

# CHAPTER 1 (PP. 1–16)

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## GRAMMAR IN LANGUAGE FACTS

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

### PAGE 1

Standards 1.1, 1.2

RR 1, 2, 3

### EDITORS' NOTE

Many of the comprehension questions and answers as well as some of the teaching tips, teacher by the ways, and reproducible worksheets were written by Elisa C. Denja, William Duffy, Morgan King, LeaAnn A. Osburn, Karen Lee Singh, and Donald E. Sprague.

### HOW TO USE THIS BOOK

The grammatical and syntactical topics that will be presented in each chapter of this book are listed at the top of the chapter title page.

### REVIEW TOPICS

1. Teachers may wish to review the present indicative of all conjugations along with Chapters 1 and 2 of Level 2. The comparison and contrast between the indicative and subjunctive verbs will prove useful to the students in learning the present subjunctive forms.
2. Teachers may review positive and negative imperatives so that comparison and contrast can be made with the volitive subjunctive. The topic may also be reviewed in Chapter 7. See p. 171.
3. Teachers may also choose to review the five declensions of nouns if students seem rusty on these.

### HOW TO USE THIS BOOK

The illustration on each chapter's title page presents a visual introduction to the Latin reading passage that follows. Teachers may choose to discuss the illustration in order to provide the context for the reading on the next page. This discussion could be conducted in Latin. Teachers may begin the discussion with simple prompts asking questions in Latin about the illustration. Alternatively, teachers might use a given chapter page image as a vehicle for reviewing the chapter Latin reading passage. Students could discuss in Latin how the illustration connects to what they have read. This postreading activity encourages students to employ the new vocabulary of the chapter.

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## TEACHING TIP

Cuthbert (ca. 634–687) was a saint of the early Northumbrian church. Immersed in the Celtic Christian tradition, he was a monk, bishop, and hermit. He was a member of the monasteries of Melrose and Lindisfarne. He served as bishop of Lindisfarne and as a patron of Durham. After his death he became one of the most significant medieval saints of Northern England. Pilgrims continue to visit his tomb at Durham Cathedral.

The scene depicted in the manuscript illumination is from chapter 11 of Bede’s *Life of Cuthbert*. Cuthbert and two companions journeyed north to the lands of the Picts on the day after Christmas. When a storm precluded their scheduled departure, the monks found themselves without sufficient food. After suffering many days, Cuthbert awoke on the feast of the Epiphany (January 6th) and encouraged his comrades to pray. He then led them to the seashore where they “miraculously” found three freshly cut pieces of dolphin awaiting them. Cuthbert noted that the Lord had answered their prayers and interpreted that the three pieces of fish meant the storm would abate and they would be able to sail back home in three days. They grilled the fish, the storm ended as predicted, and they sailed upon a tranquil sea back home to Northumbria.

Teachers may ask students to consider what genre of writing Bede practiced based on the image. Alternatively, after reading the Latin passage, students can discuss how the reading is of a genre different from ones the image might suggest.

## MEMORĀBILE DICTŪ VOCABULARY

**impūne** (*adv.*) – with impunity

**laccessō, laccessere, laccessivī, laccessitum** – to provoke

**nēmō** – nobody

## HOW TO USE THIS BOOK AND ITS ENRICHMENT TEXTS

Two enrichment texts are available for use with this book: *From Rome to Reformation: Early European History for the New Millennium* (abbreviated RR) and *The Clay-footed SuperHeroes: Mythology Tales for the New Millennium* (abbreviated CS). Chapter title pages will include, when appropriate, a notation about what chapter of RR or CS the teacher may wish to assign.

## PAGE 2

Standards 1.1, 1.2, 3.1, 3.2, 5.2

## TRANSLATION OF THE LATIN PASSAGE

### About Britain

Britain, an island, is separated from Europe by a sea; it has <facing it> from the south Belgium, from <its> back <it has> the immense ocean. It is full of trees, fruits, animals. It abounds with fishes: also dolphins and whales are captured there. Oysters are also found, in which there are beautiful pearls. The earth produces many metals: bronze, iron, lead, silver. The island lies in the northern part of the world and during the summer it has bright nights. So in the middle time of the night people do not know for sure that it is night.

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The inhabitants of Britain were Britons, from whom the name of the island was given. Afterward the population of Picts came from Scythia through the ocean by ships to Ireland, an island, which is situated near Britain. The Picts decided to live in that island, but the Scots, who lived in Ireland at that time, told them: “This island is small: it will not be able to hold both us and you. We will, however, give you good advice. We know that to the east not far from our (island) there is another island, whose shores we are accustomed to see on clear days. You should sail to that island and you should occupy it!” So the Picts occupied the northern parts of Britain. For the Britons lived toward the south. The Picts, who had no wives, sought women from the Scots. The Scots answered this: “Wives will be given to you, but you have to promise that you will have not kings, but queens.” This custom remains with them (at their house) even today.

## HOW TO USE THIS BOOK

Above each Latin reading passage in the student textbook, information is presented in English. This prereading provides background information about the author and the era in which he or she wrote, and establishes the context of the passage the students will read.



### TEACHER BY THE WAY

#### Development of the Vernacular Languages

The new vernacular languages developed from different combinations of three main sources: (1) vulgar Latin (the common speech of the less educated in the late Roman Empire); (2) various tongues that had already existed in the cultures of the provinces of the Western Empire; (3) the languages of the Germanic invaders who had come in the fourth and fifth centuries CE. The dialects of medieval Italian obviously owed much to late vulgar Latin, but were influenced by Germanic elements too from such peoples as the Ostrogoths and the Lombards. The tongue of the Visigoths in Spain mingled with that of the Roman-Spanish inhabitants, with some additions later from Arabic and other sources, to evolve into languages that would become the dialects of medieval Spanish. The speech of the Franks contributed greatly to the languages of the Germanic regions (each of which in the medieval period was divided into many dialects), and the Germanic tongue of the Angles and Saxons in Britain was the basis for Old English, which was radically affected by the invasion of the Normans from northern France in 1066. It was from this infusion of Norman French that dialects of Middle English, the ancestors of modern English, would develop. This Norman French influence accounts for the preponderance of Latin-derived words in today’s English.



