



LATIN FOR THE NEW MILLENNIUM



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LEVEL **2**

LATIN FOR THE NEW MILLENNIUM

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LATIN FOR THE NEW MILLENNIUM



STUDENT TEXT

LEVEL **2**

Milena Minkova and Terence Tunberg



Bolchazy-Carducci Publishers, Inc.
Mundelein, Illinois USA

Series Editor: LeaAnn A. Osburn

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Contributing Editors: Judith P. Hallett, Laurie Haight Keenan, Andrew Reinhard,
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Historical Timeline: Rose Williams

Cover Design & Typography: Adam Phillip Velez

Cover Illustration: Colosseum ©Bettmann/CORBIS

Other Illustrations: Photo Credits appear on pp. 551–554

Cartography: Mapping Specialists

Indexing: Michael Hendry

Proofreading: Gary Varney

**Latin for the New Millennium
Student Text, Level 2**

Milena Minkova and Terence Tunberg

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Bolchazy-Carducci Publishers, Inc.

1570 Baskin Road
Mundelein, Illinois 60060
www.bolchazy.com

Printed in the United States of America

2009

by Friesens

ISBN 978-0-86516-563-2

Library of Congress Cataloging-in-Publication Data

Minkova, Milena.

Latin for the new millennium : student text, level 1 / Milena Minkova and
Terence Tunberg.

p. cm.

Includes bibliographical references.

ISBN 978-0-86516-560-1 (v. 1 : hardbound : alk. paper) 1. Latin language--
Grammar. I. Tunberg, Terence. II. Title.

PA2087.5.M562 2008

478.2'421--dc22

2008014705



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FOREWORD

Latin for the New Millennium, Level 2, is just as *mīrābile vīsū* and *mīrābile doctū* as Level 1. All the strengths of LNM1 continue with LNM2. Every aspect of this book truly does take the study of Latin into the new millennium. This textbook series is not only student friendly but also teacher friendly.


The literary sections demonstrate the influence of the Latin language throughout the ages up to the current time (see p. xxvi for more on this important topic) and focus on real people facing real challenges. Students will find the stories interesting because of the diversity of the authors, time periods, and subject matter. Students will be able to relate the literary selections to their own lives (e.g., parental interference in the story of Heloise and Abelard), and to other subject areas (e.g., world history in the reading selections about Charlemagne and Christopher Columbus) and to current world events such as the crisis in the Mideast (e.g., in the Latin reading and English information about the Crusades). Essays by current practicing scholars in each review section further explore subjects that are relevant to life today, such as the development of the sciences from its ancient roots to its modern manifestation and Cicero's influence through the ages.

What an inspired choice to include the unadapted *Life of Atticus* by Cornelius Nepos! Students will certainly empathize with a friend torn between two other friends as Atticus was torn between Cicero and Antony. Likewise the emotions concerning an arranged marriage are sure to elicit strong student response.

The quote, labeled *memorābile dictū* at the beginning of each chapter, reinforces the diversity of the Latin language and the influence which Latin has exerted throughout the centuries up to the modern age. In this section, students will become familiar with authors such as Thomas More (Chapter 11) whom they will encounter in their history and English literature classes. This also allows the student and the teacher to connect Latin with other subject areas and to engage in cross-curricula discussions.

The grammar is explained at a good pace with a reasonable amount covered in each chapter. The explanations are clear and concise. They promote student success by building on the similarities with what the students have already learned. Study tips aid students in remembering the grammar and syntax. Then what makes the concept difficult to understand is pointed out in the "By the Way" section thus limiting student frustration by alerting them to what is difficult.

The exercises in each chapter are of varying levels of difficulty. Thus drills are available for students of different ability levels and each student's needs are met. In addition to exercises that test a student's mastery of forms, sentences and reading passages allow students to improve their reading comprehension. This same methodology characterizes the workbook which features similar kinds of exercises as well as additional Latin readings.



Every textbook raises student questions and inquiring minds need to know. The Teacher’s Manual teaching tips enable teachers to add depth to their instruction with suggestions that encourage higher level thinking skills. Teaching tips also lessen frustration for teachers and students by pointing out how to build on previously learned materials and the exceptions to the current lesson. In addition, excellent explanations address questions that students ask about Latin such as “How did Latin survive after the Roman Empire?” This enables the teacher to use class time wisely when answering and allows beginning as well as veteran teachers to enhance instruction. In addition, many teaching tips suggest techniques such as TPR (Total Physical Response) that have proven successful in many language classrooms. This allows students to develop language skills that they can apply to learning any world language.

The general vocabulary words, which are used over and over again, are starred in each chapter alerting students to which words are needed for mastery. English derivatives from the Latin vocabulary words are used in English sentences in *Latin for the New Millennium*. The students have to analyze the context of the sentence while finding the English words derived from the Latin vocabulary words, thereby encouraging higher level thinking skills. Having students write the Latin word as well as the derivative enables the students to store the words in their long term memory and better prepares them for the vocabulary encountered on standardized tests as well as academic competitions. A special feature called “Take Note” provides unique background about certain words, sometimes about their technical use and other times—as with *pecus* and *virtus*—about the evolution of the word’s meaning. These notes, like the Latin reading passages, promote cross-curricular discussion.

One of the distinctive characteristics of *Latin for the New Millennium* is the emphasis on conversational Latin. The conversational Latin dialogues reinforce the chapters’ grammar forms and vocabulary, thus improving the student’s comprehension. By providing oral and aural language learning training, the text prepares students to learn modern languages while improving their mastery of the Latin language.

Teachers today not only have to teach, they have to document that they have adhered to the national standards in teaching their subject. By including national standards correlations to all the aspects of this series, *Latin for the New Millennium* easily allows teachers to teach and to fulfill all the demands made on them in writing and implementing standards-based lesson plans and providing individualized student instruction. Students benefit when teachers’ energies focus on maximizing classroom instruction and interaction with students.

The series also encourages the incorporation of technology on a daily basis in the classroom, another demand of the new millennium. The resources at the *Latin for the New Millennium* website provide a constant stream of teaching and learning ideas for classroom activities and student assessments. They also provide teachers with a means to publish student work online in the Student Project Gallery. Students and teachers are encouraged to join eClassics, to play *Carpe Praedam*, and to listen to MP3 recordings of the Latin readings. A dedicated Quia test bank provides teachers and students with quiz, test, and review options with instant feedback. Electronic flash cards allow students to learn their vocabulary with their iPods while traveling to school.



As with Level 1, a review section follows every three chapters. A set of review exercises reinforces mastery. The mythology essays introduce the major classical heroes and their stories while a background essay discusses a major topic of the post-ancient world such as the medieval university. Throughout the text, vibrant full color illustrations with captions that instruct enrich the lessons and show the ongoing influence of the Romans and their descendants. Essays by current scholars reveal how practices, customs, thoughts, and words from previous eras have taken root in modern society. This multidisciplinary approach is a boon to understanding Latin's place at the center of the history of ideas in the western world.

Latin for the New Millennium, Level 2, pulls together the genius and creativity of the authors along with other classical scholars and teachers throughout our great country to provide materials that will carry the importance of learning Latin well into the next century. They all deserve our greatest thanks.

DAWN LAFON
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PREFACE

Learning Latin helps you learn English and other languages better, and, perhaps even more importantly, it offers you the linguistic key to the thoughts that shaped European (and therefore American) culture from the Romans to the age of the scientific revolution in early modern times. Latin was the language the leading minds of the West used to express themselves and to record their ideas in permanent, classical form for a long time after the disappearance of the ancient Western Roman Empire (see p. xxvi for more on this important topic). In this book you will learn each step of the language by using it. Doing is learning!

CHAPTER COMPONENTS

READING PASSAGES

Each chapter begins with a reading passage well supplied with notes that help you understand all elements you have not seen previously. You meet these new elements by reading them first and by seeing them in context. Often you do not need an explanation to understand how they function, because they are surrounded by everything you already know and they naturally fit into the context. The reading notes feature an alphabetical listing of the vocabulary words you have not yet learned and those words that you will need to learn later in the chapter are marked with an asterisk.

These reading passages are adapted from real works of Latin literature, and they are placed in chronological order. So, as you complete each chapter, you follow the story of Latin as a literary language and the people who used it during the Middle Ages, Renaissance, and early modern period. In the process you learn about the culture and the periods of time in which the featured reading of each chapter was produced.

LANGUAGE FACTS AND EXERCISES

In the body of each chapter you will find simple explanations of the language facts used in the chapter reading, along with many exercises that allow you to apply all the elements you are learning. By doing all the exercises in each chapter and in the student workbook, you will not only be reading and writing Latin, you'll be speaking it too! Many of these exercises involve oral exchange with the instructor and with other students. A person who gains an active facility in any language, in addition to a reading ability, is more likely to progress quickly to a deep understanding of the language and the works written in it. If you can speak and write in a language, you will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. In this book you will build on this active oral facility begun in Level 1 as a basic part of learning the language.

CONVERSATIONAL LATIN AND NEPOS' LIFE OF ATTICUS

Near the end of each chapter you will find a Latin dialogue in which the modern students you met in Level 1 discuss in Latin situations encountered in modern life. By the end of each dialogue these characters introduce you to reading an unadapted piece of Latin from the *Life of Atticus* (Cicero's best friend) by Cornelius Nepos, who knew both Atticus and Cicero in person. These passages are completely unadapted, and they are equipped with both vocabulary words that you have not been required to learn and with notes that help you understand all new features. The vocabulary words and reading notes are in two columns by line number.

ADDITIONAL FEATURES

In each chapter you will also find many other things that will help you learn and enjoy Latin.

- **Memorabile Dictū** A famous saying labeled with this Latin phrase begins each chapter. The Latin saying is often so well known that it has become a proverb in many languages. Learning each famous saying will increase your understanding not just of Latin, but also of the thoughts and ideas which were important in the Middle Ages and the Renaissance and which have continued to play a role in modern life.
- **Study Tips** Each chapter contains rhymes, mnemonic devices, and tips that will help you master Latin.
- **By the Way** In each chapter this phrase appears to alert you to some additional information that is being presented or to an additional explanation of something that is difficult.
- **Illustrations** The text is richly illustrated with images that both complement and enhance the text. Illustrations of archaeological and historical sites, of the writers and places associated with their lives, and of artworks connected to the stories stimulate visual learning. The captions for these illustrations provide additional information about the writers and their cultural context.
- **Take Note** In the chapter reading vocabulary, words marked with a double dagger are explained with additional details (linguistic, cultural, or historical) in a Take Note section that immediately follows.

REVIEW COMPONENTS

At the end of each set of three chapters a review contains various components.

VOCABULARY TO KNOW

The Vocabulary to Learn from each of the three preceding chapters is put together to form a complete list of these words. This list is called Vocabulary to Know and is an excellent way to study the cumulative vocabulary for each set of chapters.

EXERCISES

Here you will see many new exercises that will help you review the material in each unit. Often an additional reading passage in Latin will be found among the exercises and this passage will offer more information about the time period being studied and will help you understand Latin literature and its heritage today.



CLASSICAL MYTHOLOGY

This section is titled Considering the Classical Heroes. It includes in English some of the principal stories about the Greek and Roman heroes and is followed by a passage in Latin that supplies some additional information on the same topic. These stories provide some of the main themes for literature and art from classical to modern times.

ASPECTS OF MEDIEVAL, RENAISSANCE, AND EARLY MODERN LIFE

In this section, entitled Connecting with the Post-Ancient World, you will read in English about some important aspect of the history of western European culture in which Latin played a vital role.

EXPLORING THE INFLUENCE OF LATIN ON MODERN LIFE

Here you will find an essay in English on how Latin has influenced modern times. Each of these essays has been written by a university scholar with special expertise in this field of study.

MĪRĀBILE AUDĪTŪ

The final component in each review section is a list of Latin quotations, mottoes, phrases, or abbreviations used in English. These sayings relate to one of the unit topics.

COMPONENTS IN ADDITIONAL READINGS FROM NEPOS' LIFE OF ATTICUS

UNADAPTED READINGS

Following Chapter Fifteen, you will find ten sections which are entirely devoted to segments from the *Life of Atticus* by Cornelius Nepos. On the page facing each Latin section, there are copious notes, both vocabulary notes and reading notes. The two types of notes are arranged in a two-column format which will allow you to read across both pages and often see in one horizontal line the vocabulary words with their definition, the information presented in the reading note, and the line of Latin text. This format has been specially designed to aid students in making the transition from their Latin I and II textbooks to the reading of continuous, unadapted Latin text.

VOCABULARY TO LEARN AND EXERCISES

Each segment of Latin is followed by vocabulary to learn and exercises that give you valuable practice in some fundamental grammatical constructions and also help you to understand the readings more thoroughly by actually using Latin.

Each author of this book has written different sections of the textbook but both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M.M. and T.T.
2009

Visit www.lnm.bolchazy.com to see the electronic resources that accompany *Latin for the New Millennium*.



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Sherrilyn Martin was named Illinois Latin Teacher of the Year in 1993, was a recipient of the Lt. Governor's Award for Foreign Language Teaching in 2001, and was named a Claes Nobel Teacher of Distinction in 2007. She is a past president of the Illinois Classical Conference and is active in the Rockford Society of the Archaeological Institute of America. Martin spent a year in independent study at the University of Thessaloniki, Greece.



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After teaching at UNC-Greensboro and Duke University, Mary Pendergraft began teaching classics full-time at Wake Forest. Pendergraft is a former President of the North Carolina Classical Association and participated in the focus group that wrote the North Carolina Standard Course of Study for Latin.

