

CHAPTER

1

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



A twelfth-century manuscript depicts St. Cuthbert and two of his brother monks returning from the land of the Picts. The illustration is taken from an English School manuscript of Bede's *Life and Miracles of St. Cuthbert*.

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 sēparātur; ā merīdiē Galliam Belgicam
habet, ā tergō ōceanum īnfīnītum. 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 īnsulae est datum.
Posteā Pictōrum gēns ex Scythiā per ōceanum nāvibus vēnit
10 ad īnsulam Hiberniam, quae prope Britanniam est sita. Pictī in illā
īnsulā habitāre dēcrēverunt, sed Scottī, qui eō tempore in Hiberniā
habitābant, eis dīxerunt: “Haec īnsula est parva: et vōs tenēre
nōn poterit. Cōsiliū 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 occupāverunt. 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, aspexī, 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

īnfīnitus, a, um – infinite, immense

***īnsula, ae, f.** – island

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

lūcidus, a, um – bright, clear

margarīta, ae, f. – pearl

medius, a, um – middle

***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, āvī, ātum** – to occupy

ōceanus, ī, m. – ocean

***ortus, ortūs, m.** – rising, 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

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First Conjugation: Present Passive Subjunctive

	Singular	Plural
First person	parer	parēmur
Second person	parēris	parēminī
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 nāvīgem

- | | |
|----------------|--------------|
| 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

cōsiliūm, ī, n. – advice (*you already know the meaning “plan”*)

gēns, gentis, f. – tribe, population

incola, ae, m. – inhabitant

īnsula, ae, f. – island

meridiēs, 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

septentrīōnālis, septentrīōnāle – 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, invēni, inventum – to come upon, find

occupō, āre, āvī, ātum – to occupy

prōmittō, ere, prōmisī, prōmissum – to promise

ADVERBS

hodiē – today

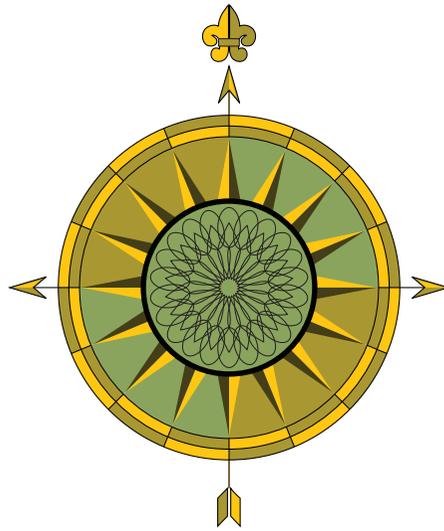
nē – negative particle with the subjunctive

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



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► 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.

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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 nārres!*
2. *Nōlī procul occultārī!*
3. *Nē septentriōnālēs 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 nārres!*
9. *Nē hostēs terram nostram occupent!*
10. *Omnibus vīribus pugnēmus!*
11. *Utinam fēmina, quam amō, mē amet!*
12. *Nē sīmus miserī!*

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► 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 īsulā 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!

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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 insulā 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 (ca. 100–ca. 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's 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's 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 dīcitis 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 scripsit (*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.

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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 Rōmānae
generātus, perpetuō ā maiōribus 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.

READING VOCABULARY

- 1 **origō, 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
maiōrēs, maiōrum, m. pl. – ancestors
equester, equestris, equestre – equestrian,
related to the social class of knights
obteneō, ēre, obtinui, obtentum – to hold
- 3 **dignitās, dignitātis, f.** – dignity, social position
ūsus est + ablative – he enjoyed
diligēns, diligentis – diligent
ut – as, when, according to
dītī = divite
- 3–4 **in primīs** – especially, first of all
- 4 **studiōsus, a, um + genitive** – 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, ire, impertivī, impertitum – to share,
provide (*to give a pars*)
ērudīō, ire, ērudivī, ēruditum – to educate,
instruct

READING NOTES

- 1–2 **ab orīgine ultimā stirpis Rōmānae 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 diligente*.
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’s father was rich by the standards of an
earlier age.
- 3–4 **dītī in primīsque 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.”