### TEACHER BY THE WAY

Having absorbed the culture described in the ancient texts that he read, Bede wrote on such subjects as diverse as poetic meters (*Dē arte metricā*); chronology or the science of computing time and dating (*Dē temporum ratione*); natural sciences (*Dē nātūrā rērum*); and interpretation of scripture, biographies (especially those of the saints’ lives), and history.



### TEACHING TIP

Instruct the students to find *Belgica* and *Scythia* on the map on pp. xxviii–xxix (SE) and *Calēdonia* on the map on p. 7 (SE). When using the **Teaching Tips** for map work found throughout the text, teachers are encouraged to employ Latin: “*Aperite pāginam xxviii! Spectate chartam. Ubi est Belgica, etc.?*”

## PAGE 3



### TEACHER BY THE WAY

The Britons were the Celtic people who had once inhabited Britain under the Romans, but who migrated to parts of northern France when the Romans left and when the Angles and Saxons came. To this day a part of northern France is called Brittany. The word “British” is today reserved for the inhabitants of England.

### HOW TO USE THIS BOOK

The students should not be expected to learn the words under the title Reading Vocabulary, whenever this title appears in this book. Instead, instruct students to learn the vocabulary words listed under the title Vocabulary to Learn that will be found later in the chapter.

The Latin to English Glossary contains both the Vocabulary to Learn, which is marked with an asterisk, and the Reading Vocabulary. Vocabulary to Learn from Level 1 is also indicated with an asterisk.



### TEACHING TIP

While English derivatives from the asterisked words (i.e., the Vocabulary to Learn) are the topic of Exercise 2, there are some interesting derivatives from the non-asterisked words and some of these show how words change through the years. The teacher may choose to discuss these derivatives with the students. In addition, notes for the derivatives based on the **Latin Vocabulary to Learn** words are found at the end of each chapter. Exercises for these derivatives are in each chapter of the student workbook.

- *aestās* – estival, estivate  
July 4th is an estival holiday because it falls during the summer.
- *argentum* – Ag, argent, Argentina, argentiferous  
Ag is the symbol for silver on the periodic table.  
Argentiferous is a compound of *argentum* and *ferō* (to bear), hence, silver-bearing ore.
- *bālaena* – balaeniceps  
Balaeniceps is the name of a whale-headed stork.
- *delphīn* – delphinium
- *ferrum* – farrier, ferriferous, ferrous, ferric
- *lūcidus* – (from *lūceō*) – elucidate, lucid, lucidity, translucent, lucubration, pellucid  
A lucubration is a laborious work done especially at night.  
Pellucid waters are clear, allowing the maximum passage of light.
- *ostrea* – ostreiculture, ostreiform, ostreaceous, ostreophagist  
Ostreiculture refers to raising oysters for food in man-made aquatic environments.
- *Pictus* – (*pingō* = to paint) – picture, pinto (spotted horse), pinto bean
- *plumbum* – plumb, plumber, plummet, plunge, plunger  
Lead, a heavy material, used to be suspended by a line to measure the depth of water; hence, plummet, plunge. A plumb line to ascertain the true vertical can still be seen on surveyor instruments.
- *tergum* – tergiversate, tergiferous  
Tergiferous (from *tergum* and *ferō* = to bear) animals carry their young on their backs.



## TEACHER BY THE WAY

The etymological notes of these additional English derivative sections will include some abbreviations. What these abbreviations stand for can be found on p. vii.

## PAGE 4

Standards 1.1, 1.2, 3.1, 3.2, 4.1

### HOW TO USE THIS BOOK

When the icon with the pushpin and the words **TAKE NOTE** are seen, students will receive extra cultural, linguistic, or historical information about words in the Reading Vocabulary.

Teachers are encouraged to have students respond in Latin to the **COMPREHENSION QUESTIONS** that follow each chapter reading. If students responded in Latin for Level 1, they will be comfortable doing this. If they did not for Level 1 but teachers wish to introduce it for Level 2, students could start by citing the Latin that answers the questions and, as they grow in confidence, their answers need not be limited to simple citation. Note that the comprehension questions for the unadapted Atticus readings in each chapter ask students to answer in complete Latin sentences.

### ANSWERS TO COMPREHENSION QUESTIONS

1. The Britons lived in Britain, the Scots in Ireland.
2. From Scythia to Ireland. They finally settled in Britain, since the Scots, who inhabited Ireland at that time, did not allow them to settle in Ireland due to the small size of the island.
3. The Scots provided the Picts with wives on the condition that they would always have queens, not kings.



### TEACHING TIP

The teacher may choose to practice recognition of subjunctive forms by asking the students to identify the following verb forms orally with the word *indicātīvus* or *subiūnctīvus* and the verb's general meaning in English. The word *coniūnctīvus* is a viable alternative for *subiūnctīvus*. This will also serve as a quick review of some Level 1 verbs.