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John Traupman is professor emeritus from St. Joseph's University in Philadelphia where he taught for thirty-eight years. Among his many awards, Traupman received the Distinguished Teaching Award from St. Joseph's University in 1982, a certificate of appreciation from the Pennsylvania Department of Education in 1990, and the Special Award from the Classical Association of the Atlantic States in 1996. Traupman is especially well-known as the author of *Conversational Latin* and *The New College Latin and English Dictionary*.

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Jeremy Walker has taught Latin at Crown Point High School in Crown Point, Indiana since 1995. He has served as the Co-Chair of the Indiana Junior Classical League and Membership and Public Relations Chair of the National Junior Classical League. In addition to studying in Italy at the Intercollegiate Center for Classical Studies and in Greece at the American School for Classical Studies, he was president of the Indiana Classical Conference. In 2003, Walker was recognized as the Latin Teacher of the Year in Indiana, and in 2004 was recognized by the Indiana State Teachers Association as a Torch of Knowledge Recipient.

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Lanetta Warrenburg taught high school English and Latin for thirty-three years at schools in Indiana and Illinois. Her last twenty-four years of teaching Latin were at Elgin High School in Elgin, Illinois. While teaching Latin there, she served as the Illinois Classical Conference chairperson for Chicago Classics Day, as co-chair for the Illinois Certamen League since 1993, and as state chair for the Illinois Junior Classical League from 1999–2001. Warrenburg was honored as the Illinois Latin Teacher of the Year in 2001, was president of the Chicago Classical Club from 2005–2007, and received the Illinois Classical Conference Lifetime Achievement Award in 2008.



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Cynthia White is the Director of the Undergraduate Latin Program and supervises teacher training and K–12 Latin Teacher Certification at the University of Arizona. She regularly teaches at the *Istituto Internazionale di Studi Classici di Orvieto*, the Classics Department’s Study Abroad Program in Orvieto, Italy and has studied in Rome with the Papal Latinist Reginald Foster, O.D.C.

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In addition to postgraduate work in Latin and Humanities at the University of Dallas and the University of Texas at Arlington, on a Rockefeller Grant Rose Williams did research at the Bodleian Library, Oxford University in England and at the University of Pisa. She taught Latin for over thirty years at both high school and university levels in Texas and is now the author of more than ten books about the Classics.

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After teaching Latin at Carmel High School, Donna Wright currently teaches at both Lawrence North and Lawrence Central High Schools in Indianapolis, Indiana. She has been an active member of the Indiana Classical Conference, being named Creative Latin Teacher of the Year in 1976. She has also been active in the American Classical League, sponsoring a JCL chapter, and leading Italy trips for nearly twenty years. Wright also served as an officer, speaker, and board member of Pompeiiana, Inc.

PILOT TEACHER

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Craig Bebergal has taught Latin for seven years, three of which have been at his current position at the Florida State University School where he teaches Latin I–AP to eighth through twelfth graders. He has also taught as an adjunct professor for Florida Atlantic University’s College of Education. Bebergal is currently serving as co-chair of the Florida JCL speech and costume committee while working on a PhD in Humanities with a concentration in Latin Literature.



INTRODUCTION

To say that Latin literature did not end with the Romans would be an understatement. In fact the Roman contribution to Latin, however fundamental, is a mere beginning. The amount of surviving Latin literature written in Europe since the collapse of the Western Roman Empire in the late fifth century CE is almost inconceivably larger than the surviving corpus of literature left by the Romans themselves.

This heritage of post-Roman Latin literature was anything but a sterile idiom reserved for a few reclusive monks. The very pulse of western European civilization, as it developed through the Middle Ages and the Renaissance, moved primarily to the rhythms of Latin prose and poetry.

The language of Caesar and Cicero performed new functions and came to be used in ways unimagined by the ancient Romans. Latin became the vehicle for sciences as refined as ballistics and hydrodynamics. Latin exclusively provided the academic and philosophical vocabulary for the expression of Europe's most sophisticated thoughts. Latin was the language in which fundamental concepts, such as gravity and the heliocentric solar system, received their first coherent expression. Latin, along with some revived terms from ancient Greek, supplied the language of botany and zoology. Latin was the international language of cartography, geography, history, and ethnography, the sciences through which the discoveries of Renaissance explorers gradually became part of the consciousness of European civilization. Latin, and not any of the nascent national tongues, was the primary linguistic vehicle for all of this before about 1750 CE.

But medieval and Renaissance Latin was not merely the language of scholars, scientists, and philosophers; it also produced poetry, letters, satire, fiction, and many other genres—including works widely recognized as monuments and masterpieces of world literature, ranging from the stories of the Venerable Bede and the *Carmina Burāna* to Thomas More's *Ūtopia* and Erasmus' *Praise of Folly*. Even as the language of creative literature, Latin still rivaled the vernacular tongues in the Renaissance.

This international and multicultural role of Latin was in some ways already anticipated in the literature of the Roman Empire, when the peoples of the Roman provinces, especially in the West, began using Latin and not their native tongues as their means of literary expression. Thus Petronius and Seneca, who were from Spain, wrote in Latin just as the African Apuleius also produced his literary work in Latin. This multicultural role for Latin was even more pronounced in the Middle Ages and Renaissance, when Latin served as an international language and a vehicle for a literary tradition which eventually extended even to the New World. Moreover, in the Middle Ages and Renaissance Latin was no longer anyone's native tongue, and this long-lasting phenomenon of the Latin language, based on stable written sources rather than fluid popular usage, supporting such a vast, varied, and dynamic literature from about 450 CE to about 1750 CE is arguably more distinctive and significant than any literature produced by people who wrote in their native tongue.



The existence of Latin curricula in the secondary schools is often defended because Latin offers access to the origins of western civilization. The literary heritage of the Romans is certainly fundamental. But the Latin literature produced after the time of the ancient Romans is no less central to our culture, language, and institutions than the literature of the ancient Romans. If “cultural literacy” is one of the goals of our education, teachers of Latin should think seriously about broadening their perspective and consistently exploiting post-antique as well as Roman Latin.

Latin helps students build vocabulary and verbal skills in English and modern languages. Students who have taken Latin in secondary school typically earn higher verbal scores in college entrance exams than their peers who never studied Latin. However, Latin could offer even more linguistic resources and verbal power if more attention were paid to post-antique Latin in secondary school curricula. Medieval Latin lies at the basis of nearly the whole spectrum of the vocabulary for modern universities, degrees, and academic institutions (and this includes basic English words, such as “faculty,” “dean,” “chancellor,” “graduate,” etc.). Medieval and Renaissance Latin is the source for our terminology for telling time (the Romans had no mechanical clocks). The list of our word debts to post-Roman Latin would embrace physics, astronomy, botany, and many other sciences, not to mention such disciplines as philosophy and law.

Yet Latin is typically taught, and Latin teachers are typically prepared, in a way that assumes that Latin is only about the ancient Romans—and not even the entire Roman tradition (since most of Roman literature produced after about 120 CE has little place in canonical curricula). What other literary and linguistic discipline focuses so exclusively on its origins alone? It is time for a change. Both teachers and students of Latin should make the most of what the Latin tradition actually has to offer. In the long run, the place of Latin in our educational system will be more secure, if such a broadening of perspective can be achieved. Some idea of the immense contributions to our culture made by Latin after the time of the Romans, and selected readings of some of the astoundingly rich post-Roman Latin literature, should be a basic part of the teaching of Latin today at all levels. In *Latin for the New Millennium*, Level 2, we have endeavored to provide teachers and students, who are still learning the fundamentals of the Latin language, with the readings and cultural information that will help to add this wider and richer perspective to the Latin classroom.

This wider perspective added by Level 2 is in no way inconsistent with standard placement tests and activities commonly employed by Latin teachers today. In LNM Level 2 the Vocabulary to Learn is composed of a selection of words most commonly employed in such authors as Cicero and Virgil. These words remain common throughout the entire Latin tradition, and our reading selections consistently highlight this vocabulary. LNM Level 1 is filled to the brim with information on Roman authors, Roman culture, and Roman history. More information on things Roman is offered in LNM Level 2, both in the notes to each chapter, and in the concluding part of each chapter, where the reader will find unadapted readings from the *Life of Atticus* by Cornelius Nepos, a contemporary of Cicero.

Latin teaching in the new millennium should take full account of the fact that Latin literature is a phenomenon spanning the millennia.

POST-ANCIENT EUROPE



Oceanus Atlanticus

LUSITANIA

HISPANIA

GALLIA

HELVETIA

ITALIA

AFRICA

Gaditanum Fretum

SICILIA

Mare

HIBERNIA

ANGLIA

BATAVIA

DANIA

SUECIA

POLONIA

BORUSIA

GERMANIA

BELGICA

TZECHIA

AUSTRIA

PANNONIA

ALPES MONTES

CROATIA

DALMATIA ILLYRICUM

PROVINCIA

FLORENTIA

MARE ADRIATICUM

NEAPOLIS

VESUVIUS MONS

CARTHAGO

UPSALA

BERGA

NORVEGIA

LUNDA GOTHORUM

HAFNIA

FROMBORK

TORUNUM

DELFTA

ROTTERDAMUM

BRUXELLAE

LOYANIUM

AQUISGRANUM

ARGENTOLIUM

LUTETIA PARISIORUM

TUBINGA

STUTGARDIA

BASILEA

BADENIA-VIRTEMBERGA

PRAGA

CRACOVIA

CLAROMONS

GRADECIUM

PATAVIUM

FERRARA

MUTINA

BONONIA

PISAE

ROMA

NOMENTUM

ALBA LONGA

MATRITUM

TOLETUM

BARCINO

CORDUBA

GRANATA

HISPALIS

SYRACUSA



SCYTHIA

CAUCASUS

COLCHIS

Pontus Euxinus

ASIA

Constantinopolis

ASIA MINOR

SYRIA

Castellum equitum

PHOENICIA

Tyrus

Hierosolyma

Alexandrèa

AEGYPTUS

MACEDONIA

EPIRUS

ITHACA

GRAECIA

Olympiis

Sparta

Thèbae

Athènae

CRËTA

Cyrènè

Internum

SAMOS

Olympus Mòns

Troia

CHAPTER

1

First Conjugation Verbs: Present Active and Passive Subjunctive;
The Subjunctive Mood; Volitive and Optative Subjunctive;
Present Subjunctive of *Sum* and *Possum*

Englishman John White based his depiction of a female Pict on his encounter with Native Americans while serving as illustrator for Sir Walter Raleigh's expeditions in Virginia.

MEMORĀBILE DICTŪ

Nēmō mē impūne lacessit.

“Nobody provokes me with impunity.”

A Royal Scottish motto which is inscribed on Scottish pound coins. According to an ancient legend, an enemy soldier attacking Scottish territory stepped on a thistle and shouted in pain.

READING

Even after the Roman Empire disappeared in Western Europe, Latin remained the language of educated people throughout the continent. Yet the language spoken by those lacking education during the Roman Empire evolved into other tongues, direct ancestors of what would eventually become the national languages in various western European countries: they are known as “vernacular” languages, from the Latin word for homeborn slaves.

In Britain Anglo-Saxons were among the very earliest non-Romans to begin writing texts in their native tongue, in this case Old English. However, as was the case elsewhere, the educated classes in Anglo-Saxon Britain who were either clerics or monks wrote in Latin. It was their use of Latin which ensured that the British Isles would remain culturally a part of Western Europe, where Latin played a major role.

By far the most famous Latin author of Anglo-Saxon England is Bede, known as “the venerable” because of the great veneration he received from later medieval writers. Bede (ca. 673–735) was a lover of learning, and avidly studied all of the earlier Latin texts he could find. He is best known today for his contributions to the fields of biography and history and for his *Historia ecclesiastica gentis Anglōrum* (*Ecclesiastical History of the People of the Angles*). This work serves not only as a remarkable historical source for early medieval Britain, but is also noteworthy for its colorful narratives and vivid character sketches. It begins in 55 BCE, when Julius Caesar first set foot on British soil. Bede’s simple and clear Latin follows established rules of grammar from classical times.

DĒ BRITANNIĀ

1 Īnsula Britannia ab Eurōpā marī sēpārātur; ā merīdiē Galliam Belgicam
habet, ā tergō ōceanum ĩnfīnītum. Arborum, pōmōrum, animālium
est plēna. Piscibus abundat: capiuntur etiam ibi delphīnēs et bālaenae.
Inveniuntur quoque ostreae, in quibus sunt pulchrae margarītae. Terra
5 multa metalla gignit: aes, ferrum, plumbum, argentum. Īnsula in parte
septentriōnālī mundī iacet et aestāte noctēs lūcidās habet. Ita mediō
noctis tempore hominēs prō certō nōn habent esse noctem.

Incolae Britanniae erant Britonēs, ā quibus nōmen ĩnsulae est datum.
Posteā Pictōrum gēns ex Scythiā per ōceanum nāvibus vēnit
10 ad ĩnsulam Hiberniam, quae prope Britanniam est sita. Pictī in illā
ĩnsulā habitāre dēcrēvērunt, sed Scottī, quī eō tempore in Hiberniā
habitābant, eīs dīxērunt: “Haec ĩnsula est parva: et nōs et vōs tenēre
nōn poterit. Cōsīlium tamen bonum vōbīs dabimus. Scīmus ad ortum

sōlis nōn procul ā nostrā aliam īnsulam esse, cūius lītora diēbus
 15 lūcidīs aspicere solēmus. Ad eam īnsulam nāvīgētis et eam occupētis!”
 Itaque Pictī partēs Britanniae septentrionālēs occupāvērunt. Nam ad
 merīdiem Britonēs habitābant. Pictī, quī uxōrēs nōn habēbant, fēminās
 ā Scottīs petivērunt. Scottī hoc respondērunt: “Uxōrēs vōbīs dabuntur,
 sed prōmittere dēbētis vōs nōn rēgēs, sed rēgīnās esse habitūrōs.” Hic
 20 mōs etiam hodiē apud eōs manet.

