. – dowry

Agrippa: Salvē, Attice! Ene domi? Venio enim petitur ut filiam tuam uxorem mihi des.

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

Agrippa: Volō coniuſſus cum familiā optimi viri. Itaque, quamquam mihi licet aliās feminās divites petere, decrevi me malle 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: At ipse cupio filiam tuam nōn solum propter dotem, sed etiam propter virtutēs. Nam debet esse patri suō similis.

Atticus: My daughter is endowed indeed with the very best morals. You also seem 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, annulum 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).

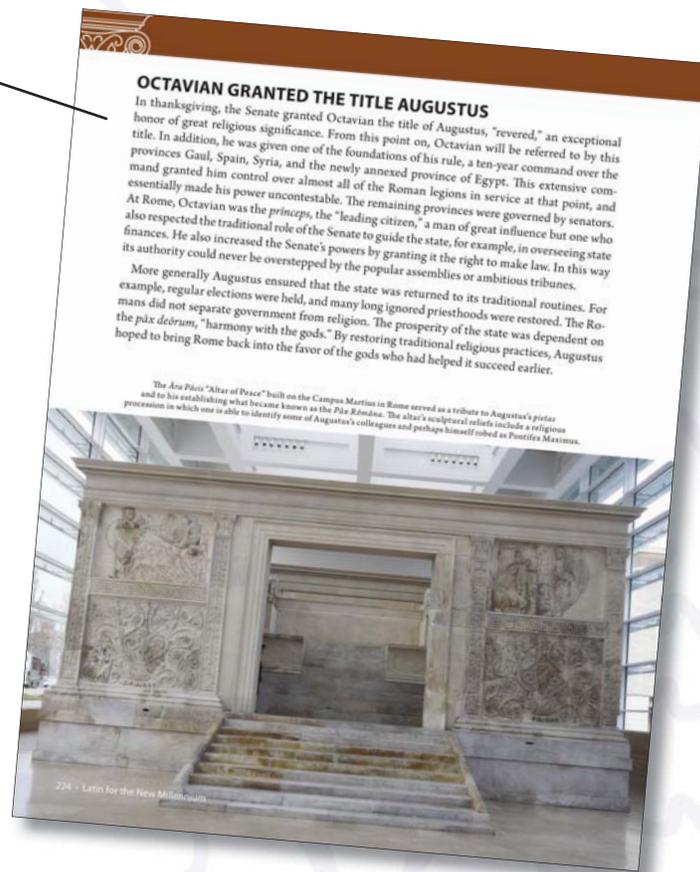
Additional Readings from Nepos's *Life of Atticus* • 405

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 *pūmicē 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 *saeculō*.

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
pūmicē, *pūmicis*, f. pumice stone
expolitō, *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"; *gaudēō*, *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!"
quisquis, **quidquid** whoever, whatever
 line 9: **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
saeculum, -i, n. age, generation; *saeculum* is the syncopated form of *saeculum*.
ūnō . . . saeculō: 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.



BY THE WAYS provide additional information or insight.

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

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 *sólus* or *únus*.

Hic, hic sunt in nostrò numerò . . . qui de huius urbis atque adò de orbis terrarum exitiò cògitant.
(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 *salútatum* 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/né* purpose clauses.

► **EXERCISE 2**

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

- In hóc orbis terrae sanctissimò gravissimòque cònsiliò sunt qui de nostrò omnium interitù cògitant.
- Nòndum vóce vulnerò illòs viròs qui ferrò trucidàri debent.
- Viri Rómànì reperti sunt qui me interfecerunt.
- Hic in senatù sunt ei qui de cònsulis exitiò cògitant.
- Viròs misì qui meam domum firmarent et múnirent.
- Helvétii Orgetorigem qui eàs res còncipiát deligunt.
- Belgae qui à cultù atque hùmanitàte pròvinciae longissimè absunt hòrum omnium fortissimì sunt.
- Nam unguentum dabò quod meae puellae dónarunt Veneris Cupidinésque.

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 to 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.

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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 *nō* ("not") and *ullus* ("any").
- Latin has three words for "kiss": *bāsum*, *ōsculum*, and *sūvium*. As was indicated on page 94, Catullus introduced the word *bāsum* 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 *sūvium* ("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.