- |                  |                             |                              |
|------------------|-----------------------------|------------------------------|
| 1. est           | Answer: <i>indicātīvus</i>  | is/be                        |
| 2. parāmus       | Answer: <i>indicātīvus</i>  | prepare/get ready            |
| 3. mutētis       | Answer: <i>subiūnctīvus</i> | change                       |
| 4. versem        | Answer: <i>subiūnctīvus</i> | turn                         |
| 5. vulnerētur    | Answer: <i>subiūnctīvus</i> | wound                        |
| 6. excitantur    | Answer: <i>indicātīvus</i>  | awaken/wake up/rouse/stir up |
| 7. exclāmō       | Answer: <i>indicātīvus</i>  | exclaim                      |
| 8. rogēmur       | Answer: <i>subiūnctīvus</i> | ask                          |
| 9. sēparāris     | Answer: <i>indicātīvus</i>  | separate                     |
| 10. stet         | Answer: <i>subiūnctīvus</i> | stand                        |
| 11. aedificentur | Answer: <i>subiūnctīvus</i> | build                        |

## PAGE 5

Standards 1.1, 1.2, 4.1

Workbook Exercises 1, 3

### ► EXERCISE 1 ANSWERS

- |                |              |
|----------------|--------------|
| 1. aestimētur  | 7. occultēs  |
| 2. cōgitent    | 8. pugnet    |
| 3. dēvastentur | 9. sānēmus   |
| 4. exspectēris | 10. servētis |
| 5. firmēmur    | 11. tempter  |
| 6. liberentur  |              |



### TEACHER BY THE WAY

The word *cōnsilium* has two meanings: “advice” and “plan.” Both meanings are attested from the earliest period of Latin literature. So it is no accident that counselors both give advice and make plans!

## PAGE 6

Standard 4.1

Workbook Exercise 2



### TEACHING TIP

The instructor may choose at this point to explain the other words for the four points of the compass in Latin. Using the picture of the compass on p. 6 (SE) may be beneficial to the students as the teacher explains these Latin words, which are all adjectives. The teacher may also wish to review briefly how third declension adjectives work at this point. The map in this chapter on p. 7 (SE) provides an opportunity for an oral or written lesson on the geography of the British Isles and may incorporate these directional terms in such a lesson.

**occidēs, occidentis** (sometimes feminine, when understood to agree with *pars*) – west

**oriēs, orientis** (sometimes feminine, when understood to agree with *pars*)  
– east

**septentrionēs, septentrionum, m. pl.** (also the name of a constellation in the heavens) – north

**meridiānus, -a, -um** – southern (the noun is presented in the **Vocabulary to Learn**)

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## ► EXERCISE 2 ANSWERS

1. occupants      occupō
2. counsel        cōnsilium
3. solar            sōl
4. moral            mōs  
    aspect        aspiciō aspectum
5. inventions     inveniō inventum
6. mundane      mundus
7. sites             situs
8. genetics        gignō genitum  
    promising    prōmittō prōmissum
9. gentleman     gēns
10. insular        īnsula



### TEACHER BY THE WAY

According to tradition, pilgrims from northern Europe who visited the Colosseum, which they believed was the site of many a martyr's final witness, were so impressed with the structure that a proverbial expression was born. It is recorded in the eighth century by the Venerable Bede: "As long as the Colosseum stands, Rome shall stand; when the Colosseum falls, Rome will fall; when Rome falls, the world will fall." (*Quamdiū stābit Colossēum, stābit et Rōma; quandō cadet Colossēum, cadet Rōma; quandō cadet Rōma, cadet et mundus.*)

## PAGE 7

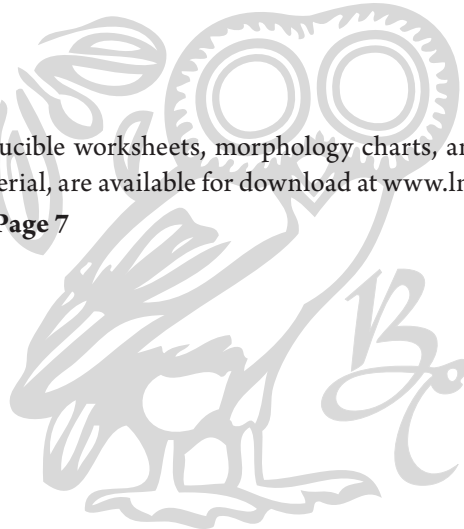
### Standard 3.1



### TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at [www.Inm.bolchazy.com](http://www.Inm.bolchazy.com).

- Map Work – Page 7



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### TEACHING TIP

1. Ask students the English equivalents of the following place-names found on the British Isles map: *Calēdonia*, *Cantabrigia*, *Cornūbia*, *Dubrī*, *Eborācum*, *Londīnium*, *Oxonium*.  
Answers: Scotland, Cambridge, Cornwall, Dover, York, London, Oxford.
2. Ask students which of the thirteen original colonies derives its name from one of the cities on this map.  
Answer: New York, *Novum Eborācum* from York, *Eborācum*.
3. Ask students where New Caledonia is.  
Answer: A French colony in Melanesia in the South Pacific. New Caledonia was used to refer to the region now called British Columbia when England originally staked colonial claims to Canada.
4. Ask students who might belong to the Ancient Order of Hibernians.  
Answer: Irish-Americans. The Ancient Order of Hibernians is an Irish Catholic organization founded in New York in 1836.
5. Ask students what they think a Cantabrigian might be.  
Answer: A graduate of the Cambridge University, England or a resident of Cambridge, Massachusetts.
6. Ask students what they think MPhil Oxon means.  
Answer: It designates the degree Master of Philosophy from Oxford University.

## PAGE 8

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Oral Exercise 1; Workbook Exercise 4



### TEACHING TIP

Point out to students the importance of recognizing forms that look similar or identical but have different functions or meanings.