READING VOCABULARY

aes, aeris, n. – bronze

aestās, aestātis, f. – summer (*aestāte* “in the summer”)

argentum, ī, n. – silver

*aspiciō, ere, aspexi, aspectum – to look at, catch a
 glimpse of

bālaena, ae, f. – whale

Britannia, ae, f. – Britain

Britō, Britonis, m. – Briton

*cōnsilium, ī, n. – advice‡

delphīn, delphīnis, m. – dolphin

*et . . . et . . . – both . . . and . . .

Eurōpa, ae, f. – Europe

ferrum, ī, n. – iron

Gallia Belgica, ae, f. – Belgium

*gēns, gentis, f. – tribe, population

*gignō, ere, genuī, genitum – to produce, give birth

Hibernia, ae, f. – Ireland

*hodiē (adv.) – today

*incola, ae, m. – inhabitant

īfinītus, a, um – infinite, immense

*īnsula, ae, f. – island

*inveniō, ire, invēnī, inventum – to come upon, find

lūcidus, a, um – bright, clear

medius, a, um – middle

margarīta, ae, f. – pearl

*merīdiēs, merīdiēi, m. – south, midday

metallum, ī, n. – metal

*mōs, mōris, m. – custom, habit, pl. morals

*mundus, ī, m. – world

nāvīgētis (present active subjunctive) – you (pl.)
 should sail

occupētis (present active subjunctive) – you (pl.)
 should occupy

*occupō, āre, āvi, ātum – to occupy

ōceanus, ī, m. – ocean

*ortus, ortūs, m. – raising, beginning, origin
 ortus sōlis – east

ostrea, ae, f. – oyster

Pictus, ī, m. – Pict‡

*piscis, piscis, m. – fish

plumbum, ī, n. – lead

*procul (adv.) – far, far away

*prōmittō, ere, prōmisi, prōmissum – to promise

Scottus, ī, m. – Scot

Scythia, ae, f. – Scythia‡

*septentrionālis, septentrionāle – northern

*situs, a, um – situated, located

*sōl, sōlis, m. – sun

tergum, ī, n. – back

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

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



TAKE NOTE

cōnsilium, ī In this context, *cōnsilium* means “advice;” in other contexts you have already learned that this word means “plan.”

Pictus, ī The Picts’ name literally means “a painted one,” because of the custom of painting faces.

Scythia Today this is a territory in southern Russia.

COMPREHENSION QUESTIONS

1. Where did the Britons and the Scots live?
2. What is the route of the Picts described in the passage above? Where did they finally settle and why?
3. What was the agreement finally made between the Scots and the Picts?

LANGUAGE FACT I

FIRST CONJUGATION VERBS: PRESENT ACTIVE AND PASSIVE SUBJUNCTIVE

In the chapter reading passage you notice two new forms which belong to verbs you already know. When the Scots want to send the Picts away from Ireland to Britain on account of the small size of their island, they give them this advice:

Ad eam insulam nāvigētis et eam occupētis!

“You should sail to that island and you should occupy it!”

The forms *nāvigētis* and *occupētis* are clearly second person plural (as you can guess from the ending *-tis*), but they are different from the well-known present active indicative forms *nāvigātis* and *occupātis*.

Nāvigētis and *occupētis* are present active subjunctive.

The present subjunctive of the first conjugation (to which both *nāvigō* and *occupō* belong) is formed by subtracting the stem vowel *-a-*, substituting in its place the vowel *-e-*, and attaching the verb endings.

First Conjugation: Present Active Subjunctive

	Singular	Plural
First person	parem	parēmus
Second person	parēs	parētis
Third person	paret	parent



First Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	parer	parēmur
Second person	parēris	parēmini
Third person	parētur	parentur

There are many different ways to translate the subjunctive and you will learn about some of them in the next section.

► EXERCISE 1

Change the indicative verbs into the subjunctive keeping the same person, number, tense, and voice.

Example: nāvīgō nāvigem

- | | |
|----------------|--------------|
| 1. aestimātur | 7. occultās |
| 2. cōgitant | 8. pugnat |
| 3. dēvastantur | 9. sānāmus |
| 4. exspectāris | 10. servātis |
| 5. firmāmur | 11. temptor |
| 6. liberantur | |

VOCABULARY TO LEARN

NOUNS

cōsiliū, ī, n. – advice
 gēns, gentis, f. – tribe, population
 incola, ae, m. – inhabitant
 īnsula, ae, f. – island
 merīdiēs, merīdiēi, m. – south, midday
 mōs, mōris, m. – custom, habit, pl. morals
 mundus, ī, m. – world
 ortus, ortūs, m. – rising, beginning, origin
 ortus sōlis – east
 piscis, piscis, m. – fish
 sōl, sōlis, m. – sun

ADJECTIVES

septentriōnālis, septentriōnāle – northern
 situs, a, um – situated, located

VERBS

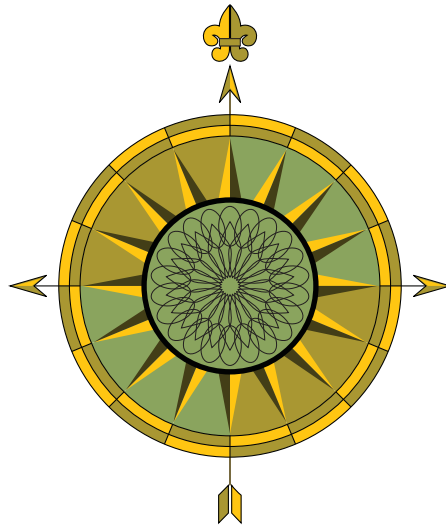
aspiciō, ere, aspexī, aspectum – to look at, catch a glimpse of
 gignō, ere, genuī, genitum – to produce, give birth
 inveniō, ire, invēnī, inventum – to come upon, find
 occupō, āre, āvī, ātum – to occupy
 prōmittō, ere, prōmisī, prōmissum – to promise

ADVERBS

hodiē – today
 nē – negative particle with the subjunctive
 procul – far, far away
 utinam – I wish that, if only (a particle of wishing)

CONJUNCTIONS

et ... et ... – both ... and ...



Bede describes the island of Britain making references to the directions indicated on the points of a compass. Cite the specific Latin words from the Vocabulary to Learn which relate to the compass.

► EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word. Some of the sentences may contain more than one derivative.

1. There were no occupants in the building.
2. It is time to seek counsel.
3. Our home is totally heated by solar power.
4. Let us consider the moral aspect of this story.
5. I think that the telephone is one of the greatest inventions of our time.
6. Every day we must deal with the mundane affairs of ordinary life.
7. During the trip, we visited some archaeological sites.
8. The new findings of genetics are very promising for humanity.
9. He is a real gentleman.
10. The Office of Insular Affairs manages the United States Virgin Islands, Guam, and some other islands.



BY THE WAY

In some of its forms, the present subjunctive of the first conjugation resembles the present indicative of the second conjugation and the future indicative of the third conjugation. So be careful when you see a verb whose ending includes the vowel *-e-*, which may be a

present active subjunctive like *parēs* – “you should prepare”

present active indicative like *tenēs* – “you hold”

future active indicative like *colēs* – “you will worship”

Knowing your principal parts is critical for making these distinctions.

THE BRITISH ISLES



► EXERCISE 3

Identify each of the following forms as present subjunctive (first conjugation), present indicative (second conjugation), or future indicative (third conjugation).

Example: ambulet, ardet, aget
ambulet present subjunctive
ardet present indicative
aget future indicative

1. dēlēmus, dēlectem, dīcēmus
2. dētis, dolētis, discēdētis
3. movēmur, mūtēmur, mittēmur
4. petēs, possidēs, putēs
5. rogent, respondent, relinquent
6. temptētur, timētur, tangētur
7. vincentur, vulnerentur, videntur

LANGUAGE FACT II

THE SUBJUNCTIVE MOOD

Until now, you have learned two verb moods: indicative and imperative. The mood shows how the action of the verb is related to reality. The indicative shows the action as real, the imperative as ordered.

Legō librum. “I read a book.” (indicative)

Lege librum. “Read the book!” (imperative)

The subjunctive in a main clause usually shows the action as desirable or possible. In addition the subjunctive has several specific meanings in a main clause and especially in subordinate clauses that you will learn later in this book.

Look at the following examples.

Nāvigātis. “You (pl.) sail.” Indicative: a real action.

Nāvigāte. “You (pl.) sail!” Imperative: an order.

Nāvigētis. “You (pl.) should sail.” or “You (pl.) may sail.” Subjunctive: desirable or possible action.



The church nave at Lindisfarne Priory which was made famous by Cuthbert and became one of the most significant centers of early Christianity in Anglo-Saxon England. Also important were the monasteries at Jarrow and Wearmouth where Bede served. One of Bede's major works was to rewrite the *Life of St. Cuthbert*.

LANGUAGE FACT III

THE VOLITIVE AND OPTATIVE SUBJUNCTIVE

You just learned that the subjunctive in the main clause may indicate a desirable action.

Such a “desirable” subjunctive may be volitive or optative.

A **volitive** subjunctive is similar to an imperative. The only difference between the volitive subjunctive and the imperative is that the volitive subjunctive indicates a somewhat milder command than the imperative. The volitive subjunctive is translated with an imperative or with the words “you should . . . /you may...”

Rēs parēs!

“Prepare the things!” or “You should/may prepare the things!”

When this subjunctive is in the first or in the third person, it is often translated with the words “let me/her/him/us/them . . .”

Ad īnsulam nāvīgēmus!

“Let us sail to the island!”

The **optative** subjunctive indicates a wish. It is often, but not always, accompanied by the word **utinam**. The optative subjunctive is usually translated with the word “may” and **utinam** means “if only.”

Utinam dī nōs ament!

“May the gods love us!” or “If only the gods may love us!”

The optative subjunctive and the volitive subjunctive in the **first** and **third** person is negative when **nē** is added. In the case of the negative optative, we sometimes see **utinam nē**.

Utinam nē pauper sim!

“May I not be poor” or “If only I may not be poor!”

Nē ad īnsulam nāvigent!

“Let them not sail to the island!”

Nē malae rēs nōs exspectent!

“Let bad things not await us!”



BY THE WAY

The negative of the volitive subjunctive in the **second** person is formed in the same way as the negative imperative: **nōlī, nōlīte + infinitive**.

Nōlīte ad īnsulam nāvīgāre!

Do not sail to the island!

Beautifully situated overlooking the Wear River, the Cathedral of Durham was begun in 1093 CE and retains most of its Norman craftsmanship and original design. It was built to house the shrine of St. Cuthbert, Bede’s beloved spiritual mentor, and Bede’s own remains were transferred to Durham there. A shrine houses them in the cathedral’s Galilee Chapel.



LANGUAGE FACT IV

PRESENT SUBJUNCTIVE OF *SUM* AND *POSSUM*

Present Subjunctive of *sum*

	Singular	Plural
First person	sim	sīmus
Second person	sīs	sītis
Third person	sit	sint

Present Subjunctive of *possum*

	Singular	Plural
First person	possim	possīmus
Second person	possīs	possītis
Third person	possit	possint



STUDY TIP

Remember the vowel *-i-* in the present subjunctive of *sum* and *possum*! That makes it **simple** to remember!

► EXERCISE 4

Translate into English.

Example: *Nē diū expectēmus!*

Let us not wait for a long time!

1. *Fābulam illam omnibus gentibus celeriter nārrēs!*
2. *Nōlī procul occultārī!*
3. *Nē septentrionālēs gentēs terram occupent!*
4. *Omnibus cum incolīs pugnēmus!*
5. *Utinam adulēscēns, quem amō, hodiē mē amet!*
6. *Nē sīmus pauperēs!*
7. *Utinam possīmus hodiē multōs piscēs invenīre!*
8. *Fābulam mihi nārrēs!*
9. *Nē hostēs terram nostram occupent!*
10. *Omnibus vīribus pugnēmus!*
11. *Utinam fēmina, quam amō, mē amet!*
12. *Nē sīmus miserī!*

► EXERCISE 5

Translate into Latin using the various types of subjunctives you have just learned.

1. You (pl.) should think about these customs!
2. Let not/may not the world be bad!
3. You should walk far away today!
4. You (pl.) should be strong!
5. May we learn new customs on this island!
6. Let the inhabitants build new homes not far away!
7. May you be able to find what you are seeking!
8. You should prepare all the things you promised!

► EXERCISE 6

Give the negative of the following sentences. Translate the negative sentences.

Example: Nunc ambulētis!

Nōlite nunc ambulāre!

Do not walk now! You should not/may not walk now!

1. Apud nōs habitent!
2. Hostem accūsā!
3. Fābulās nārrēmus!
4. Utinam sīmus prīmī!

► EXERCISE 7

Read the following conversation held between the Picts and the Scots after the Picts' arrival in Ireland. Translate the English parts into Latin and the Latin parts into English.