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QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

1. Eratne familia Atticī vetusta?
2. Quam dignitātem habēbat Atticus?
3. Habēbantne maiōrēs Atticī dignitātem equestrem?
4. Quālis (*what sort of*) erat pater Atticī?
5. Fuitne valdē dives?
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 vērum. Tantum hominēs doctī possunt esse astronautae. Sīmus diligentēs!

DERIVATIVES

īnsula – insular, insulate, isle, isolate, peninsula

mōs – demoralize, moral, immoral, morality, morale, morose

mundus – mundane, antemundane, *beau monde*

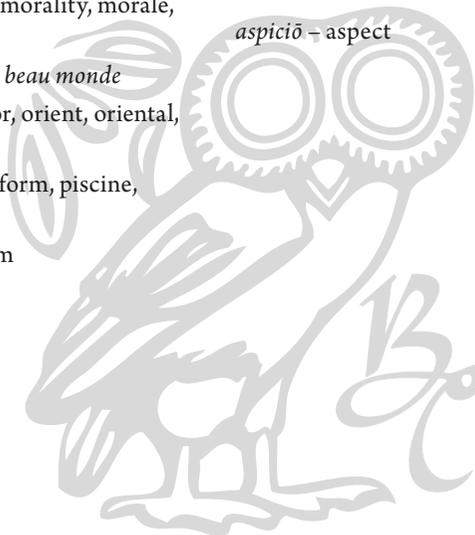
ortus – origin, aborigines, originator, orient, oriental, orientation

piscis – porpoise, pisciculture, pisciform, piscine, piscivorous

sōl – parasol, solar, solstice, solarium

septentrīōnālis – septentrional, septentrion

aspiciō – aspect



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CHAPTER

2

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

Karolus
imp̄ant



Magnus
Anno 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 Charlemagne. With a sword in his right hand and in his left an orb surmounted by a cross, Carolus Magnus is portrayed 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 Augustulus. 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 to 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 onward.

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 MAGNŌ

1 Carolus erat altus, eius corpus magnum et forte, cervix brevis, venter
prōiectus, capillī cānī, vultus gravis, oculī vegetī, vōx clāra. Bene
valēbat, sed ultimīs annīs ante mortem febrī corripiebātur. Medicōs
tamen odiō habēbat, quī eum nōn sinēbant carnēs assās comedere, sed
5 tantum ēlixās. Itaque eōrum cōsilia numquam petēbat. Carolus erat
eques assiduus, ut omnēs Francī, atque vēnātor. Valdē dēlectābātur
vapōribus aquārum nātūrālīter calentium, in quibus cum gaudiō
natābat. Rēgiam Aquīsgrānī aedificāverat et ibi ad finem vītāe habitāvit.
Nōn solum filiōs, sed etiam amīcōs et corporis custōdēs invitābat:
10 “Veniātis omnēs et mēcum natētis.” Interdum centum hominēs cum
eō ūnā natābant. Vestis eius erat simplex, ut Francī gerēbant. Gladiō
semper accingēbātur, cūius capulus erat ex aurō vel ex argentō factus.



Vinum nōn amābat nec hominēs ēbriōs tolerābat. Dum comedēbat, librī legēbantur: valdē dēlectābātur historicīs et librīs Augustinī.