### ► EXERCISE 3 ANSWERS

1. present indicative, present subjunctive, future indicative
2. present subjunctive, present indicative, future indicative
3. present indicative, present subjunctive, future indicative
4. future indicative, present indicative, present subjunctive
5. present subjunctive, present indicative, future indicative
6. present subjunctive, present indicative, future indicative
7. future indicative, present subjunctive, present indicative

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## ORAL EXERCISE 1

*This exercise may be used anytime after the present subjunctive of first conjugation verbs has been presented.*  
Conjugate the present active and passive subjunctive of the verb *occupō*.

occupem, occupēs, occupet, occupēmus, occupētis, occupent  
occuper, occupēris, occupētur, occupēmur, occupēmini, occupentur



### TEACHER BY THE WAY

In many grammar books the volitive subjunctive is divided into jussive (for the second person) and the hortatory (for the first and the third person). Since these terms both refer to what is essentially the same use of the subjunctive, we prefer, for the sake of simplicity, to combine these categories into one, with due attention paid to the fact that in English the second person on the one hand, and the first and the third person on the other are expressed with slightly different auxiliary words.

## PAGE 9

Standards 1.1, 1.2, 3.1, 3.2, 4.2

Workbook Exercise 5



### TEACHING TIP

Instruct the students to find Lindisfarna on the map on p. 7 (SE).



### TEACHER BY THE WAY

#### The Lindisfarne Gospels and Scottish Monasticism

The Northumbrian prince Oswald brought Aidan of the monastic community at Iona to Northumberland upon his return from exile in Scotland. Celtic Christianity (that of Ireland and Scotland) converted Northumbria and led to the foundation of the great monasteries such as Jarrow (Bede's), Old Melrose, Whitby, and Lindisfarne. The monastic community created the illuminated manuscript known as the Lindisfarne Gospels in which the style of illumination is considered representative of the Celtic Renaissance. Other famous manuscripts in this style include the Book of Durrow, the Book of St. Chad (also known as the Lichfield Gospels), and the most famous of the group, the Book of Kells. These manuscripts all exhibit a fusion of Celtic, Germanic, and Mediterranean elements. Irish monks had traveled to the continent serving as missionaries and revitalizing earlier monastic communities. In doing so, they encountered other artistic traditions which subsequently influenced their work back in England, Scotland, and Ireland.



### TEACHING TIP

The teacher might bring reproductions of these Celtic manuscripts to class or ask students to do so. The class can then decipher the Latin words of these elaborately transcribed manuscripts.

## PAGE 10

### Oral Exercise 2

#### ORAL EXERCISE 2

*This exercise may be used anytime after the volitive and optative subjunctive have been presented.*

The teacher uses the preferred CPO (classroom presentation option: black/white/smart/green board, overhead or LCD projector or PowerPoint™) to show a list of first principal parts of verbs such as the ones listed below and then divides the class in two groups. The first group is supposed to give directions to the teacher with the listed verbs by using the volitive subjunctive. The teacher then mimics the actions ordered by the first group until the second group issues a negative command. If the teacher prefers, s/he may ask a student to be the performer of the commands.

ambulō, errō, exclāmō, exspectō, nāvigō, locum occupō, cōgitō, rogō

ambulēs! – nōlī ambulāre!

errēs! – nōlī errāre!

exclāmēs! – nōlī exclāmāre!

exspectēs! – nōlī exspectāre!

nāvigēs! – nōlī nāvigāre!

locum occupēs! – nōlī locum occupāre!

cōgitēs! – nōlī cōgitāre!

rogēs! – nōlī rogāre!



#### TEACHER BY THE WAY

##### Durham Cathedral

A World Heritage Site, the Cathedral of Durham is considered one of the great architectural experiences of Europe and an outstanding example of Norman architecture in particular. It probably is also one of the most dramatic. Perched high on a hill, next to Durham Castle, overlooking the Wear River (known as the *Ouedra* or *Adron* in Latin) and the ancient town, it is much photographed.

The towers of the cathedral date from a later building. The western towers date from the twelfth and thirteenth centuries and the central tower with its Gothic detailing is from the fifteenth century.

The Cathedral of Durham housed a Benedictine community until the dissolution of the monasteries in the Anglican Reformation. Bede joined the Benedictine monastery of St. Peter and Paul at Wearmouth—down the River Wear from Durham, at the river's mouth.

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## TEACHER BY THE WAY

### The English Peoples

In his history, Bede referred to the peoples of lowland Britain—the Saxons, the Jutes, the Angles—as one nation. Indeed, he established the tradition of calling these peoples the Angles, which evolved to England and the English. Bede told a story about Pope Gregory the Great’s encounter with some Angles. Bede probably consulted an earlier biography of Gregory that scholars believe had been written at an English monastery in Whitby.

Bede told us that prior to his pontificate, Gregory came upon some fair-haired boys for sale in the Roman marketplace. Their blond hair led Gregory to ask from where they came. Bede then related that when told they were Angles, i.e., *Angli*, Gregory replied that they were angels of God, i.e., *Angelī dei*. The wordplay continued as he asked the name of their king, “Aelle,” to which he responded, “Alleluia, for God ought now to be praised.” When they identified their tribe as the “Deira,” Gregory proclaimed that they shall flee from the wrath of God, *dē irā*.

Some scholars believe that in telling the story with its wordplay, Bede establishes the English as a special race.

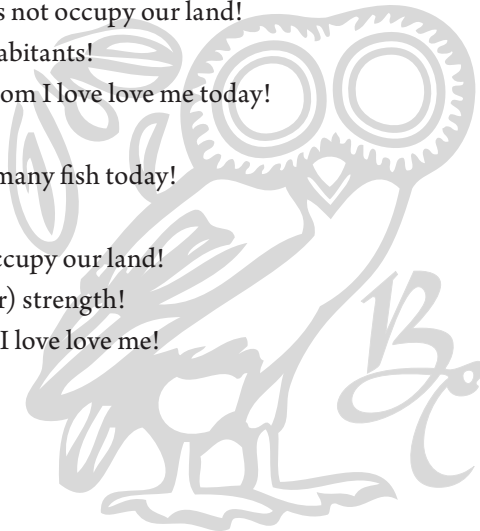
## PAGE 11

Standards 1.1, 1.2, 4.1

Oral Exercise 3; Workbook Exercise 6

### ► EXERCISE 4 ANSWERS

1. Tell that story to all nations quickly!
2. Do not get hidden far away!
3. May the northern tribes not occupy our land!
4. Let us fight with all inhabitants!
5. May the young man whom I love love me today!
6. Let us not be poor!
7. May we be able to find many fish today!
8. Tell me a story!
9. May the enemies not occupy our land!
10. Let us fight with all (our) strength!
11. May the woman whom I love love me!
12. Let us not be wretched!