Picts: Tandem ad terram nāvigāvimus. Cum gaudiō exclāmēmus! Utinam hāc in insulā manēre possīmus!

Scots: Who are you? What are you seeking in our land?

Picts: Sumus Pictī et novam patriam diū quaesīvimus. Utinam haec patria multa bona nōbīs det!

Scots: You cannot remain on this island. For it is very small and there is no space for everybody. You should sail to another island! You should prepare your ships!

Picts: Sītis amīcī! Auxilium nōbīs dētis!



Scots: Be brave! From this island you can catch a glimpse of another island. May you be able to find for yourselves a place on that island!

Picts: Utinam bona fortūna in aliā īnsulā nōs exspectet! Dē aliā quoque rē vōs rogāre cupimus.

Scots: You should ask now.

Picts: Dētis nōbīs mulierēs! Nam nōs uxōribus egēmus: nōn enim sunt nōbīs mulierēs.

Scots: Mulierēs vōbīs dabimus, sed hoc prōmittere dēbētis: tantum mulierēs erunt rēgīnae, virī nōn erunt rēgēs.

Picts: May your advice be good!

Scots: Prōmittitisne?

Picts: We promise, we promise. Give the women now!



This stone monument sculpted by the Picts during the seventh to ninth centuries CE stands with two others in Aberlemno, Scotland, not far from Dundee. The north face depicted here contains a Celtic-style cross flanked by angels holding books. Similar sculpted stones throughout Scotland attest to the presence of the Picts.

TALKING ABOUT A READING

ABOUT THE ORIGIN OF MY FAMILY AND UNADAPTED LATIN: THE FAMILY OF ATTICUS

In Chapter 8 of Level 1 you read an adaptation of the life of Themistocles by Cornelius Nepos. Cornelius Nepos (100–25 BCE) wrote a book of short biographies about famous Greeks, and some Romans, entitled *Dē virīs illūstribus* (*About Famous Men*). Here, together with our friends from the first volume, Mary, Christy, Helen, and Mark, you will read the unadapted version of Cornelius Nepos' biography of Cicero's best friend Atticus.

The friends gather and first make some remarks about Bede's text that they have just read. Then they read part of Nepos' life of Atticus and later conclude their conversation.

DĒ FAMILIAE MEAE ORTŪ

Marīa: Salvēte, amīcī!

Mārcus, Helena et Christīna: Salva (*in good health*) sīs, Marīa!

Marīa: Bonum erat legere dē familiae meae ortū. Nam familiae meae patria est Calēdonia (*Scotland*). Nōn sciēbam Pictōs ex Scythiā vēnisse.

Mārcus: Et familiae meae patria est Hibernia. Ego autem nōn sciēbam Scottōs primum (*first*) in Hiberniā habitāvisse, deinde Calēdoniam petivisse. Mea familia familiae tuae fēminās dedisse vidētur. Nam Pictī mulierēs nōn habēbant. Rēgīnae igitur, quae in Calēdoniā fuērunt, omnēs ex Hiberniā vēnerant.

Marīa: Hoc nōn est prorsus (*completely*) vērum. Prīmae tantum mulierēs ex Hiberniā vēnerunt. Postea novae mulierēs nātae sunt (*were born*) in Calēdoniā, nōn in Hiberniā.

Helena: Audiātis! Mea autem familia patriam habet Britanniam. Diū in Britanniā meī vīxērunt, tandem Americam petivērunt.

Christīna: Cūr dicitis vōs esse Pictōs, Scottōs, Britonēs? Nōs omnēs nunc sumus Americānī!

Marīa: Bene dīcis, Christīna. Patriam, quam nunc habēmus, amāre debēmus, sed etiam dē familiae ortū bonum est scīre. Hoc nōn significat (*does not mean*) nōs patriam nostram minus (*less*) amāre . . . Sed quid aliud hodiē legēmus?

Mārcus: Vītam Atticī quam scrīpsit (*wrote*) Cornēlius Nepos.

Helena: Nē sit valdē difficilis! Timeō.

Mārcus: Nē cōgitēmus librum esse difficilem! Timōre liberēmur! Iam multa scīmus.

Christīna: Utinam nunc incipere (*begin*) possīmus! Nam dē Cicerōnis amīcō scīre cupiō.



THE FAMILY OF ATTICUS

CORNĒLIĪ NEPŌTIS ATTICUS, 1.1–2

Atticus came from an old family, but not one of the highest nobility. His father was well-to-do, and was deeply interested in literature, an interest which was transmitted to Atticus.

1 1. Titus Pompōnius Atticus, ab orīgine ultimā stirpis Romānae
generātus, perpetuō ā māiōribus acceptam equestrem obtinuit
dignitātem. 2. Patre ūsus est dīligente et, ut tum erant tempora, dītī in
prīmisque studiōsō litterārum. Hic, prout ipse amābat litterās, omnibus
5 doctrīnīs, quibus puerīlis aetās impertīrī dēbet, filium ērudīvit.

VOCABULARY

- 1 orīgō, orīginis, f. – origin
ultimus, a, um – farthest, most remote
stirps, stirpis, f. – stock, descent, race
- 2 generō, āre, āvī, ātum – to give birth, procreate;
pass. to descend from
perpetuō (adv.) – without interruption
māiōrēs, māiōrum, m. pl. – ancestors
equestris, equestre – equestrian, related to the
social class of knights
obteneō, ēre, obtinūī, obtentum – to hold
- 3 dignitās, dignitātis, f. – dignity, social position
pater, patris, m. – father
ūsus est + ablative – he enjoyed
diligēns, dīligentis – diligent
ut – as, when, according to
dītī = dīvite
- 3–4 in prīmīs – especially, first of all
- 4 studiōsus, a, um + gen. – interested in
prout (conj.) – as
ipse – himself
- 5 doctrīna, ae, f. – learning, erudition
puerīlis, puerīle – related to *puer*; puerīlis aetās –
boyhood
aetās, aetātis, f. – age
impertiō, īre, impertīvī, impertītum – to share,
provide (to give a *pars*)
ērudīō, īre, ērudīvī, ērudītum – to educate, in-
struct

READING NOTES

- 1–2 *ab orīgine ultimā stirpis Romānae generātus* Under-
stand *generātus* with *ab*. Atticus was “descended
from the remotest/most ancient origin of Ro-
man stock.”
- 2 *acceptam* Perfect passive participle of *accipiō* – to
accept, receive.
- 2–3 *equestrem . . . dignitātem* This phrase means “the
social position of an equestrian/knight.”
- 3 *ūsus est* This passive looking verb has the active
meaning “he enjoyed” and it governs the abla-
tive phrase *patre dīligente*.
ut tum erant tempora With an indicative verb *ut*
means “when/as.” This phrase means “as the
times/standards then were.” In other words,
Atticus’ father was rich by the standards of an
earlier age.
- 3–4 *dītī in prīmisque studiōsō litterārum* “Rich and
especially interested in literature.”
- 4–5 *omnibus doctrīnīs, quibus puerīlis aetās impertīrī
dēbet, filium ērudīvit* The pronoun *quibus* refer-
ring to *doctrīnīs* is an ablative of means with the
verb *impertīrī*; *omnibus doctrīnīs* is an ablative
of means to be taken with *ērudīvit*. The phrase
quibus puerīlis aetās impertīrī dēbet means “with
which boyhood ought to be provided.”



QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

1. Eratne familia Atticī vetusta?
2. Quam dignitātem habēbat Atticus?
3. Habēbantne māiōrēs Atticī dignitātem equestrem?
4. Quālis (*what sort of*) erat pater Atticī?
5. Fuitne valdē dīves?
6. Cūius reī pater Atticī erat in primīs studiōsus?
7. Cupīvitne pater Atticī filium litterīs ērudīrī?
8. Cūr hoc cupīvit?

DĒ FAMILIAE MEAE ORTŪ CONTINUED

Mārcus: Meus pater quoque litterās valdē amat. Cupīvit igitur mē litterīs Latīnīs ērudīrī.

Marīa: Putābam patrem tuum esse astronautam (*astronaut*).

Mārcus: Hoc est vērū. Tantum hominēs doctī possunt esse astronautae. Sīmus dīligentēs!

Second, Third, Fourth, Conjugations and *-iō* Verbs of Third Conjugation:
Present Active and Passive Subjunctive; Place Where, Place to Which,
and Place from Which with the Names of Towns

Karolus
imp̄ant



Magnus
Annis 14.

Without a portrait as model, Albrecht Dürer (1471–1528), the most famous of German Renaissance artists, used his imagination to create this oil image of the Charlemagne. With sword in his right hand and in his left an orb surmounted by a cross, Dürer portrays Carolus Magnus as Holy Roman Emperor. This role is reinforced by the cross atop the elaborate crown.

MEMORĀBILE DICTŪ

Sacrum Rōmānum imperium.

“Holy Roman Empire.”

The Holy Roman Empire continued the empire founded in 800 CE by Charlemagne, who revived the title of Roman Empire in Western Europe. Charlemagne’s successors, the Carolingians, considered the Roman Empire suspended, rather than ended, by the abdication in 476 CE by Romulus Augustus. As a phrase, “Holy Roman Empire” designated a political entity that originated with the coronation of the German king Otto I as emperor and survived until Francis II renounced the imperial title in 1806.

READING

In the eighth century much of Western Europe once again became part of a substantial empire—this time that of the Franks, a German tribe who, after invading the Roman Empire centuries earlier, were recovering from many years of division and strife. This recovery had resulted from the unifying leadership of a new dynasty called the “Carolingians,” which derived its name from Carolus, the Latin name of its greatest ruler Charles the Great or, as he is called in French, Charlemagne. Leo III, who was Pope from 795–816 CE, a highly astute leader from relatively humble beginnings who had risen through the ranks of the Roman church, regarded Charles as a great ally and protector. In a ceremony held on Christmas Day 800 CE in St. Peter’s Basilica, Leo actually crowned Charles Roman Emperor of the West. In a sense, then, Charlemagne’s coronation revived the Western Roman Empire. Once again, after an interval of three centuries, an emperor in the west seemed to be the counterpart of the eastern emperor in Constantinople: we must not forget that the eastern Roman Empire never fell, but continued to exist without interruption from the fourth century CE onwards.

Charlemagne’s rule was of particular cultural importance because he made Latin the official language of his empire. As he needed an educated class of administrators capable of expressing themselves in Latin, at his court in Aachen, known in French as Aix-la-Chapelle, Charlemagne patronized a group of the greatest Latin writers, scholars, and teachers of his day.

The biography of Charlemagne by Einhard (775–840), of the German region known as Franconia, furnishes much information about the reign of the emperor. In certain respects the biography resembles the lives of ancient Roman emperors written by the biographer Suetonius in the second century CE.

DĒ CAROLŌ MĀGNŌ

1 Carolus erat altus, eius corpus magnum et forte, cervix brevis, venter
proiectus, capilli cani, vultus gravis, oculi vegeti, vox clara. Bene
valebat, sed ultimis annis ante mortem febris corripiebatur. Medicos
tamen odio habebat, qui eum non sinebant carnes assas comedere, sed
5 tantum elixas. Itaque eorum consilia numquam petebat. Carolus erat
eques assiduus, ut omnes Franci, atque venator. Valde delectabatur
vapores aquarum naturaliter calentium, in quibus cum gaudio
natabat. Regiam Aquisgrani aedificaverat et ibi ad finem vitae habitavit.
Non solum filios, sed etiam amicos et corporis custodes invitabat:
10 “Veniat omnes et mecum natis.” Interdum centum homines cum
eo una natabant. Vestis eius erat simplex, ut Franci gerabant. Gladio
semper accingebatur, cuius capulus erat ex auro vel ex argento factus.
Vinum non amabat nec homines ebrios tolerabat. Dum comedebat,

libri legēbantur: valdē dēlectābātur historicīs et librīs Augustīnī.

15 Post merīdiem dormīre solēbat; noctū somnus saepe interpellābātur.

Māne, cum vestīmenta induēbat, hominēs accipere solēbat: nōn solum amīcōs, sed etiam sī erant lītēs, dē quibus dēcernere dēbēbat.