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EXERCISE 1

- What word is the subject of *fissus erat* (line 65)?
- In line 65, what is the tense and voice of *dūserat*?
- In line 66, what is the mood and use for *feret*?
- What word modifies *domū* (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 *amicīs* 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	domū	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 duōs" inquit "nox perdet amatēs,
ē quibus illa fuit longā dignissima vitā;
110 nostra nocētis anima est. ego tē, miseranda, perēmī,
in loca plēna metūs qui iussi nocte venērēs
nec prior hūc vēni. 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: *pulsis, pulveris*, m. dust, sand
certus, -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, ferre, tuli, 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, ferōcis</i> courageous, arrogant	THIRD DECLENSION ADJECTIVE
<i>ferōcia</i> , -ae, f. courage, ferocity	FIRST DECLENSION NOUN
<i>feriō, ferire</i> to strike	FOURTH CONJUGATION VERB
<i>ferē, adū</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, tinsi, tinctum to wet, soak

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BY THE WAY
In line 108, *ūna duōs* 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, repire, repperi, repertum* to find, discover
ūna duōs: note the word order of *ūna duōs . . . nox . . . amatēs*.
perdō, perdere, perdidī, perditum to destroy, ruin

Line 109: *dignus*, -a, -um (+ *abl.*) worthy of; the ablative *longā . . . vitā* depends on *digna*.

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 *quisquam* 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 *duōs* in line 108.

Line 110: *nostra*: the meaning is singular, as it also is in line 112; translate "my."
nocētis, nocētis 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 **APOSTROPHY**.
miseror (1) to pity; translate "to be pitied."
perimō, perimere, perēmī, peremptum to kill

Line 111: *plēnus*, -a, -um (+ *gen.*) full of
metus, metūs, m. fear; *metūs* is genitive with *plēna*.
iubeō, iubēre, iussi, iussum to order; *iussi* is used here with the imperfect subjunctive *venērēs* without the expected *ut* to introduce an indirect command.

Line 112: *prior, prius*, *comp. adū*: prior, earlier
hūc, adū: here

Line 113: *divello, divellere, divulsi, divulsum* to tear apart, tear open, tear in two
scelerātus, -a, -um wicked, accused, 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 (*scelerāta*) 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.

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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*.

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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)
oratiōnem 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, patrum 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)
nescio, nescire, nescivi, nescitum + quis, quid to not know some, someone, something	

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 abutere, Catilina, patientiā 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 *defēderunt*; this form occurs regularly in poetry. The long *e* in –ere distinguishes the form from the infinitive.

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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.



STUDY TIP expands on the **LANGUAGE FACT** and suggests a way for students to apply the information to their Latin reading.

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 in that runs counter to the speaker's reassurances.

CHLOE'S MATURITY

HORACE ODES 1.23

Meter: Fourth Asclepiadean

1 Vītās inulēō mē similis, Chloē,
 quaerenti pavidam montibus aviis
 mātrem nōn sine vānō
 aurūrum et silvāe metū.

5 nam seu mōbilibus vēris inhorruit
 adventus foliis, seu viridēs rubum
 dimovēre lacertae,
 et corde et genibus tremūt.

atqui nōn ego tē tigris ut aspera
 10 Gaetulasse leō frangere persequor:
 tandem dēsine mātrem
 tempestiva 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 vita, -ae, f. "life" or with vivō, vivere, vixi, victum "to live."

Line 1: vitō (i) to avoid, shun
 in(n)ulēus, -i, m. fawn; inulēō is dative with similis.
 Chloē, Chloēs, f. Chloe, woman's name; the ae is not a diphthong in the name; rather, this is a two-syllable or bisyllabic word.