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## TEACHING TIP

The teacher may choose to practice recognition of the subjunctive forms of *sum* and *possum* by asking the students to identify the following verb forms orally with the word *indicātivus* or *subiūctivus*. This will also serve as a quick review of the indicative forms of *sum* and *possum* that were presented in Level 1.

1. sīmus	Answer: <i>subiūctivus</i>	11. sum	Answer: <i>indicātivus</i>
2. est	Answer: <i>indicātivus</i>	12. estis	Answer: <i>indicātivus</i>
3. possis	Answer: <i>subiūctivus</i>	13. sim	Answer: <i>subiūctivus</i>
4. es	Answer: <i>indicātivus</i>	14. sunt	Answer: <i>indicātivus</i>
5. possum	Answer: <i>indicātivus</i>	15. sis	Answer: <i>subiūctivus</i>
6. possit	Answer: <i>subiūctivus</i>	16. sītis	Answer: <i>subiūctivus</i>
7. sumus	Answer: <i>indicātivus</i>	17. potes	Answer: <i>indicātivus</i>
8. potestis	Answer: <i>indicātivus</i>	18. sint	Answer: <i>subiūctivus</i>
9. sit	Answer: <i>subiūctivus</i>	19. potest	Answer: <i>indicātivus</i>
10. possitis	Answer: <i>subiūctivus</i>	20. possint	Answer: <i>subiūctivus</i>

## ORAL EXERCISE 3

*This exercise may be used anytime after the optative subjunctive has been presented.*

The teacher writes on the board a list of adjectives and asks individual students to choose what they want or do not want to be, using the optative subjunctive or the negative optative subjunctive.

ācer, doctus, fēlix, ferōx, fortis, magnus, miser, pauper, dīves, sevērus, praeclārus

Utinam sim/nē sim ācer!

Utinam sim/nē sim doctus/docta!

Utinam sim/nē sim fēlix!

Utinam sim/nē sim ferōx!

Utinam sim/nē sim fortis!

Utinam sim/nē sim magnus/magna!

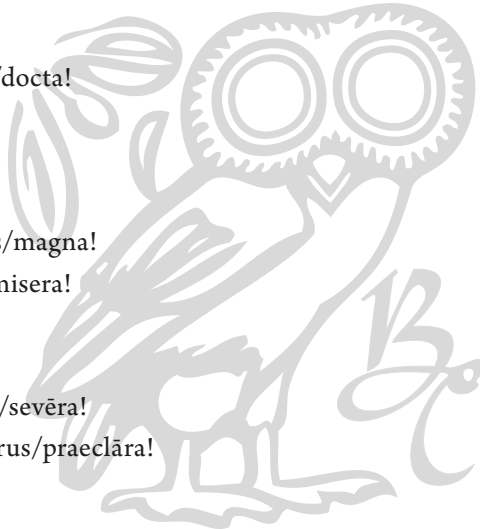
Utinam sim/nē sim miser/misera!

Utinam sim/nē sim pauper!

Utinam sim/nē sim dīves!

Utinam sim/nē sim sevērus/sevēra!

Utinam sim/nē sim praeclārus/praeclāra!



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## PAGE 12

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Oral Exercise 4; Workbook Exercise 7

### ► EXERCISE 5 ANSWERS

1. Dē hīs mōribus cōgītētis!
2. Mundus nē sit malus!
3. Procul hodiē ambulēs!
4. Sītis fortēs!
5. Utinam mōrēs novōs hāc in īnsulā discāmus!
6. Incolae novās domōs nōn procul aedificent!
7. Utinam possis invenīre id quod quaeris!
8. Omnia quae prōmīsistī parēs!

### ► EXERCISE 6 ANSWERS

1. Nē apud nōs habitent!      Let them not live with us!
2. Nōlī hostem accūsāre!      Do not accuse the enemy! You should not/may not accuse the enemy!
3. Nē fābulās nārrēmus!      Let us not tell stories!
4. Utinam nē sīmus primī!      May we not be first!

### ORAL EXERCISE 4

*This exercise may be used anytime after the volitive subjunctive has been presented.*

The teacher describes a certain action with the infinitive. Then s/he asks a student to perform or mimic it, and then to say in Latin, “I am doing this . . .” Next the student should turn to another student and say in Latin, “You should do this . . .” Then the student should face all the other students and say in Latin, “You (plural) should do this . . .” Finally the student should address everybody in the room and say in Latin, “We should do this . . .”