READING VOCABULARY

accingō, ere, accīnxī, accīnctum – to gird on, arm

aliquot (indeclinable indefinite pronoun/adjective) – some, a few

*altus, a, um – tall, deep

*annus, ī, m. – year

Aquisgrānī – at Aachen

Aquisgrānum, ī, n. – Aachen‡

*argentum, ī, n. – silver

assiduus, a, um – diligent, dedicated

assus, a, um – roasted

Augustīnus, ī, m. – Augustine‡

*aurum, ī, n. – gold

*brevis, breve – short

calēns, calentis – hot;

aquae natūrālīter calentēs – hot water springs

cānus, a, um – grey (for hair)

capillus, ī, m. – hair

capulus, ī, m. – handle, hilt

Carolus, ī, m. – Charles

centum (numeral) – one hundred

cervix, cervīcis, f. – neck

*clārus, a, um – clear, distinguished

*custōs, custōdis, m. – guard

ēbrius, a, um – drunk

ēlixus, a, um – boiled

*eques, equitis, m. – horseman

febris, febris, f. – fever

*fīnis, finis, m. – end

Francus, ī, m. – Frank

*gerō, ere, gessī, gestum – to wear, carry

*gravis, grave – heavy, serious

historicus, ī, m. – historian

induō, ere, induī, indūtum – to put on (a piece of clothing)

*interdum (adv.) – sometimes

interpellō, āre, āvī, ātum – to interrupt

invitō, āre, āvī, ātum – to invite

*lis, litis, f. – dispute, quarrel

*māne (adv.) – in the morning

medicus, ī, m. – doctor

natō, āre, āvī, ātum – to swim

natūrālīter (adv.) – naturally

*odium, ī, n. – hatred;

odiō habeō + accusative – I hate somebody

prōiciō, ere, prōiēcī, prōiectum – to send forth; (in passive participle) protruding

rēgia, ae, f. – royal palace

simplex, simplicis – simple

*sinō, ere, sīvī, situm + accusative + infinitive – to allow somebody to do something

tolerō, āre, āvī, ātum – to tolerate, bear

ultimus, a, um – last

*ut (conj.) – as

*valeō, ēre, valuī, — – to be in good health

vapor, vapōris, m. – steam, vapor

vegetus, a, um – lively, vigorous

*vel (conj.) – or

vēnātor, vēnātōris, m. – hunter

veniātis – present active subjunctive of *veniō*

venter, ventris, m. – stomach, belly

*vestis, vestis, f. – clothes, attire

vīnum, ī, n. – wine

*vōx, vōcis, f. – voice

*vultus, vultūs, m. – face

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

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



TAKE NOTE

Aquīsgrānum Called Aachen in German or Aix-la-Chapelle in French, this town is in western Germany and was a seat of the Holy Roman Empire. The town was known for its mineral waters as the root “*aqu*” in the name indicates.

Augustinus You learned about Augustine in Chapter 20 of Level 1.

COMPREHENSION QUESTIONS

1. Why did Charlemagne dislike doctors?
2. What were Charlemagne’s favorite pastimes?
3. Of which customs did Charlemagne approve during mealtime and of which did he disapprove?

Charlemagne spent several months traveling through Italy with his son Pippin in 800. In November he arrived in Rome resolved to strengthen his position and his alliance with Pope Leo III. Charlemagne was crowned in the basilica built by Constantine, which, unlike the Renaissance St. Peter’s (pictured here on the right with its impressive dome), would have blended into its surroundings.





The flags of Belgium and the European Union hang on the façade of City Hall, Mechelen, Belgium. The European flag flies above a statue of Charlemagne who ruled a united Holy Roman Empire which included today's modern state of Belgium. Founded in 1992, the European Union is headquartered in nearby Brussels, Belgium. It is conceived as a reincarnation of a united Europe including a broader swath of Europe than that of the historical Holy Roman Empire.

LANGUAGE FACT 1

SECOND, THIRD, FOURTH, CONJUGATIONS AND *-IŌ* VERBS OF THE THIRD CONJUGATION: PRESENT ACTIVE AND PASSIVE SUBJUNCTIVE

In the text above, you encountered the form *veniātis*, “May you all come!” which is a present subjunctive of the verb *veniō*.

Verbs of the second, third and fourth conjugation form the present subjunctive by adding the vowel *-a-* to their verbal stem, and then the same endings as the verbs of the first conjugation. Third conjugation *-iō* verbs resemble verbs of the fourth conjugation in their present subjunctive.

tene-a-m	tene-a-r
pet-a-m	pet-a-r
audi-a-m	audi-a-r
cap-ia-m	cap-ia-r



STUDY TIP

You can easily remember what vowels are used in the present subjunctive with this mnemonic:

He Fears a Giant Liar

Second Conjugation: Present Active Subjunctive

	Singular	Plural
First person	teneam	teneāmus
Second person	teneās	teneātis
Third person	teneat	teneant

Second Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	tenear	teneāmur
Second person	teneāris	teneāmini
Third person	teneātur	teneantur

Third Conjugation: Present Active Subjunctive

	Singular	Plural
First person	petam	petāmus
Second person	petās	petātis
Third person	petat	petant

Third Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	petar	petāmur
Second person	petāris	petāmini
Third person	petātur	petantur

Fourth Conjugation: Present Active Subjunctive

	Singular	Plural
First person	audiam	audiāmus
Second person	audiās	audiātis
Third person	audiat	audiant

Fourth Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	audiar	audiāmur
Second person	audiāris	audiāmini
Third person	audiātur	audiantur

-iō Verbs of Third Conjugation: Present Active Subjunctive

	Singular	Plural
First person	capiam	capiāmus
Second person	capiās	capiātis
Third person	capiat	capiant

-iō Verbs of Third Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	capiar	capiāmur
Second person	capiāris	capiāmini
Third person	capiātur	capiantur



BY THE WAY

Since there are several ways of translating the subjunctive, depending on whether it is in a main or in a subordinate clause, and depending on its meaning, no translation is given with the conjugation of these subjunctive verbs.



STUDY TIP

The present subjunctive of fourth conjugation verbs and the *-iō* verbs of the third conjugation look the same: *audiam – capiam*.



BY THE WAY

All forms of the present subjunctive of third conjugation verbs (except in the first person) resemble the present indicative of first conjugation verbs. Compare: *amās – petās; amāris – petāris*.

► EXERCISE 1

Change the indicative verbs into the subjunctive keeping the same person, number, tense, and voice. Give the basic meaning of the verb.

Example: *valētis* *valeātis* to be well, be strong

1. *sinuntur*
2. *geris*
3. *prōmittitur*
4. *gignō*
5. *aspicimini*
6. *invenimur*
7. *occupātur*
8. *gignimus*
9. *doceor*
10. *invenit*
11. *movēris*

VOCABULARY TO LEARN

NOUNS

annus, ī, m. – year
argentum, ī, n. – silver
aurum, ī, n. – gold
custōs, custōdis, m. – guard
eques, equitis, m. – horseman
fīnis, fīnis, m. – end
lis, litis, f. – dispute, quarrel
odium, ī, n. – hatred
vestis, vestis, f. – clothes, attire
vōx, vōcis, f. – voice
vultus, vultūs, m. – face

ADJECTIVES

altus, a, um – tall, deep
brevis, breve – short
clārus, a, um – clear, distinguished
gravis, grave – heavy, serious

► EXERCISE 2

Write the Latin word from the Vocabulary to Learn on which each derivative is based.

final	litigator	gesture	gravity	clarity	brevity
altitude	equestrian	custody	infinity	annual	vocal
valor	odious	valedictorian	vocative	litigation	

► EXERCISE 3

Give the first and second principal part and the conjugation of the verb from which each form comes and identify whether the form is present indicative, present subjunctive, or future indicative. Give the basic meaning of the verb.

Example: accūset accūsō, āre first conjugation present subjunctive to accuse

- | | | |
|--------------|--------------|---------------|
| 1. gignet | 9. faciat | 17. prōmittat |
| 2. occupet | 10. fugiat | 18. intret |
| 3. prōmittet | 11. occupat | 19. mittat |
| 4. aspiciat | 12. gerat | 20. moveat |
| 5. accipiet | 13. gerit | 21. occultet |
| 6. valet | 14. valeat | 22. sinet |
| 7. exspectat | 15. inveniet | |
| 8. sinat | 16. invadeat | |

VERBS

gerō, ere, gessī, gestum – to wear (you already know the meaning “carry”)
sinō, ere, sīvī, situm + accusative + infinitive – to allow somebody to do something
valeō, ēre, valuī, — – to be in good health

ADVERBS

interdum – sometimes
māne – in the morning

CONJUNCTIONS

ut – as
vel – or

PHRASE

odiō habeō + accusative – I hate somebody

► EXERCISE 4

Read the following dialogue between Charlemagne and his doctor. Find all the imperatives and subjunctives and identify each by type. The Reading Vocabulary may be consulted.

Example:

Medicus: *Salvus (healthy) sīs (salvus sīs = salvē; a greeting), rēx praeclāre!*

sīs – optative subjunctive

Carolus Māgnus: *Salvē, medice!*

Medicus: *Utinam possis per multōs annōs bene valēre et rēx Francōrum esse!*

Carolus Māgnus: *Prō certō erō. Cūr hoc dīcis?*

Medicus: *Corpus tuum nōn iam est forte et febribus corripitur. Cōnsilia bona tibi dabō. Ita corpus curāre poteris. Audiās!*

Carolus Māgnus: *Audiāmus (kings sometimes talk in the plural to enhance their majesty)! Dīcās ea quae dīcere cupis.*

Medicus: *Iam carnēs assās comedere nōn dēbēs, sed tantum carnēs ēlixās.*

Carolus Māgnus: *Verba tua odiō habeō. Nōlī mē docēre! Ego enim sum rēx Francōrum. Fugiās nunc! Nam ira mea est terribilis.*



Imposing statues of Charlemagne and of Louis IX King of France (not pictured) flank the entrance to the Église Saint-Louis des Invalides. Charles Antoine Coysevox (1640–1720) had previously completed several sculpture commissions for the Palace at Versailles. Louis XIV, the Sun King, founded Les Invalides as an old soldiers' home in 1670. He had intended the chapel to be the royal family's burial place. While that wish did not come to pass, French Emperor Napoleon I is buried beneath the chapel's dome.

► EXERCISE 5

The following dialogues are held in Charlemagne's dressing room and at his table. Translate the following Latin sentences into English, and the English sentences into Latin. The Reading Vocabulary may be consulted.

Custōs: Licetne intrāre, rēx? Sunt enim duō (*two*) virī, inter quōs est līs.

Carolus Māgnus: Let them enter!

Custōs: Intrētis et rem vestram rēgī nārrētis!

Vir p̄rimus: This man takes fruit from my tree. Punish him, just king!

Vir secundus (second): Mihi crēdās, rēx! Arbor est mea, nōn ēius.

Carolus Māgnus: Quō locō est arbor?

Virī ambō (both): Invenītur in fine agrī meī.

Carolus Māgnus: Et tibi et tibi ex illā arbore pōma capere licēbit. Nunc mē relinquātis! Nam vestīmenta induere dēbeō.

Carolus Māgnus: Comedāmus! Nē exspectēmus! Venter meus vocat.

Servus (servant): Everything is prepared.

Carolus Māgnus: Carnēs in mensam (*table*) pōnās, sed nōlī pōnere vīnum! Nōn enim amō hominēs ēbriōs.

Servus: Say, king! Which book do you want to hear today? One of Cicero's (Cicero, Cicerōnis, m.)?

Carolus Māgnus: Nē nōmen Cicerōnis audiātur! Augustīnum legāmus!

Amīcī: May we be pleased by the book of Augustine! For sure we will be pleased by the meats, but we will not be pleased by the water.

LANGUAGE FACT II

PLACE WHERE, PLACE TO WHICH, AND PLACE FROM WHICH WITH NAMES OF TOWNS

In the text above, you read that Charlemagne had built a royal palace *Aquīsgrānī* (in Aachen). The form *Aquīsgrānī* is not a genitive of *Aquīsgrānum*, as it may seem. It is a locative. The **locative** is a case which had died out in very early Latin, but a few forms remained in use.

You have learned that Latin uses *in* with the ablative to express **place where**.

Vivō in pulchrā terrā.
“I live in a nice land.”

However, “place where” with the names of **cities**, **towns**, and **small islands** is expressed with a special case form called the **locative**. The ending of the locative singular for the first declension

is *-ae* and for the second declension is *-ī*. The locative looks exactly like the ablative in 3rd declension singular and in 1st, 2nd, and 3rd declension plurals. (There are no such nouns belonging to the fourth and the fifth declensions.)

Vīvō Rōmae. – “I live in Rome.”

Carolus vivit Aquīsgrānī. – “Charles lives in Aachen.”

Vīvō Athēnīs. – “I live in Athens.” (Athēnae, ārum, f. pl. – Athens)

Hannibal vivēbat Carthāgine. – “Hannibal lived in Carthage.” (Carthāgō, Carthāginis, f. – Carthage)

Note these special forms with the noun *rūs, rūris, n.*, which means “countryside.”

rūrī (locative) – in the country

rūre (place from which) – from the country

rūs (place to which) – to the country

The domed octagon caps the Palatine Chapel around which the larger Cathedral of Aachen was built. Charlemagne constructed the chapel ca. 796–805 CE as part of his palace. Inspired by early Christian and Byzantine churches, many see it as a direct echo of the Emperor Justinian’s San Vitale in Ravenna.





BY THE WAY

In Level 1 you learned that *domī* could mean “at home.” This is actually the locative singular form of *domus*.

You have learned that Latin uses *in* or *ad* with the accusative to express **place to which**.

However, “place to which” with the names of **cities, towns, and small islands** is expressed with a simple accusative without a Latin preposition.

Militēs Rōmam, Aquīsgrānum, Athēnās, Carthāginem dūcō.
“I lead soldiers to Rome, Aachen, Athens, Carthage.”

You have learned that Latin uses *ab, dē, or ex* with the ablative to express **place from which**.

However, “place from which” with the names of **cities, towns, and small islands** is expressed with a simple ablative without a Latin preposition.

Rōmā, Aquīsgrānō, Athēnīs, Carthāgine veniō.
“I am coming from Rome, Aachen, Athens, Carthage.”

Place Constructions	Without a Preposition	With a Preposition
Ablative – Place Where	Carthāgine - in Carthage	in Graeciā – in Greece
Locative – Place Where	Rōmae – in/at Rome	-----
Accusative – Place to Which	Athēnās – to Athens	ad Eurōpam – to Europe
Ablative – Place from Which	Carthāgine – from Carthage	ā Sicilia – from Sicily

► EXERCISE 6

For each of the cities listed, compose three sentences that will start with:

Cupiō vīvere . . . (place where)

Amicōs dūcere cupiō . . . (place to which)

Veniō . . . (place from which)

Example: Novum Eborācum

Cupiō vīvere Novī Eborācī (*New York*).