Line 2: pavidus, -a, -um frightened, terrified, trembling, fearful
 montibus: ablative of place where; in is frequently to be understood in poetry.
 aviis, -a, -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, potiri, potitus seem to gain possession of; *potiri* may take its object in the genitive case although it usually governs the ablative case.
spērō (1) to hope (for), Casticus, Dumnorix and Orgetorix serve as the subject of *spērō*. 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: *cōfirmō* in lines 6 and 14, *dēligō* in line 6, *persuadēō* 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 *cōnāretur*).
- 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 . . . suoque*) 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 rēbus*?
- What is the tense, voice, and form of *adducti* in line 1?
- In lines 2–4, what four infinitives are dependent on *cōstituerunt*?
- In line 4, what is the tense, voice, and mood of *suppetere*?
- In line 5, what is the case and use of *biontium*?
- What is the case and use of *lēge* in line 5?
- In line 7, what is the case and use of *Casticū*?

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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 agitātur ingēns
 pinus et celsae graviōre casū
 dēcīdunt turrēs ferūtque summōs
 fulgura montis.

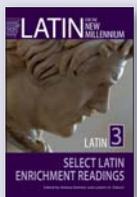


The great patron of the arts, Augustus's virtual minister for cultural affairs, Maecenas is honored by the Irish who erected this portrait bust in Coole Park, County Dubuigh. Coole Park was the home of Lady Augusta Gregory, the dramatist, who with W. B. Yeats and Edward Meryon founded the famous Abbey 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.

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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.



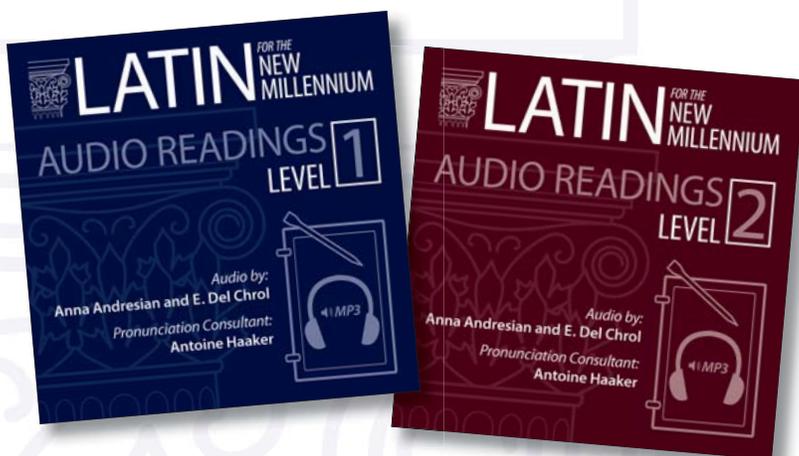
For LNM 3 enrichment, the authors provide additional selections from the classical authors and the two baroque poets in *Latin for the New Millennium Latin 3: Select Latin Enrichment Readings*.

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

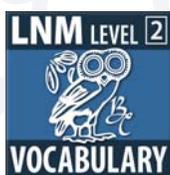
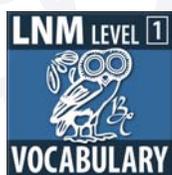


Audio recordings of each Latin chapter reading for *Latin for the New Millennium*, Levels 1 and 2. Master teachers and oral Latin enthusiasts Anna Andresian and Professor E. Del Chrol (Marshall University, West Virginia) provide a professionally recorded reading in the restored classical pronunciation 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>

gWhiz™



REVIEW LATIN VOCABULARY WITH APPS FROM GWHIZ MOBILE

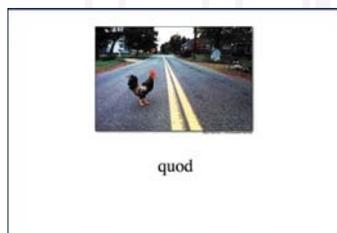
Review and master the literary-rich vocabulary from *Latin for the New Millennium*, Levels 1 and 2. Use as traditional flash cards quizzing from Latin to English or English to Latin, or explore other functions of the app, such as multiple choice drilling or memory games. Students file cards into “Know It” or “Study It” boxes and quiz themselves to test their progress. Vocabulary study has never been so easy or so convenient!

Each flash card contains (front) the Latin word, including principal parts for verbs and gender for nouns and (back) the English definition and part of speech.