#### **Example:**

Teacher: cōsiliū audīre

Student (about her/himself): cōsiliū audiō

Student (to another student): cōsiliū audiās

Student (to the other students): cōsiliū audiātis

Student (to everyone, including her/himself): cōsiliū audiāmus

1. gaudiō abundāre – gaudiō abundō – gaudiō abundēs – gaudiō abundētis – gaudiō abundēmus
2. ambulāre – ambulō – ambulēs – ambulētis – ambulēmus
3. nihil cūrāre – nihil cūrō – nihil cūrēs – nihil cūrētis – nihil cūrēmus
4. esse fēlix – sum fēlix – sīs fēlix – sītis fēlicēs – sīmus fēlicēs
5. posse respondēre – possum respondēre – possis respondēre – possitis respondēre – possimus respondēre

6. amīcum vocāre – amīcum vocō – amīcum vocēs – amīcum vocētis – amīcum vocēmus
7. occultārī – occultor – occultēris – occultēminī – occultēmur
8. librō dēlectārī – librō dēlector – librō dēlectēris – librō dēlectēminī – librō dēlectēmur

## ► EXERCISE 7 ANSWERS

**Picts:** Finally we have sailed to a land. Let us exclaim with joy! May we be able to remain on this island!

**Scots:** Quī estis vōs? Quid in terrā nostrā quaeritis?

**Picts:** We are Picts and we have been seeking a new fatherland for a long time. May this fatherland give us many good things!

**Scots:** In hāc īnsulā manēre nōn potestis. Nam est valdē parva et locus omnibus nōn est. Ad aliam īnsulam nāvīgētis! Nāvēs vestrās parētis!

**Picts:** Be friends!/You should/may be friends! Give us help! / You should/may give us help!

**Scots:** Sitis fortēs! Ex hāc īnsulā aspiciere potestis aliam īnsulam. Utinam possitis locum in illā īnsulā vōbīs invenīre!

**Picts:** May good fortune await us on the other island! We also want to ask you about another thing.

**Scots:** Rogētis nunc!

**Picts:** Give us women! / You should/may give us women! For we lack wives: in fact, we do not have women.

**Scots:** We will give you women, but you have to promise this: only women will be queens, men will not be kings.

**Picts:** Utinam cōnsilium vestrum sit bonum!

**Scots:** Do you promise?

**Picts:** Prōmittimus, prōmittimus. Mulierēs nunc dētis!



### TEACHING TIP

After the English parts of the conversation above have been put into Latin, divide the class into two sections. Assign the part of the Picts to one section and the part of the Scots to the other. Instruct the class to perform this dialogue orally in Latin. This will help students to develop oral comprehension skills and to practice their pronunciation of Latin.

## PAGE 13

### Workbook Content Questions



### TEACHER BY THE WAY

The southern face of the stone displays Picts on horseback in a hunt scene. Aberlemno is derived from the Pict *aber* meaning “confluence or river mouth” and from the Gaelic *leamha-naich*, meaning “of the elmwood.” Dundee is in the middle of Scotland on the east side along the River Tay, the second major inlet on the map.

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## PAGE 14

Standards 1.1, 1.2, 2.1, 4.2, 5.2

### TRANSLATION OF THE LATIN CONVERSATION

**Mary:** Hello, friends!

**Mark, Helen, and Christy:** Hello, Mary!

**Mary:** It was good to read about the origin of my family. For the fatherland of my family is Scotland. I did not know that the Picts had come from Scythia.

**Mark:** And the fatherland of my family is Ireland. I, on the other hand, did not know that the Scots had first dwelt in Ireland, then gone to Scotland. My family seems to have given women to your family. For the Picts did not have women. Therefore the queens who were in Scotland had all come from Ireland.

**Mary:** This is not completely true. Only the first women had come from Ireland. Afterward new women were born in Scotland, not in Ireland.

**Helen:** Listen! My family, on the other hand, has Britain as a fatherland. My people lived in Britain for a long time, (and) at last went to America.

**Christy:** Why do you say that you are Picts, Scots, Britons? We are all Americans now!

**Mary:** You talk well, Christy. We ought to love the fatherland that we have now, but it is also good to know about the origin of <one's> family. That does not mean that we love our fatherland less . . . But what else are we going to read today?

**Mark:** The life of Atticus, which Cornelius Nepos wrote.

**Helen:** May it not be too difficult! I am afraid/I fear.

**Mark:** Let us not think that the book is difficult! Let us be freed from fear! We already know a lot of things.

**Christy:** May we be able to begin now! For I want to know about Cicero's friend.



### TEACHER BY THE WAY

#### Cornelius Nepos

Cornelius Nepos (100–25 BCE) was born in Gallia Cisalpina, a Roman province, but spent most of his life in Rome. With the help of Titus Pomponius Atticus, he became part of Roman high society but never pursued political office as so many others did. Instead, he devoted his life to study and writing.

Nepos wrote prolifically throughout his life. He is known to have written a chronology of Rome (*Chronica*), a series of *exempla*, and some erotic poetry. What he is best known for, however, are his biographies. Some of these, including biographies of Cato the Elder and Cicero, were stand-alone works, but many were linked in a single collection, *Dē virīs illūstribus*. While most of Nepos's works are lost, much of what remains comes from this collection. In the (at least) sixteen books of the *Dē virīs illūstribus*, Nepos depicts the lives of many famous men of antiquity. Nepos first organized his subjects by occupation, then paired a notable Roman's life story with that of a notable foreigner (usually a Greek), and finally compared the two. This practice, which Nepos likely invented, would be utilized in the works of several later works, including Plutarch's *Lives*. Nepos was also careful to judge his subjects by the standards of the society in which they lived, not simply by Roman ideals. This cultural relativism was also

ahead of its time. Of his extant biographies, the one of his friend Atticus, to whom he dedicated the *Dē virīs*, is the best and most complete. (A selection from the *Life of Atticus* accompanies each chapter of *Latin for the New Millennium*, Level 2. At the end of the fifteen chapters are found ten additional selections. Collectively, these twenty-five selections constitute 264 lines of unadapted classical Latin.)

Living during the time of Cicero and Vergil, Nepos did not enjoy their reputation. His plain prose is often considered inferior to the more stylized writing of his contemporaries. However, Nepos's innovative approach to biography influenced writers for decades afterward and his easily readable Latin makes him one of the best authors for a student embarking on reading unadapted Latin for the first time.