Amicōs dūcere cupiō Novum Eborācum.

Veniō Novō Eborācō.

1. Vasintōnia, ae, f. – Washington
2. Sicāgum, ī, n. – Chicago
3. Angelopolis, Angelopolis, f. – Los Angeles (Nom. Angelopolis, Gen. Angelopolis, Dat. Angelopolī, Acc. Angelopolim, Abl. Angelopolī)
4. Bostōnia, ae, f. – Boston
5. Cincinnātī, ōrum, m. pl. – Cincinnati
6. Dallasia, ae, f. – Dallas

TALKING ABOUT A READING

ABOUT A EUROPEAN TRIP AND UNADAPTED LATIN: ATTICUS EXCELS IN SCHOOL

DĒ ITINERE IN EURŌPAM FACTŌ

Mārcus: Audiātis mē! Nunc meminī (*remember*). Ego et parentēs fuimus Aquīsgrānī. Est urbs in Germāniā occidentālī (*western Germany*) sita. Fuerāmus Berolīnī (*Berolinum*, ī, n. – Berlin), deinde iter (*trip, journey*) fēcimus in Galliam (*Gallia*, ae, f. – France). Nam parentēs cupiēbant petere Lutetiam (*Lutetia*, ae, f. – Paris). In itinere constitimus (*stopped*) Aquīsgrānī. Ibi est māgna ecclēsia cathedrālīs (*cathedral church*). Urbs erat valdē pulchra.

Marīa: Utinam mihi liceat Lutetiam petere, turrī Eiffeliānam (*Eiffel Tower*) vidēre, Lutetiae ambulāre atque dēlectārī! Dūcēsne mē, Mārce, Lutetiam?

While Mary is speaking, Helen goes away. Mark runs after her.

Mārcus: Ego, Helena, cupiō ūnā tēcum esse Lutetiae. Sī ūnā erimus Lutetiae, quāsdam rēs (*some things*) ibi tibi dicam.

Helena: Ego cupiō quoque Rōmam, imperiū (*empire*) Rōmānī caput, vidēre.

Mārcus: Poterimus etiam Aquīsgrānum petere, quod erat imperiū Rōmānī caput novum. Tēcum omnī locō erō fēlix!

Helena: Redeāmus (*let us return*) ad aliōs!

Helen and Mark return to the others.

Mārcus: Satis superque (*more than enough*) dē itineribus dīximus. Nunc librum dē Atticō Cicerōnis amicō sc̄riptum legāmus.

Marīa: Erant tamen in illō librō multa verba difficilia. Relinquātur ille liber!

Helena: Nōlī, Marīa, hoc dicere! Et ego timēbam, sed nōn iam. Audiās nunc!

Utinam mihi liceat Lutetiam petere, turrī Eiffeliānam vidēre, Lutetiae ambulāre atque dēlectārī! Dūcēsne mē, Mārce, Lutetiam?



ATTICUS EXCELS IN SCHOOL

CORNĒLIĪ NEPŌTIS ATTICUS, 1.3–4

Atticus did better in school than many boys of more noble origin. In doing so, he gave incentives to his classmates to strive even harder in their studies. During this period of childhood and early youth, he made a number of friendships that would be lifelong, including his friendship with Cicero.

- 1 3. Erat autem in puerō praeter docilitātem ingeniī summa suāvitās
ōris atque vōcis, ut nōn sōlum celeriter acciperet, quae trādēbantur,
sed etiam excellenter prōnūntiāret. Quā ex rē in pueritiā nōbilis inter
aequālēs ferēbātur clāriusque exsplendēscēbat, quam generōsī
5 condiscipulī animō aequō ferre possent. 4. Itaque incitābat omnēs
studiō suō. Quō in numerō fuērunt L. Torquātus, C. Marius filius,
M. Cicero; quōs cōnsuētūdine suā sic dēvīnxit, ut nēmō hīs umquam
fuerit cārrior.

VOCABULARY

- 1 *praeter* + accusative – besides, in addition to
docilitās, docilitātis, f. – aptness for being taught,
docility
summus, a, um – supreme
suāvitās, suāvitātis, f. – sweetness
- 2 trādō, ere, trādidi, trāditum – to give, teach

- 3 excellenter (adv.) – in an excellent way
prōnūntiō, āre, āvī, ātum – to pronounce
pueritia, ae, f. – childhood
nōbilis, nōbile – noble, distinguished
- 4 ferēbātur – was told, was regarded, was said
clārius . . . quam . . . possent . . . – more brilliantly
. . . than . . . they were able . . .
explendēscō, ere, exsplendūī, — – to shine forth,
be famous
generōsus, a, um – of noble birth
- 5 condiscipulus, ī, m. – classmate
ferō, ferre – to carry, bear
incitō, āre, āvī, ātum – to stimulate, instigate
- 6 studium, ī, n. – zeal, eagerness
L. = Lūcius, Roman first name
C. = Gāius, Roman first name
numerus, ī, m. – number
- 7 quō in numerō = et in eō numerō
sīc (adv.) – in such a way
M. = Mārcus, Roman first name
cōnsuetūdō, cōnsuetūdinis, f. – custom, companionship
dēvinciō, īre, dēvincī, dēvincitum – to tie up,
oblige, attach

READING NOTES

- 1 *praeter docilitatem ingenii* “in addition to an aptitude of (i.e., for) being taught” or “in addition to an ability to learn quickly.”
- 1–2 *summa suāvitās ōris atque vōcis* “the utmost sweetness of mouth and voice.” I.e., Atticus modulated his words with care, the pitch of his voice was pleasing, and his delivery was good.
- 2–3 *ut nōn solum . . . acciperet, sed etiam . . . prōnūntiāret* “so that he would not only receive . . . but also pronounce”
- 3 *Quā ex rē = et eā ex rē*; “On account of this fact.” This refers back to what has been said so far about Atticus’ qualities.
- 4 *ferēbātur* “he was said to be” or “he was regarded as.”
- 4–5 *clāriusque explendēscēbat, quam . . . condiscipulī . . . ferre possent*. Here the clause with its verb in the subjunctive (*possent*) means: “he shone forth more brilliantly than his classmates were able to bear.”
- 6 *Quō* The relative pronoun at the beginning of a sentence often translates as the demonstrative “this” or “that,” as is the case here.
- 7–8 *cōnsuetūdine suā sīc dēvincit, ut nēmō his . . . fuerit cārior* Here *ut* introduces a clause with a verb in the subjunctive (*fuerit*) that expresses the result of an action or state. (See Chapter 14). The whole phrase, including the *ut* clause, means “<whom> he attached <to himself> through his companionship in such a way that nobody was ever dearer to them . . .”



QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

1. Quōmodō docēbātur Atticus?
2. Quid Atticus in scholā bene faciēbat?
3. Eratne Atticus generōsus?
4. Eratne Atticus melior quam (*better than*) condiscipulī generōsī?
5. Quid condiscipulī generōsī dē Atticō sentiēbant?
6. Quī erant inter amīcōs Atticī?
7. Quamdiū illī Atticī amīcī fuērunt?

DĒ ITINERE IN EURŌPAM FACTŌ CONTINUED

Christīna: Nōs quoque maneāmus semper amīcī!

Mārcus: Ita, maneāmus!

Helena: Bene dicitis.

Imperfect Subjunctive Active and Passive Subjunctive of All Conjugations;
Purpose Clauses; Sequence of Tenses



The fourteenth century illuminated manuscript containing the poems of Charles, Duke of Orléans, includes this image of the ill-starred lovers Heloise and Abelard.

MEMORĀBILE DICTŪ

Nec sine tē nec tēcum vīvere possum.

“I can live neither without you nor with you.” (Ovid, *Love Affairs*, 3.11b.7)

A witty description of the emotional difficulties that love brings. Ovid dramatizes the eternal and irreconcilable conflicts typical of human love affairs. It emphasizes that physical beauty makes the beloved desirable not only to the lover, but to others as well; the beloved’s appearance, therefore, may also be a cause of anxiety. What is more, even if the behavior of the beloved causes resentment in the lover, it may also lead to greater desire, to the point where the lover feels subjected to the beloved, in a form of painful but welcome servitude. The reading in this chapter deals with one of the most celebrated and tragic love stories of all time.

READING

Peter Abelard was an eminent philosopher and theologian of the twelfth century who had acquired the reputation of a free thinker. He is remembered not only for his rigorous application of logical analysis in his studies, but also for his tragic personal life. When the uncle of a learned young woman named Heloise sought out a tutor for her, Abelard—who had been eager to meet her—applied for the position. The text below narrates what happened as a result.

This reading is an adaptation of a letter to Abelard from Heloise, in which she reacts to his *Historia calamitatum mearum* (*A Story of My Sufferings*), an autobiography presented in the form of a letter.

HELOÏSA AD ABAELARDUM

1 Abaelardō dominō (immō patrī), coniugī (immō frātrī) Heloīsa ancilla
(immō filia), uxor (immō soror) salūtem dīcit.

Lēgī epistolam quam ad amīcum scrīpserās ut dē calamitātibus tuīs
nārrārēs. Propter verba tua māgnō dolōre sum capta. Discipula
5 eram et tū magister mē docēre dēbēbās. At ex tē nōn solum dē litterīs
discēbam, sed etiam dē amōre. Nam amor fortis inter nōs ārsit.

Avunculus meus putābat nōs librōs legere, sed nōs manūs tenēbāmus.
Mē tamen uxōrem diū nōn dūcēbās, nē fāmam perderēs. Tunc filium[†]
peperī et clam mātrimōniō sumus iūctī. Avunculus irā est correptus
10 et hominēs improbōs mīsit ut tē vulnerārent. Tandem sumus sēparātī:
uterque monasterium intrāvit. Nunc tū in monasteriō tuō, ego in meō
vīvimus. Soror tua filium meum cūrat; ego et filiō et marītō misera
egeō. Animus autem meus mēcum nōn est, sed tēcum. Sī tēcum nōn
est, nusquam est; nam sine tē esse nōn potest. At tū dē mē cōgitāre nōn
15 vidēris. Ad mē, cum ūnā manēbāmus, carmina longa saepe scrībēbās.
Nunc, cum sēparāmur, vōcem tuam nōn audiō. Scrībās ad mē!
Epistolam mittās ut sciam tē bene valēre! Amōrem nostrum colāmus!
Nōlī mē relinquere! Valē, ūnice!

[†]The parents gave their offspring the unorthodox name Astralabe which is the name of an instrument for measuring the stars. Astralabe, son of Abelard, seems to have followed a career in the church but not much is known about the details of his life or death.

READING VOCABULARY

Abaelardus, ī, m. – Abelard
ancilla, ae, f. – female servant
*at (conj.) – but
avunculus, ī, m. – (maternal) uncle
calamitās, calamitātis, f. – calamity, disaster
carmen, carminis, n. – poem, song
clam (adv.) – secretly
*coniūnx, coniugis, m./f. – spouse
*discipula, ae, f. – student (female)
*discō, ere, didicī, — – to learn
*dominus, ī, m. – master, lord
et . . . et – both . . . and
*fāma, ae, f. – fame, name, reputation
*frāter, frātris, m. – brother
Heloīsa, ae, f. – Heloise
immō (conj.) – on the contrary, nay rather
*improbus, a, um – bad, wicked
*iungō, ere, iūnxī, iūnctum – to join
*magister, magistrī, m. – teacher (male)
*mātrimōnium, ī, n. – marriage

monasterium, ī, n. – monastery
nārrārēs – imperfect subjunctive of *nārrō*
*nē (conj. + subjunctive) – in order not to, lest
*nusquam (adv.) – nowhere
*pariō, ere, peperī, partum – to give birth to
pater, patris, m. – father
perderēs – imperfect subjunctive of *perdō*
*perdō, ere, perdidī, perditum – to lose, waste
*salūs, salūtis, f. – health, welfare
salūtem dīcō + dative – I greet (a customary way to begin a letter)
*scribō, ere, scripsī, scriptum – to write
ūnicus, a, um – only one
*ut (conj. + subjunctive) – in order to, so that
uterque – each (of two)
*uxōrem dūcō – to marry (a woman), take as a wife
vulnerārent – imperfect subjunctive of *vulnerō*

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

COMPREHENSION QUESTIONS

1. What has prompted Heloise to write to Abelard?
2. Why did Heloise's uncle arrange for Abelard to be attacked?
3. Where are Abelard, Heloise, and their son during the time Heloise is writing the letter?



The astrolabe is a two-dimensional model of the celestial sphere elaborately inscribed on a brass disc. Its portability and usefulness made it the most used, multipurpose astronomical instrument until the seventeenth century. Conceived by the ancient Greeks, perfected by the Muslims, the astrolabe was introduced to Europe from Islamic Spain in the twelfth century.

LANGUAGE FACT I

IMPERFECT ACTIVE AND PASSIVE SUBJUNCTIVE OF ALL CONJUGATIONS

In Heloise's letter you encounter two new forms of verbs you already know: the forms *nārrārēs* and *vulnerārent* from the verbs *nārrō* and *vulnerō*. These forms belong to the imperfect subjunctive.

Find one more imperfect subjunctive in the Latin reading passage at the beginning of the chapter.

The imperfect subjunctive is easily formed by adding the endings of the present subjunctive to the present infinitive. You can recognize in the forms above the present infinitive: *nārrāre*, *vulnerāre*.