15 Post merīdiem dormire solēbat; noctū somnus saepe interpellābatur. 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

***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 nātūrālīter calentēs – hot water springs

cānus, a, um – gray (for hair)

capillus, ī, m. – hair

capulus, ī, m. – handle, hilt

Carolus, ī, m. – Charles

centum (numeral) – one hundred

cervīx, cervicis, 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, fīnis, m.** – end

Francus, ī, m. – Frank

***gerō, ere, gessi, 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

invītō, āre, āvī, ātum – to invite

***lis, lītis, f.** – dispute, quarrel

***māne (adv.)** – in the morning

medicus, ī, m. – doctor

natō, āre, āvī, ātum – to swim

nātūrālīter (adv.) – naturally

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, valūī, —** – 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 facade 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 I

SECOND, THIRD, FOURTH CONJUGATIONS AND THIRD CONJUGATION *-iō* VERBS : 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 conjugations 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

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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	teneāminī
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	petāminī
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	audiāminī
Third person	audiātur	audiantur

Third Conjugation –iō Verbs: Present Active Subjunctive

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

Third Conjugation –iō Verbs: Present Passive Subjunctive

	Singular	Plural
First person	capiar	capiāmur
Second person	capiāris	capiāmini
Third person	capīatur	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 third conjugation –iō verbs 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*

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VOCABULARY TO LEARN

NOUNS

annus, ī, m. – year
argentum, ī, n. – silver
aurum, ī, n. – gold
custōs, custōdis, m. – guard
eques, equitis, m. – horseman
finis, finis, m. – end
lis, litis, f. – dispute, quarrel
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

VERBS

gerō, ere, gessi, gestum – to wear (*you already know the meaning “to carry”*)
sinō, ere, sivi, 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 2

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

final	litigator	gesture	gravity	clarity	breavity
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. invidet | |

► 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 Magnus: Salvē, medice!

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

Carolus Magnus: 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 Magnus: 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 Magnus: 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 Magnus: 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 eius.

Carolus Magnus: Quō locō est arbor?

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

Carolus Magnus: Et tibi ex illā arbore pōma capere licēbit. Nunc mē relinquātis! Nam vestimenta induere dēbeō.

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

Servus (servant): Everything is prepared.

Carolus Magnus: 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 Magnus: 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 declen-

sion is *-ae* and for the second declension is *-ī*. The locative looks exactly like the ablative in third declension singular and in first, second, and third 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, it is seen by many 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	-----	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. Angelopoli)
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 magna ecclēsia cathedrālis (*cathedral church*). Urbs erat valdē pulchra.

Marīa: Utinam mihi liceat Lutetiam petere, turrim 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, turrim 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 ingenīi 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 cārior.



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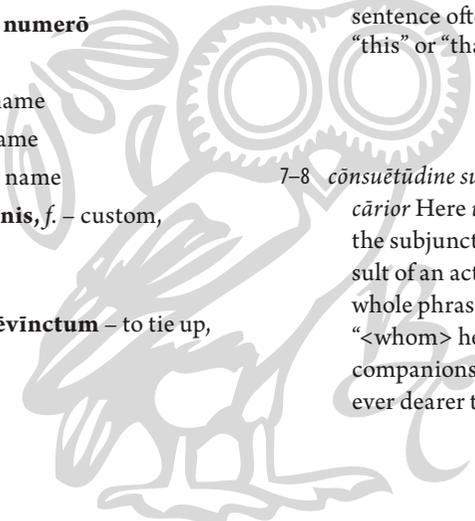


READING VOCABULARY

- 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, trādidī, trādītum** – 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 . . .
exsplendēscō, 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
quō in numerō = et in eō numerō
numerus, ī, m. – number
L. = Lūcius, Roman first name
C. = Gāius, Roman first name
- 7 **M.** = Mārcus, Roman first name
cōnsuētūdō, cōnsuētūdinis, f. – custom, companionship
sīc (*adv.*) – in such a way
dēvinciō, ire, dēvincī, dēvincitum – to tie up, oblige, attach

READING NOTES

- 1 *praeter docilitātem ingenīi* “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’s qualities.
- 4 *ferēbātur* “he was said to be” or “he was regarded as.”
- 4–5 *clāriusque exsplendēscēbat, 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 *cōnsuētūdine suā sic dēvincit, ut nēmō hīs . . . 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.