## PAGE 15

Standards 1.1, 1.2, 2.1, 3.2

### TRANSLATION OF THE FAMILY OF ATTICUS

Titus Pomponius Atticus, descended from the remotest (i.e., most ancient) origin of Roman stock, held the social position of a knight which was received (i.e., inherited) without interruption from (his) ancestors. He enjoyed a diligent father and, as the times then were (i.e., according to the standards of those days), a rich (one) and especially interested in literature. As he loved literature himself, he educated (his) son with all kinds of learning with which the period of boyhood ought to be provided.

### HOW TO USE THIS BOOK

Since this is the first piece of unadapted Latin that the students meet, teachers should explain this page's format and how to read unadapted Latin. Students should be instructed to read the English section above the Latin passage first and then the teacher may wish to ask students what information they should anticipate seeing in the Latin passage itself. The **Reading Vocabulary** below the Latin passage in the left hand column does not need to be learned but is listed to help the student understand the passage. Across from the **Reading Vocabulary** column are the **Reading Notes**. These columns are set up so that the student will be able to read from left to right looking from the **Reading Vocabulary** column across to the **Reading Notes** column. In this way the students will see all the information they will need to comprehend each line of the passage.

For the first few unadapted Atticus passages, depending on the ability level of the class, teachers might do the Atticus readings as an in-class, teacher-led activity. As students' confidence with the unadapted Latin grows, teachers may assign the Atticus passages for preparation at home.



### TEACHING TIP

The teacher may choose to ask the following questions as the students read the Latin passage in order to help the students understand the passage or to assess their progress.

Line 1: What does the cognomen *Atticus* tell about the man? Answer: He lived in Athens for many years.

Line 2: What is the grammatical form and use of *generātus* in line 2? Answer: perfect passive participle modifying *Atticus*.

Line 4: To whom does *hic* refer? Answer: Atticus's father.





## TEACHER BY THE WAY

Line 2: The financial requirement to be a member of the equestrian class was 400,000 sesterces. If a person's worth fell below the amount of 400,000 sesterces, he lost his position in that order. 400,000 sesterces in 1957 was approximately \$28,000 and would be substantially larger today. The abbreviation for "sesterce" was IIS, which was later standardized to HS. When these numbers and the letter are superimposed on one another, the result is the American dollar sign, which, until recently, had two vertical lines under the letter S.

Lines 3–4: The phrase *in primis* is originally an ablative of place where and its literal translation is "in the first place(s); in the front line(s)."

Line 4 – *studiōsō litterārum*: If *studiōsō* is translated as "fond of," it is easier for the students to understand why *litterārum* is in the genitive case.

## PAGE 16

Standards 1.1, 1.2, 3.1, 3.2, 4.1



## TEACHING TIP

The students may use the vocabulary supplied with the Atticus passage to answer the comprehension questions. Remind them that "yes" is *ita* and "no" is *minimē*. If students responded to the comprehension questions for the chapter readings in Level 1 in Latin, they should be readily able to do answer in Latin about the Atticus readings. For those responding in Latin to comprehension questions for the first time, teachers are encouraged to build students' comfort to the point that they are answering orally in complete Latin sentences.

## ANSWERS TO QUESTIONS ABOUT THE TEXT

1. Ita, familia Atticī erat vetusta.
2. Atticus dignitātem equestrem habēbat.
3. Ita, maiōrēs Atticī dignitātem equestrem habebant.
4. Pater Atticī erat diligēns et dives.
5. Fuit dives, ut erant tempora.
6. Pater Atticī in primis erat studiōsus litterārum.
7. Ita, pater Atticī cupīvit filium litteris ērudīrī.
8. Ipse pater valdē litterās amābat.

## TRANSLATION OF THE CONTINUATION OF THE LATIN CONVERSATION

**Mark:** My father also really likes literature. So he wanted me to be educated in Latin literature.

**Mary:** I thought your father was an astronaut.

**Mark:** This is true. Only educated people can be astronauts. Let's be diligent!

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## DERIVATIVES

*cōnsilium* – See 1.5 and *cōnsulō* in 1.10.

*gēns* – See *genus* in 2.9 for derivatives.

*incola* – See *colō* in 1.18 for related derivatives.

*insula* – The adjective “insular” came into English during the 1610s meaning “pertaining to an island.” The metaphoric sense of “narrow, prejudiced” dates to 1775 and arose from the idea of being cut off from relations with other nations (used especially in reference to Great Britain).

The verb “insulate” is first found in English during the 1530s meaning “to make into an island.” The sense of “causing a person or thing to be detached from surroundings” dates to 1785, the electrical/chemical sense to 1742.

The nouns “insulator” and “insulation” appeared in English in 1801 and 1848, respectively.

The noun “isle” came into English during the late thirteenth century, derived through the Old French *ile* (earlier *isle*) from *insula*.

The word “isolated” appeared in English in 1763, derived from the French *isolé* (seventeenth century) which itself was based on the Italian *isolato* from the Latin *īnsulatēs* (made into an island). The verb form “isolate” appeared in 1786 and thereafter “isolated” became its past participle.

The noun “isolation” appeared in 1800.

For “peninsula,” see *paene* in 1.20.

*meridiēs* – See *meridiēs* in 1.18 for derivatives.

*mōs* – The word “moral” came into English during the mid-fourteenth century, meaning “pertaining to character or temperament,” and was derived from the Latin adjective *morālis* (from *mōs*, *mōris*), a word coined by Cicero in *Dē Fātō* 2.1. The original value-neutral sense is preserved in such phrases as “moral support” and “moral victory” (pertaining to character as opposed to physical action).

The prefix of “demoralize” means, literally, “down from, away from.” The word appeared in English around 1793 and is said to be “a coinage of the French Revolution” (meaning to corrupt the morals of) (OED). The sense of “lower the morale of” (especially of armies) dates to 1848.