First Conjugation: Imperfect Active Subjunctive

	Singular	Plural
First person	parārem	parārēmus
Second person	parārēs	parārētis
Third person	parāret	parārent

First Conjugation: Imperfect Passive Subjunctive

	Singular	Plural
First person	parārer	parārēmur
Second person	parārēris	parārēmini
Third person	parārētur	parārentur

Second Conjugation: Imperfect Active Subjunctive

	Singular	Plural
First person	tenērem	tenērēmus
Second person	tenērēs	tenērētis
Third person	tenēret	tenērent

Second Conjugation: Imperfect Passive Subjunctive

	Singular	Plural
First person	tenērer	tenērēmur
Second person	tenērēris	tenērēmini
Third person	tenērētur	tenērentur

Third Conjugation: Imperfect Active Subjunctive

	Singular	Plural
First person	peterem	peterēmus
Second person	peterēs	peterētis
Third person	peteret	peterent



Third Conjugation: Imperfect Passive Subjunctive

	Singular	Plural
First person	peterer	peterēmur
Second person	peterēris	peterēmini
Third person	peterētur	peterentur

Fourth Conjugation: Imperfect Active Subjunctive

	Singular	Plural
First person	audirem	audirēmus
Second person	audirēs	audirētis
Third person	audiret	audirent

Fourth Conjugation: Imperfect Passive Subjunctive

	Singular	Plural
First person	audirer	audirēmur
Second person	audirēris	audirēmini
Third person	audirētur	audirentur

-iō Verbs of Third Conjugation: Imperfect Active Subjunctive

	Singular	Plural
First person	caperem	caperēmus
Second person	caperēs	caperētis
Third person	caperet	caperent

-iō Verbs of Third Conjugation: Imperfect Passive Subjunctive

	Singular	Plural
First person	caperer	caperēmur
Second person	caperēris	caperēmini
Third person	caperētur	caperentur



BY THE WAY

The imperfect subjunctive of the third conjugation verbs and of the *-iō* verbs of the third conjugation look the same:

peterem – caperem.



STUDY TIP

Remember that *-re-* before the endings is often a clue for the imperfect subjunctive! Similarly, if you see an infinitive with a verb (personal) ending, you know you're looking at the imperfect subjunctive!

The irregular verbs *sum* and *possum* form the imperfect subjunctive in the same manner as the other verbs.

Imperfect Subjunctive of *sum*

	Singular	Plural
First person	essem	essēmus
Second person	essēs	essētis
Third person	esset	essent

Imperfect Subjunctive of *possum*

	Singular	Plural
First person	possem	possēmus
Second person	possēs	possētis
Third person	posset	possent

► EXERCISE 1

Change the present or imperfect indicative verb forms into the present or imperfect subjunctive, keeping the same tense, person, number, and voice. Give the basic meaning of the verb.

Example: *discit – discat* to learn

1. *iungēbātur*
2. *perduntur*
3. *discis*
4. *aspiciēbam*
5. *prōmittitis*
6. *inveniēbant*
7. *occupāminī*
8. *gignuntur*
9. *valeō*
10. *sinimus*
11. *gignimus*

VOCABULARY TO LEARN

NOUNS

coniūnx, coniugis, m./f. – spouse
discipula, ae, f. – student (female)
dominus, ī, m. – master, lord
fāma, ae, f. – fame, name, reputation
frāter, frātris, m. – brother
magister, magistrī, m. – teacher (male)
mātrimōnium, ī, n. – marriage
salūs, salūtis, f. – health, welfare

ADJECTIVES

improbus, a, um – bad, wicked

VERBS

discō, ere, didicī, — – to learn
iungō, ere, iūnxī, iūctum – to join

pariō, ere, peperī, partum – to give birth to
perdō, ere, perdidī, perditum – to lose, waste
scribō, ere, scripsī, scriptum – to write

ADVERBS

nusquam – nowhere

CONJUNCTIONS

at – but
nē + subjunctive – in order not to, lest . . . should
ut + subjunctive – in order to, so that

PHRASE

salūtem dicō + dative – I greet (a customary way to begin a letter)
uxōrem dūcō – to marry (a woman), take as a wife

► EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word. Some of the sentences may contain more than one derivative.

1. After the delivery of a child, a postpartum depression may occur.
2. There has been conjugal discord between this husband and wife recently.
3. Matrimonial happiness depends on the husband and wife's tolerance of each other's habits.
4. You need to salute when you meet a superior officer.
5. In my college years, I belonged to a fraternity.
6. He is an expert in his discipline.
7. Drive one mile to the junction and then turn right.
8. When I grow up, I will become famous.
9. After the conquests of Alexander the Great, his dominion stretched from the Mediterranean Sea all the way to India.
10. You will readily recognize the master among his disciples.

► EXERCISE 3

Change the present subjunctive forms into the imperfect subjunctive, keeping the same person and number.

Example: sint essent

- | | |
|-------------|--------------|
| 1. possim | 7. sītis |
| 2. sis | 8. sim |
| 3. possītis | 9. sit |
| 4. simus | 10. possīs |
| 5. possit | 11. possīmus |
| 6. possint | |

LANGUAGE FACT II

PURPOSE CLAUSES; SEQUENCE OF TENSES

In her letter, Heloise says to Abelard:

Lēgī epistolam quam ad amīcum scripserās ut dē calamitātibus tuis nārrārēs.

“I read the letter which you had written to your friend in order to tell about your calamities.”

The clause *ut dē calamitātibus tuis nārrārēs* is a purpose clause, which explains the purpose of Abelard’s writing a letter.

In Latin, purpose is very often expressed with a clause introduced by the conjunction *ut* with the subjunctive.

Ut in a purpose clause is usually translated “in order to” (or its shortened form “to”) or “so that.”



An engraving depicts Heloise in the garb of a nun at her desk in the convent. Having read a page of a letter from her beloved Abelard, she has dropped it from her hands. Note the skull on the desk, a reminder of mortality. The Roman home often had such a *mementō morī* as well.



BY THE WAY

You have seen *ut* with the indicative meaning “as.” However, the *ut* that introduces purpose clauses always requires the subjunctive.

The subjunctive used in a purpose clause is either present or imperfect. The **present** subjunctive is used after a primary tense main verb. The present, the future, and the future perfect are primary tenses. The **imperfect** subjunctive is used after a secondary tense main verb. The imperfect, the perfect, and the pluperfect are secondary tenses. This relation between the tense of the main verb and the tense of the subjunctive verb depending on it is called the **sequence of tenses**.

Heloise asks Abelard to write a few lines:

Epistulam mittās ut sciam tē bene valēre!
“Send a letter so that I know that you are well!”

Heloise wants to know that Abelard is well. *Sciam* is a present subjunctive because the verb *mittās* is present tense.

Negative purpose is expressed with the conjunction *nē* and the subjunctive.

Heloise remembers:

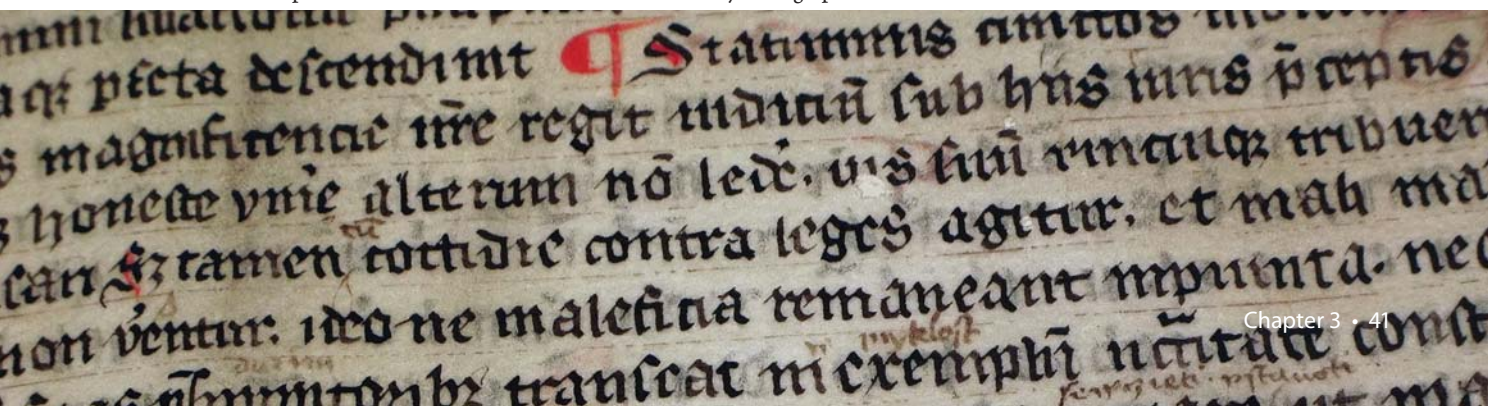
Mē tamen uxōrem diū nōn dūcēbās, nē fāmam tuam perderēs.
“However, for a long time you were not taking me as a wife, lest you should lose your reputation.”

Nē in the negative purpose clause is translated “in order not to” or “lest.”

Sequence of Tenses – Shortened Version	
Independent (Main) Clause (Verb)	Subordinate (Purpose) Clause
Primary Tense Verb/Primary Sequence Present, Future, Future Perfect Indicative	Present Subjunctive
Secondary Tense Verb/Secondary Sequence Imperfect, Perfect, Pluperfect Indicative	Imperfect Subjunctive

Find one more purpose clause in the Latin reading passage at the beginning of the chapter. Explain whether it is positive or negative, and whether a present or an imperfect subjunctive is used in it.

Heloise and Abelard’s letters would have looked similar to this script. The most popular ink, brown made from iron and oak leaves, would be applied to sheets of vellum or parchment made from the skins of animals. Today’s calligraphers are masters of the various medieval fonts.



► EXERCISE 4

Fill in the first blank with either *ut* or *nē* according to the sense of the sentence. Fill in the second blank with the correct form of the verb in parentheses. Translate each sentence. The Reading Vocabulary may be consulted.

Example: Heloīsa ad Abaelardum scribit ____ dē dolōre suō eī _____. (nārrō)

Heloīsa ad Abaelardum scribit **ut** dē dolōre suō eī **nārret**.

Heloise writes to Abelard in order to tell him about her pain.

1. Heloīsa ad Abaelardum scribēbat ____ dē gravī dolōre suō eī _____. (nārrō)
2. Māne Abaelardus magister ad domum Heloīsae discipulae venit ____ eam _____. (doceō)
3. Māne Abaelardus magister ad domum Heloīsae discipulae vēnit ____ eam _____. (doceō)
4. Hodiē Abaelardus et Heloīsa in monasteria mittuntur ____ ūnā _____. (sum)
5. Abaelardus et Heloīsa in monasteria sunt missī ____ ūnā _____. (sum)
6. Fīlius Heloīsae cum sorōre Abaelardī per multōs annōs manet ____ ab illā _____. (cūrō)
7. Fīlius Heloīsae cum sorōre Abaelardī manēbat per multōs annōs ____ ab illā _____. (cūrō)

The arched windows and the barrel vaulted ceiling of the monastery dormitory bear witness to their Roman roots and give this style the name Romanesque. Founded in 1146, Thoronet Abbey in southern France is contemporaneous with Heloise and Abelard's time in the convent and the monastery.



► EXERCISE 5

Construct from each pair of sentences a complex sentence that contains a purpose clause. Translate the new sentences. The Reading Vocabulary may be consulted.

Example: Librōs legō. Rēs discō.

Librōs legō ut rēs discam.

I read books in order to learn things.

1. Abaelardus ad amīcum scrībit. Dē rēbus suis nārrat.
2. Abaelardus et Heloīsa occultābantur. Avunculus dē amōre nōn discēbat.
3. Abaelardus et Heloīsa sunt tandem sēpārātī. Ūnā nōn erant.
4. Abaelardus ad Heloīsam nōn scrībit. Ēius animus est in pāce.

► EXERCISE 6

Find all the subjunctives and imperatives, both positive and negative, in the Latin reading passage at the beginning of the chapter. Identify what type of subjunctive or imperative each is.



A Gothic-revival tomb with two full-length figures of a monk and a nun atop a sarcophagus protects the remains of Heloise and Abelard. The French honored their story through the ages and in 1804, Napoleon and Joséphine Bonaparte brought the lovers' remains to Paris for final resting at Père-Lachaise cemetery in 1817.

TALKING ABOUT A READING

ABOUT LOVE AND UNADAPTED LATIN: ATTICUS GOES TO ATHENS

DĒ AMŌRE

Helen and Mark are alone.

Mārcus: Dum epistolam Heloīsae legēbāmus, dē tē, Helena, cōgitābam.

Helena: Cūr? Putāsne mē esse tam doctam quam (*as*) Heloīsam?

Mārcus: Nōn solum putō tē esse tam doctam et pulchram quam Heloīsam, sed quoque intellegō Abaelardī amōrem.

Helena: Tūne Mariām amās? Saepe enim cum eā verba facere solēs et gaudium hāc ex rē capere vidēris.

Mārcus: Audiās mē, Helena! Mariā est bona amīca. At est alia puella, quam uxōrem dūcere cupiō.

Helena: Quam?

Mārcus: Nōnne (*don't you*) intellegis?

Helena: Nōn intellegō. Nōmen eius audire dēbeō.