DERIVATIVES

annus – annals, annalist, anniversary, annual, annuity,
biennial, centennial, millennium, perennial,
superannuated

argentum – argent, Argentina, Ag, argentiferous

aurum – Au, aureole, oriole, auriferous, aureate

custōs – custodian, custody

fīnis – affinity, confine, confinement, define, final,
finale, finance, fine, finesse, finish, finite, indefinite,
infinity, infinitive, paraffin, refine

līs – litigant, litigious, litigator

vestis – divest, invest, investment, investiture, travesty,
vest, vestry, investor, transvestite

vōx – vocabulary, vociferous, voice, vowel

altus – altar, altitude, alto, contralto, enhance, exalt,
haughty, oboe, altimeter

brevis – abbreviate, abridge, breviary, brevity, brief

clārus – claret, clarify, clarinet, clarion, clear,
chanticleer, declare

gravis – aggravate, aggrieved, gravity, grief, grieve

sinō – site, situate, situation

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CHAPTER

3

Imperfect 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 epistulam quam ad amīcum scrīpserās ut dē calamitātibus tuīs
nārrārēs. Propter verba tua magnō 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 librīs 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 monastērium intrāvit. Nunc tū in monastēriō 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!
Epistulam 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

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, didici, —** – to learn

***dominus, ī, m.** – master, lord

***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, iūnxum** – to join

***magister, magistrī, m.** – teacher (male)

***mātrimōnium, ī, n.** – marriage

monastērium, 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

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, utraque, utrumque – each (of two)

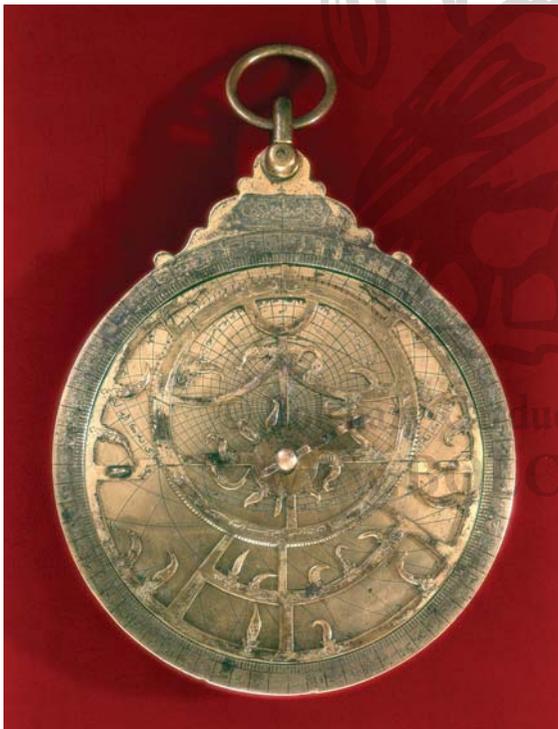
***uxōrem dūcō** – to marry (a woman), take as a wife

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?



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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 *vulnerārēt* 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

Third Conjugation –iō Verbs: Imperfect Active Subjunctive

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

Third Conjugation –iō Verbs: 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 third conjugation –iō verbs look the same:

peterem – caperem.

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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*

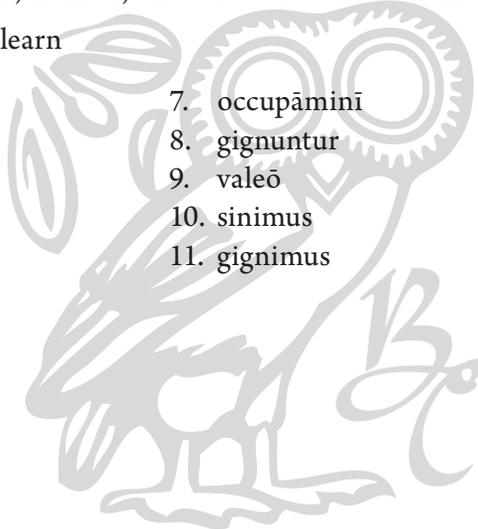
	Singular	Plural
First person	possem	possēmus
Second person	possēs	possētis
Third person	posset	possent