Note the negative prefix of “immoral.”

The word “morality” came into English during the late fourteenth century, meaning “moral qualities,” through the Old French *moralité* from the Latin *morālis*. The meaning “goodness” appeared during the 1590s.

The noun “morale” (1752) originally meant “moral principles or practices.” The meaning “confidence” appeared in 1831.

The adjective “morose” (1530s), meaning “gloomy,” was derived through the Latin *mōrōsus* (peevish, difficult) from *mōs*. In English, “manners” by itself means “good manners,” but in *mōrōsus* the implication was “bad manners.”

*mundus* – The Latin word *mundānus* means “world-citizen,” a cosmopolite. It is the root of the English “mundane” (mid-fifteenth century) which meant “of this world.”

The word “antemundane” is found in English in 1731 and means “existing before (*ante*) the creation of the world.”

The term *beau monde* is a French phrase often found in English (from 1714) and means “the fashionable world” (*beau* from *bellus*, the diminutive of *bonus*).

*ortus* – (from *orior* = to rise, become visible, appear, descend)

The word “origin” (around 1400) was derived through the Latin noun *origō* (a rise, beginning, source, ancestry, descent) from the verb *orior*. The related verb “to originate” dates to the 1650s.

The noun “aborigines” (1540s) was derived from the Latin *Aboriginēs* meaning “the first inhabitants, the first ancestors of the Romans.” Latin students should easily understand that “aborigine” is not the correct singular form because *aboriginēs* only exists as a plural noun (*plūrālia tantum*). The correct English singular is “aboriginal,” a word that, as an adjective, dates to the 1660s; as a noun, to 1767. The specific Australian sense began in 1820.

Note the agent noun ending (-tor) of “originator” (1818).

The word “abortive” (late fourteenth century) was derived through the Latin noun *abortiō* (miscarriage) from *aborior* (from *ab* = away, and *orior*) meaning “to pass away, be lost, disappear.” The derivative originally meant “born prematurely or dead” and was not used to imply “forced or deliberate miscarriage.” The noun “abortion” (1540s), however, was originally used of both “deliberate and unintended miscarriages” (OED). During the late nineteenth century it became restricted to intentional miscarriages.

The noun “Orient” (around 1300) originally meant the area we now call the Middle East. The east is that part of the sky where the sun rises: Japan is called “The Land of the Rising Sun.” The verb “orient” (around 1727) meant “to arrange facing east” and was derived through the French *s’orienter* (to take one’s bearings; literally, “to face the East”) from *orior*.

The adjective “oriental” (late fourteenth century) was derived through the Latin *orientālis* (of the east) from *orior*. The word originally referred to the sky; the geographical sense dates to the late fifteenth century.

The noun “orientation” (1839) originally meant “arrangement of a building (to face east or any other specified direction).” The meaning “introduction to a situation” dates to 1942.

*piscis* – “Pisciculture” refers to the operations of a fish farm where artificial means are used to breed and raise fish.

The word “pisciform” appeared in English during the 1830s meaning “in the shape of a fish” (*piscis*, and *fōrma* = shape). A pisciform sign was used by early Christians to identify one another.

Bears are piscivorous animals (*piscis*, and *vorō* = to swallow, devour). The word came into English during the 1660s.

The movie *Jaws* starred a piscine character.

The word “porpoise” came into English during the early fourteenth century through the Old French *porpais* from the Latin *porcus* (pig) and *piscis*. The Romans called it a *porculus marinus* (Pliny, *Nat.* 32.56), probably because they thought the snout of a porpoise resembled that of a pig.

*sōl* – The word “solar” came into English during the mid-fifteenth century meaning simply “pertaining to the sun.” However, its use in phrases is widespread today, e.g., solar power (1915), solar cell (1955), solar panel (1964), and solar plexus (1771), which was so called apparently from its central position in the body, as the sun is the center of the solar system (around 1704).

The word “solstice” (mid-thirteenth century) is derived from the Latin *solstitium* (*sōl*, and *sistō* = to stop; a reduplicated form of *stō*) meaning “when the sun seems to stop, stand still.” This occurs at the summer and winter solstices, when the sun reverses its journey across the sky.

The Latin *solarium*, meaning “sundial” and then “balcony” or “terrace,” came unchanged into English in 1891 and means “part of a house situated to receive the sun’s rays.”

The word “parasol” (1610s) consists to two parts: “para” derived through the Italian *para* (imperative of *parāre* = to ward off) from the Latin *parō* (to prepare for), and *sōl*. A “parasol” gives protection from the sun.

*septentriōnālis* – The word “septentrional” (late fourteenth century) refers to the northern section of the sky, e.g., The Big Dipper is a septentrional constellation. That group of seven stars is a “septentrion,” the literal meaning being “seven” (*septem*) “plow oxen” (*triōnēs*).

*situs* – See *sinō* in 2.2 and Teaching Tip 1.16 for derivatives.

*aspiciō* – The word “aspect” came into English during the later fourteenth century from the Latin *aspiciō* (*ad* = to, toward, and *speciō* = to look at, observe). At first it was just an astrological term meaning “the relative position of the planets as viewed from earth (how they look at one another).” By the early fifteenth century it also meant “the look one wears, the appearance of things.”

*gignō* – See *genus* in 2.9 for derivatives.

*inveniō* – See *veniō* in 1.9 for derivatives.

*occupō* – See *capiō* in 1.10 for derivatives.

*prōmittō* – See *mittō* in 1.11 for derivatives.

*hodiē* – None. Combination of *hōc* and *diēs* (on this day). See *diēs* in 1.18 for related derivatives.

*nē* – None

*procul* – None

*utinam* – None



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