App Features: Standard flash card drilling (Latin to English or English to Latin)
 • Multiple choice drilling • Memory game • Flash cards that can be filed into either the “Know It” box or the “Study It” box for future review • An interactive quiz feature that allows you to see the answers and get a score at the end

Bolchazy-Carducci Apps developed by gWhiz are available through the App StoreSM and function on any Apple device.

eyeVocab



eyeVocab maximizes state-of-the-art technology and revolutionizes second language vocabulary acquisition. Far more than an electronic flash card, **eyeVocab** uses “distinctive affective images in isolation” in combination with audio recitation and keyboard input so that students hardwire the new vocabulary in their memory. Students see the distinctive image with the Latin word and macrons below the image, hear it being pronounced according to macrons, and then they type the word out themselves as they subvocalize the word. **eyeVocab** utilizes the students’ visual, auditory, and tactile senses to facilitate mastery of the new vocabulary. Even a couple years later, students’ memory of a given word can be stimulated by mention of the image. Classes using **eyeVocab** for *LNM* 1 and 2, available for the language lab as well as for individuals, experience significant improvement in vocabulary retention.



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The eTextbook trend is progressing and Bolchazy-Carducci Publishers has added more eTextbook providers to offer a variety of eBook platforms for users. Bolchazy-Carducci textbooks are available through Google Play, MBS Direct Digital, Chegg, Follett, VitalSource Bookshelf, RedShelf, esco Books, and Adams Book Company. Each eBook platform offers a variety of tools to enhance the learning process.



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Online access through a browser	x	x	x	x	x	x	x
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Internet Explorer	x	x	x	x	x	x	x
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Firefox	x	x	x	x	x	x	x
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iPad/iPhone/iPod Touch	x	x		x		x	
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INTEGRATION SUPPORT							
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LTi 1.1 Support	x			x		x	x
LTi 2.0 Support	Announced			Announced		x	Planned
FORMAT SUPPORT							
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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
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TEACHER'S MANUALS



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

PAGE 71

• Publia, Cicero's ward whom he married after divorcing Terentia in 46 BCE. When Tullia died, he divorced her as well. Terentia is discussed below in the Teacher by the Way.

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 in 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, 3.1, 4.1

Oral Exercise 1



TEACHING TIP

If the students notice that the stem vowel *-e-* of the first conjugation is missing in the first person singular of the passive voice, explain that the original *-e-* 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.

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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: *Cūis rei es studiōsus?* "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, curō, isicia (sīcium, l. n. – hamburger) comedō, sūcum (sūcus, l. m. – juice) bibō, coquō, librum legō, lūdō, loquor, nāvīgō, rīdēdō, progredior, scribō, taceō

Sum studiōsus/a ambulandi, currendi, isicia comedendi, sūci bibendi, coquendi, libri legendi, lūdendi, loquendi, nāvīgandi, 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 quā rem faciendā id?* "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 aperīdō, bibō, cōnsilia capiō, amicōs conveniō, amicū vocō, dormiō, epistulam scribō, sarcinam inveniō, pugnō

Eō ad portam aperīendam, ad bibendum, ad cōnsilia capiendam, ad amicōs conveniendōs, ad amicū vocandū, ad dormiendum, ad epistulam scribendam, ad sarcinam inveniendam, ad pugnandū.

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.

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.



NEW
In
2nd Ed.

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 food items 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:

- *būbula* <carō>, *būbulae*, *f.* – beef
- *cerealia*, *cerealium*, *n. pl.* – cereal
- *cuppēdiae*, *cuppēdiarum*, *f. pl.* – candy
- *embamma* (*embammatis*, *n.*) *ex lycopersicis factum* – ketchup
- *gallinacea* <carō>, *gallinacea*, *f.* – chicken
- *hilla calēns*, *hillae calentis*, *f.* – hot dog
- *laganum*, *lagani*, *n.* – pancake
- *laganum ex ovīs*, *lagani ex ovīs*, *n.* – omelet
- *limonāta*, *limonātae*, *f./sūcus* (*sūci*, *m.*) *ex citris expressus* – lemonade
- *pāniculus*, *pāniculi*, *m.* – roll
- *perna*, *pernae*, *f.* – ham
- *piper*, *piperis*, *n.* – pepper
- *pretiola*, *pretiolae*, *f.* – pretzel
- *saccharum*, *sacchari*, *n.* – sugar
- *sāl*, *salis*, *n.* – salt
- *salgama*, *salgamorum*, *n. pl.* – pickle
- *sāvillum*, *sāvilli*, *n.* – cheese cake
- *scribita*, *scribitae*, *f.* – muffin
- *sināpi*, *sināpis*, *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-wādī al-kubrī* 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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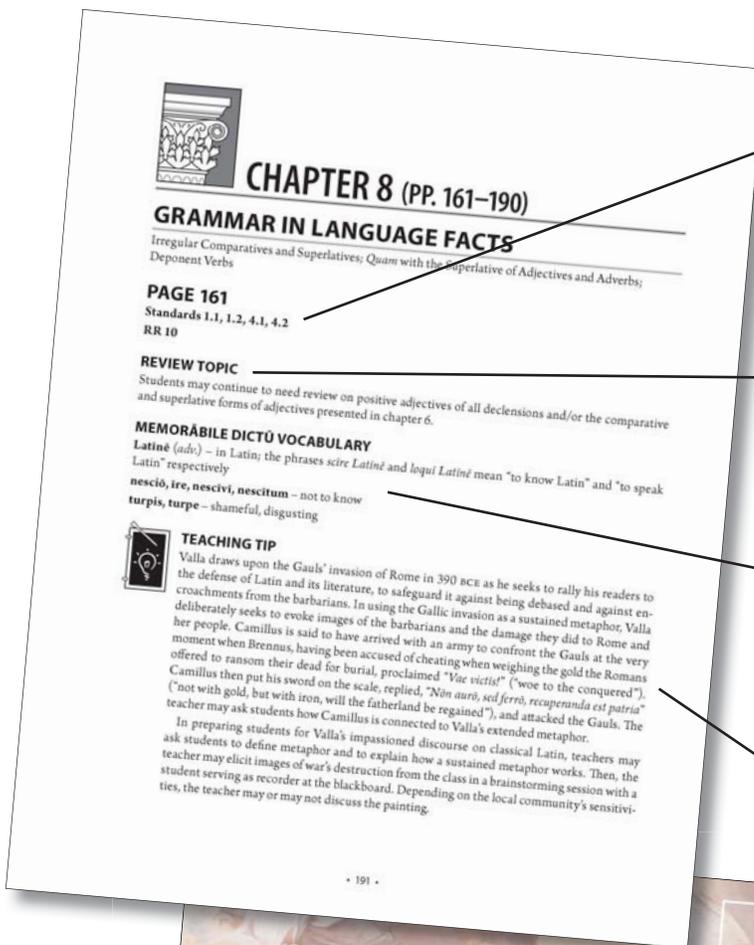


The Teacher's Manuals delineate correlations with the National Standards for Classical Language Learning. Additionally, the Teacher's Manuals provide correlations to the *LNM* student workbooks, the *LNM* mythology and history enrichment texts, and the aural-oral activities in the Teacher's Manuals.

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 **MEMORĀBILE 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 (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.

MEMORĀBILE DICTŪ VOCABULARY
Latīnē (*adv.*) – in Latin; the phrases *scire Latīnē* and *loqui Latīnē* mean “to know Latin” and “to speak Latin” respectively
nesciō, ire, nescivi, 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 her people. Camillus is said to have arrived with an army to confront the Gauls at the very 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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CHAPTER 8
Irregular Comparatives and Superlatives; *Quam* with the Superlative of Adjectives and Adverbs; Deponent Verbs

MEMORĀBILE 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.

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

DIGITAL RESOURCES FOR TEACHERS



The *Latin for the New Millennium* Teachers' Lounge provides a battery of resources and support for classroom teachers.