► 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*



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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

ADJECTIVE

improbus, a, um – bad, wicked

VERBS

discō, ere, didici, — – to learn

iungō, ere, iūnxī, iūnctum – to join

pariō, ere, peperī, partum – to give birth to

perdō, ere, perdidī, perditum – to lose, waste

scribō, ere, scripsī, scriptum – to write

ADVERB

nusquam – nowhere

CONJUNCTIONS

at – but

nē + subjunctive – in order not to, lest . . . should

ut + subjunctive – in order to, so that

PHRASES

salūtem dīcō + 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.

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► 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 amicum 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.”



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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 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 monastēria mittuntur ____ ūnā _____. (sum)
5. Abaelardus et Heloīsa in monastēria 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 sēparātī. Ūnā nōn erant.
4. Abaelardus ad Heloīsam nōn scrībit. Eius 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.

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!

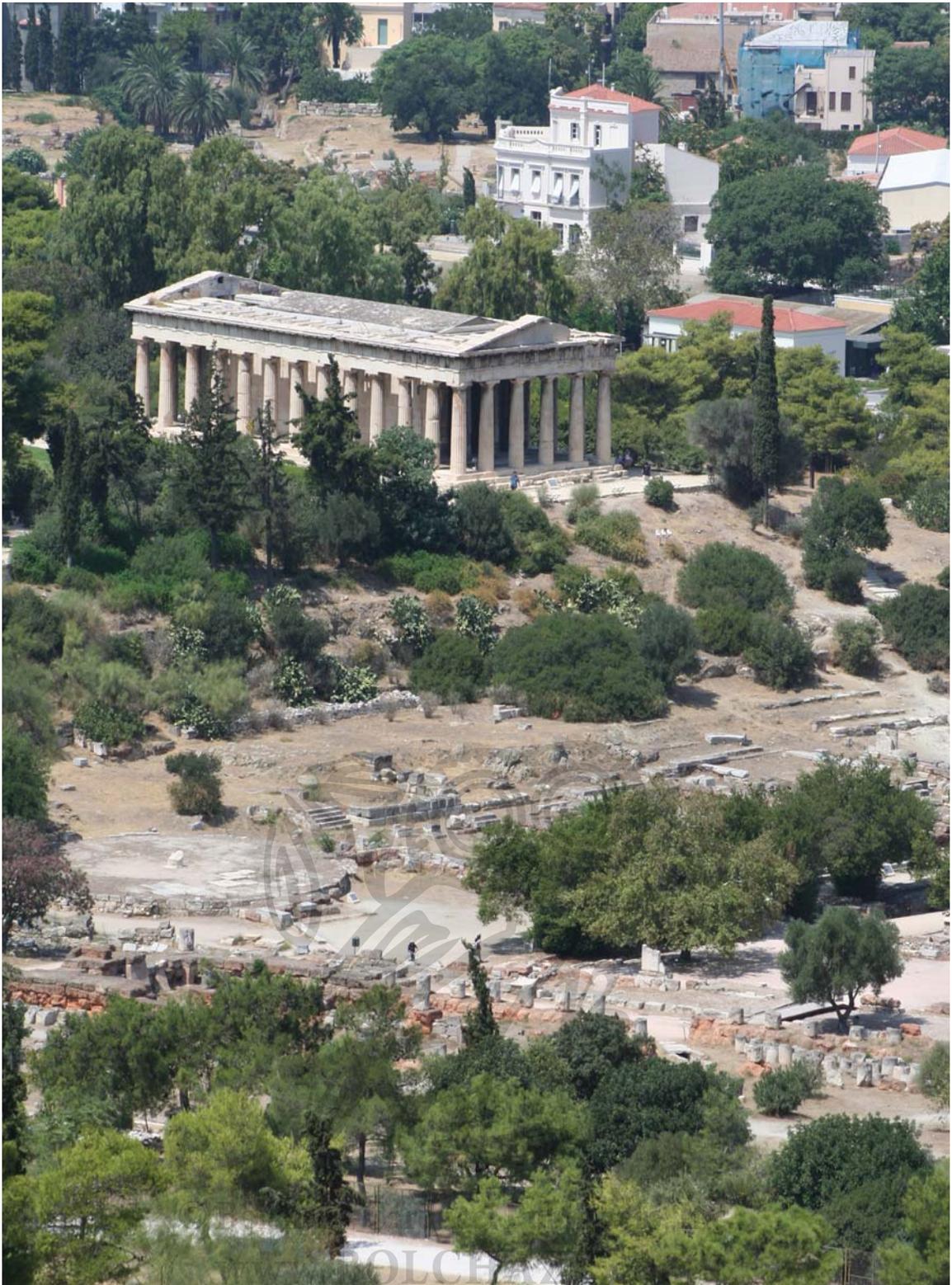
Mariā: Cūr venīre dēbēmus?