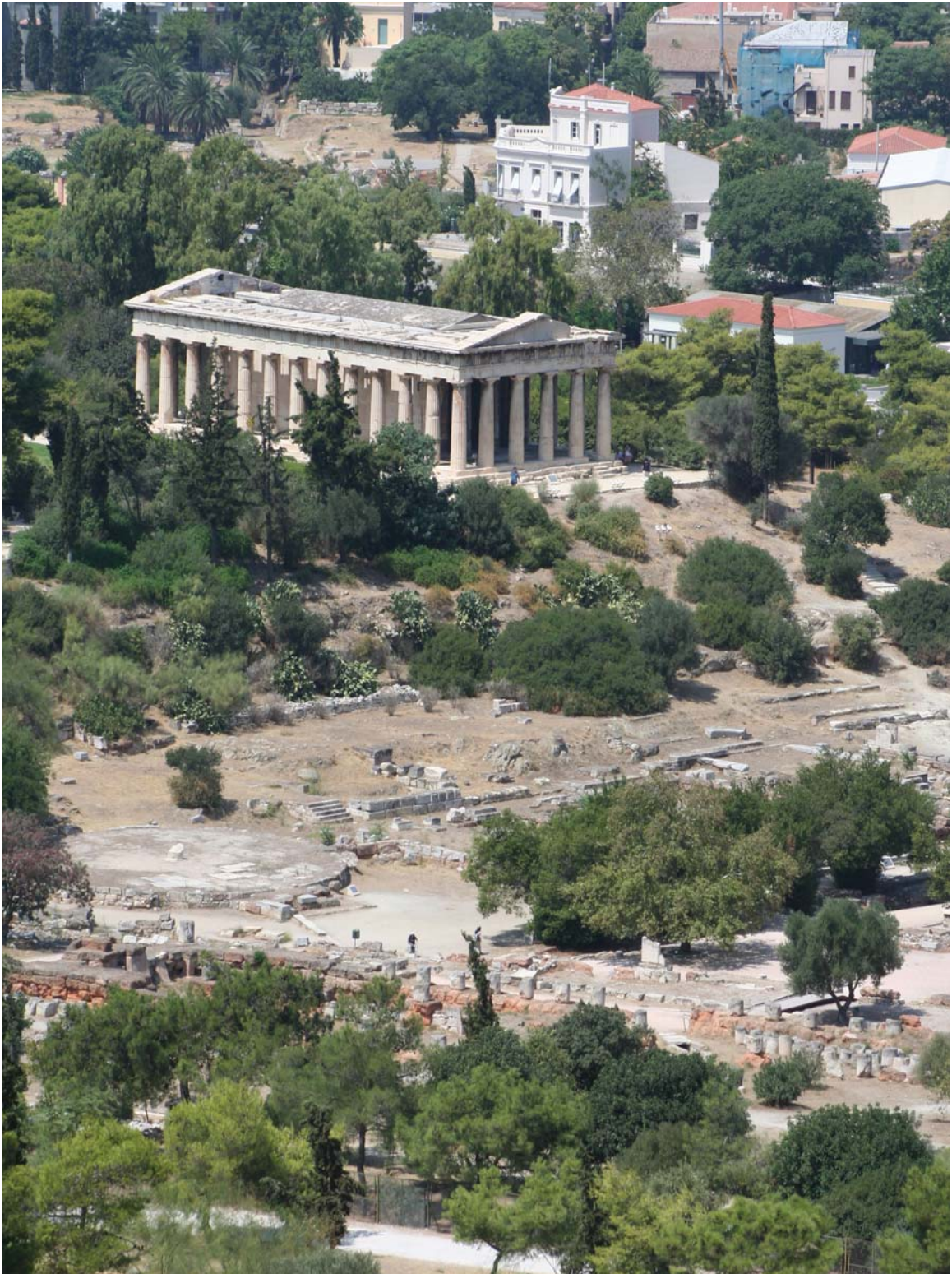
Mārcus: Idem (*the same*) nōmen habet quod mulier quae fuit bellī Trōiānī causa.

Helena (blushing): Dēbeō tamen aliōs nunc vocāre. . . . Veniātis, amīcī!

Mariā: Cūr venīre dēbēmus?

Helena: Venīre dēbētis ut dē Atticō ūnā legāmus.

Mariā: Legās tū, Helena!



Athens had long served as an intellectual capital in the ancient world. Romans went there to study with scholars in much the same way as modern students go away to university. Intellectual debates regularly took place in the agora (depicted above), the central gathering place of Athens. The temple of Hephaestus overlooks the agora.

ATTICUS GOES TO ATHENS

CORNĒLIĪ NEPŌTIS ATTICUS, 2.1-2

Atticus grew up in a period of civil strife in which Marius was the leader on one side and Sulla on the other. Not wishing to take sides and make enemies of people in the opposing party, Atticus decided to move to Athens, which was in any case an appropriate place for him to complete his studies.

- 1 1. Pater matūrē dēcessit. Ipse adulēscētulus propter affinitātem
P. Sulpiciī, quī tribūnus plēbī interfectus est, nōn expers fuit illius
periculī. Namque Anicia, Pomponiī consōbrīna, nūpserat Serviō, frātrī
Sulpiciī. 2. Itaque interfectō Sulpiciō, posteaquam vīdit Cinnānō
5 tumultū cīvitātem esse perturbātam neque sibi darī facultātem prō
dignitāte vīvendī, quīn alterutram partem offenderet, dissociātis animīs
cīvium, cum aliī Sullānīs, aliī Cinnānīs favērent partibus, idōneum
tempus ratus studiīs obsequendī suīs, Athēnās sē contulit. Neque eō
sētius adulēscētem Mariū hostem iūdicātum iūvit opibus suīs, cūius
10 fugam pecūniā sublevāvit.

VOCABULARY

- 1 matūrē (adv.) – early
dēcēdō, ere, dēcēssī, dēcēssum – to die
ipse – himself
adulēscētulus, ī, m. – very young man
affīnitās, affīnitātis, f. – relationship by marriage
- 2 P. = Pūblius
tribūnus, ī, m. plēbī – tribune of the plebs
interficiō, ere, interfēcī, interfectum – to kill
expers, expertis + genitive – devoid of, free from
illius (gen.) – of that
- 3 namque = nam
consōbrīna, ae, f. – cousin
nūbō, ere, nūpsī, nūptum + dat. – to marry (a man)
- 4 posteāquam = postquam
Cinnānus, a, um – related to Cinna, ae, m.
- 5 cīvītās, cīvītātis, f. – city, community of citizens, state
perturbō, āre, āvī, ātum – to throw into confusion
- 6 quīn . . . offenderet – without offending
alteruter, alterutra, alterutrum – either of two
- 7 alii . . . alii . . . – some . . . others . . .
Sullānus, a, um – related to Sulla, ae, m
faveō, ēre, fāvī, fautum + dative – to favor
- 8 Athēnae, ārum, f. pl. – Athens
sē contulit – went
neque = nec
- 8–9 neque eō sētius – nevertheless
- 9 Marius, ī, m. – civil war leader against Sulla
iūvō, āre, iūvī, iūtum – to help
opēs, opium, f. pl. – resources, money
- 10 fuga, ae, f. – flight
pecūnia, ae, f. – money
sublevō, āre, āvī, ātum – to support, help

READING NOTES

- 1–2 *propter affīnitātem P. Sulpiciī* “because of his relationship with Publius Sulpicius.” Latin uses the genitive with *affīnitās* whereas an English speaker would use the preposition “with.”
- 2 *quī tribūnus plēbī* “who as a tribune of the plebs.” A tribune of the plebs was a magistrate elected to defend the rights of the lower class.
- 4 *Itaque interfectō Sulpiciō* This ablative absolute, a construction you will learn later in this book, means the same as *postquam Sulpicius est interfectus* or “after Sulpicius was killed.”
- 4–5 *postequam vidit Cinnānō tumultū cīvitatē esse perturbātam* “after he saw that the state had been thrown into confusion because of the uproar by Cinna.” Cinna, a leader in the Roman civil wars, was on Marius' side.
- 5–6 *facultās (facultātis, f.) prō dignitatē vivendī* This phrase means “a possibility of living according to one's dignity.”
- 6 *quīn alterutram partem offenderet* “without offending either of the two sides.”
- 6–7 *dissociātis animīs cīvium* “<with> the minds of the citizens having been put at odds.”
- 7 *Sullānīs* Sulla was a major leader in the Roman civil wars and later a celebrated Roman dictator. *partibus* This noun which ordinarily means “part,” here means “party.”
- 7–8 *idōneum tempus ratus studiīs obsequendī suis* “having deemed the time appropriate for attending to his studies.”
- 9 *adulēscētē Mariūm hostē iūdicātū* “the young man Marius having been judged (who had been judged) an enemy.”

QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

1. Vixitne diū pater Atticī?
2. Eratne Atticus in periculō?
3. Cūr Atticus erat in periculō?
4. Quid tunc Atticus fēcit?
5. Cūr Atticus Athēnās sē contulit? (answer with a purpose clause containing the verb *discō*)
6. Eratne eō tempore Rōmae pāx?
7. Inter quōs erat bellum?
8. Cūr timēbat Atticus?
9. Quem tamen iūvit Atticus?
10. Cūr Atticus Marium iūvit?

DĒ AMŌRE CONTINUED

Marīa: Cūr patriam reliquit Atticus? Hoc est malum.

Helena: Atticus hoc fēcit ut sē servāret. Nam ēius vīta in periculō erat. At poterat Athēnīs litterīs studēre.

Christīna: Ego cupiō Rōmae esse ut litterīs Latīnīs studeam.



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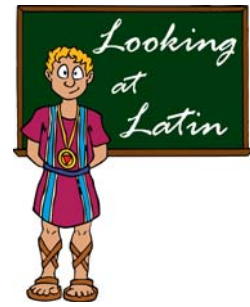
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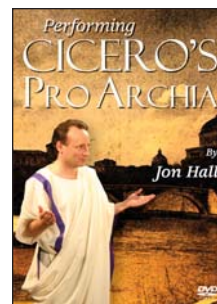
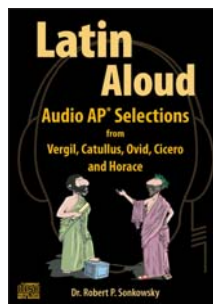
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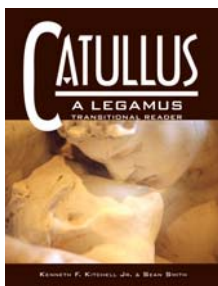
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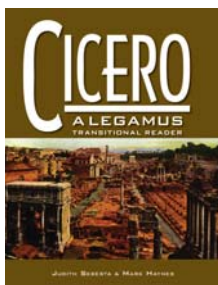


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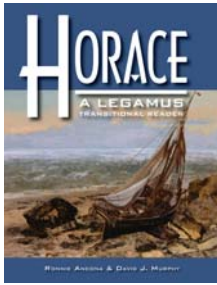
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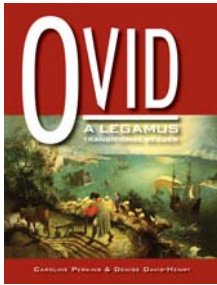


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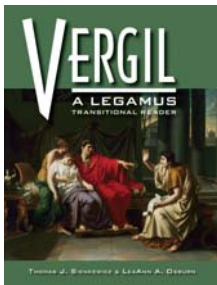


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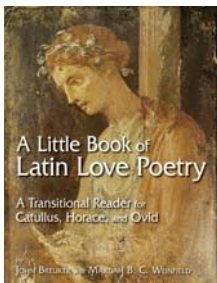


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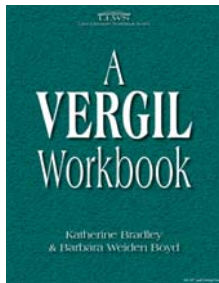
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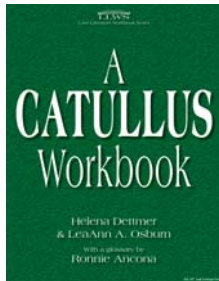
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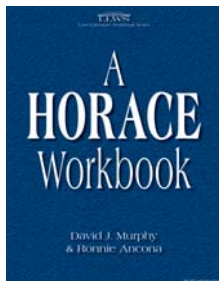
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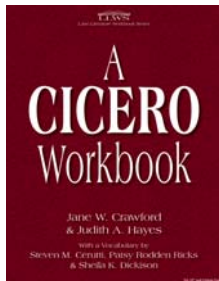
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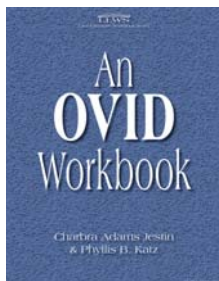
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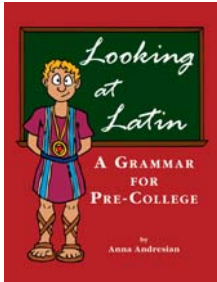
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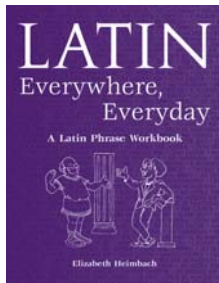
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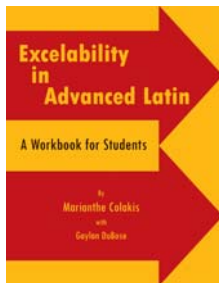
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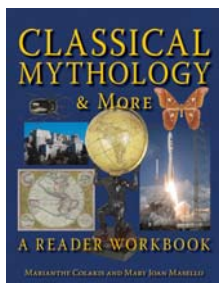
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