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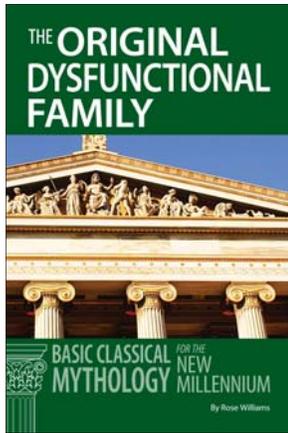
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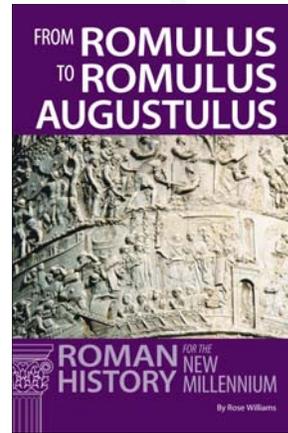
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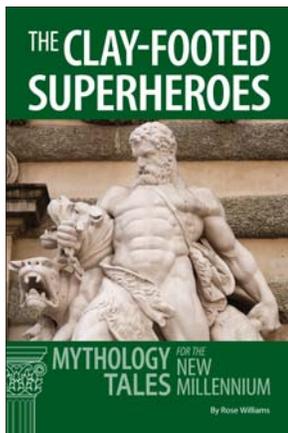
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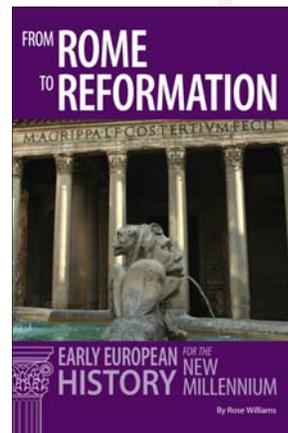
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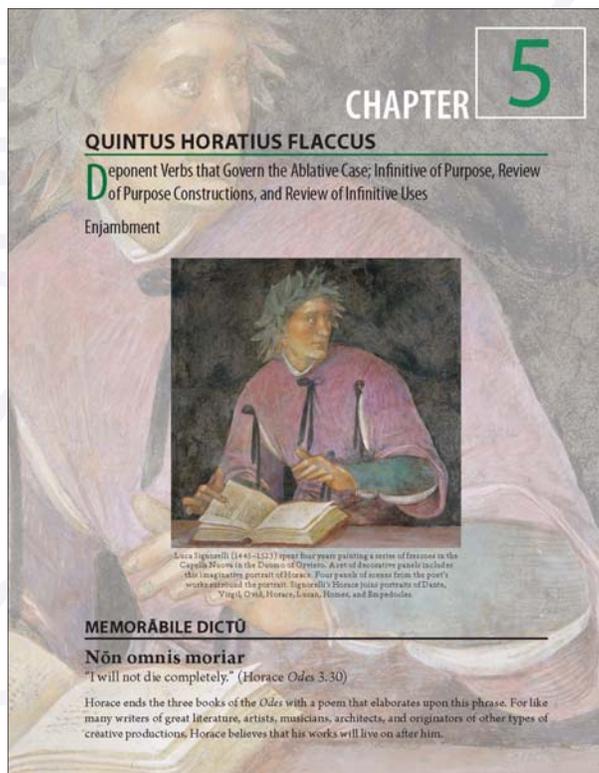
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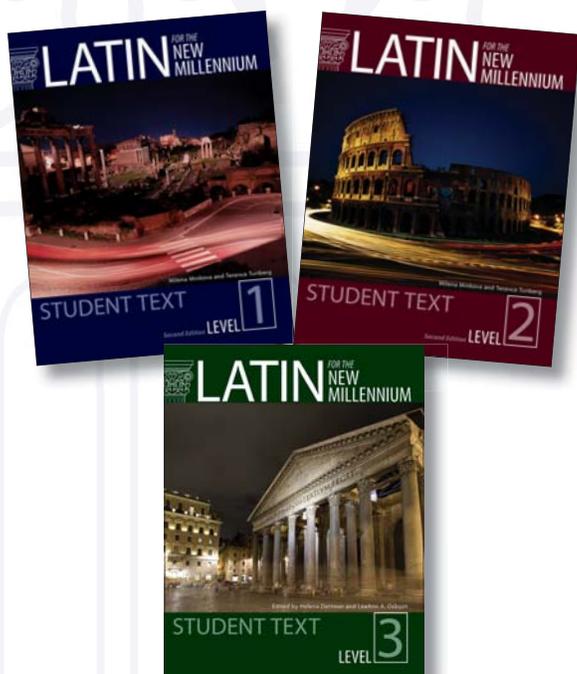
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