Helena: Venīre dēbētis ut dē Atticō ūnā legāmus.

Mariā: Legās tū, Helena!



This obverse of this *dēnārius* minted in 59 CE, as shown, depicts the head of Sulla and the inscription *SULLA COS*. The reverse shows the head of Q. Pomponius Rufus, Sulla's co-consul, and the inscription *Q. POM. RUF.* The *dēnārius* was the principal silver coin of Roman currency, originally equivalent to ten *asses*.



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 cōtulit. Neque eō
10 sētius adulēscēntem Mariū hostem iūdicātum iūvit opibus suīs, cūius
fugam pecūniā sublevāvit.



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READING VOCABULARY

- 1 **matūrē** (*adv.*) – early
dēcēdō, ere, dēcēssi, dēcēssum – to die
ipse – himself
adolēscētulus, 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 + *dative* – to marry (a man)
- 4 **postēāquam = postquam**
Cinnānus, a, um – related to **Cinna, ae, m.**
- 5 **cīvitās, cīvitātis, f.** – city, community of citizens, state
perturbō, āre, āvī, ātum – to throw into confusion
facultās, facultātis, f. – ability, possibility
- 6 **quīn . . . offenderet** – without offending
alteruter, alterutra, alterutrum – either of two
- 7 **aliī . . . aliī . . .** – some . . . others . . .
Sullānus, a, um – related to **Sulla, ae, m.**
faveō, ēre, fāvī, fautum + *dative* – to favor
- 8 **Athēnae, ārum, f. pl.** – Athens
sē cōntulit – 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 *postēāquam vidit Cinnānō tumultū cīvitātem 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’s side.
- 5–6 *facultātem prō dignitāte vivēdī* 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 *Sullānis 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 obsequēdī suis* “having deemed the time appropriate for attending to his studies.”
- 9 *adolēscētē 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 cōtulit? (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 eius vīta in periculō erat. At poterat Athēnīs litterīs studēre.

Christīna: Ego cupiō Rōmae esse ut litterīs Latīnīs studeam.

DERIVATIVES

dominus – dominance, domineer, dominion, domino,
dominate, danger, dungeon, major-domo

fāma – defame, fame, famous, infamous

frāter – fraternal, fraternity, fraternize, friar

magister – magisterial, magistrate, magistracy

salūs – salubrious

improbus – improbable

discō – disciple, discipline

iungō – adjoin, adjunct, conjoin, conjugal, conjugate,
conjunction, disjointed, enjoin, injunction, joiner,
joint, jostle, joust, junction, juxtaposition, subju-
gate, subjunctive

perdō – perdition

scribō – ascribe, circumscribe, conscription, describe,
indescribable, inscribe, manuscript, postscript,
prescription, proscription, scribble, scribe, script,
scripture, scrivener, subscribe, superscript, tran-
scribe

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