

# LATIN FOR THE NEW MILLENNIUM

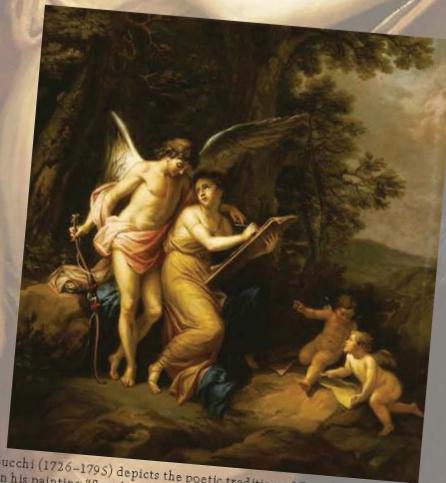
## A TRAILBLAZING NEW LATIN CURRICULUM

### CHAPTER

# 2

#### GAIUS VALERIUS CATULLUS

Complementary Infinitives and Infinitives with Impersonal Verbs; Partitive Genitive; Diminutives; *Cum* Clauses; Imperatives and Prohibitions; Conditional Sentences; Positive, Comparative, and Superlative Adjectives and Adverbs; Genitive and Dative Pronouns  
Chiasmus, Sibilance, Anaphora, Apostrophe, Rhetorical Question, Hyperbaton, Onomatopoeia, Transferred Epithet



Antonio Zucchi (1726-1795) depicts the poetic tradition of Cupid inspiring the Greek poet Sappho in his painting, "Sappho Taking Notes from Love." Catullus highly esteemed the poetry of Sappho and emulated her work in his own love poetry.

#### MEMORĀBILE DICTŪ

**Vivāmus, mea Lesbia, atque amēmus.**  
"Let us live and love, my Lesbia." (Catullus 5.1)

In this often quoted line, Catullus links living and loving, and later in the poem he recommends a life of love since humans are ultimately mortal.



## AN OVERVIEW

*Latin for the New Millennium* is the crown in Bolchazy-Carducci's thirty-five year tradition of serving the Latin classroom. The series provides a comprehensive approach to the study of Latin that synthesizes best practices and cutting-edge pedagogy. *LNM* brilliantly fuses the traditional grammar approach with the reading method.

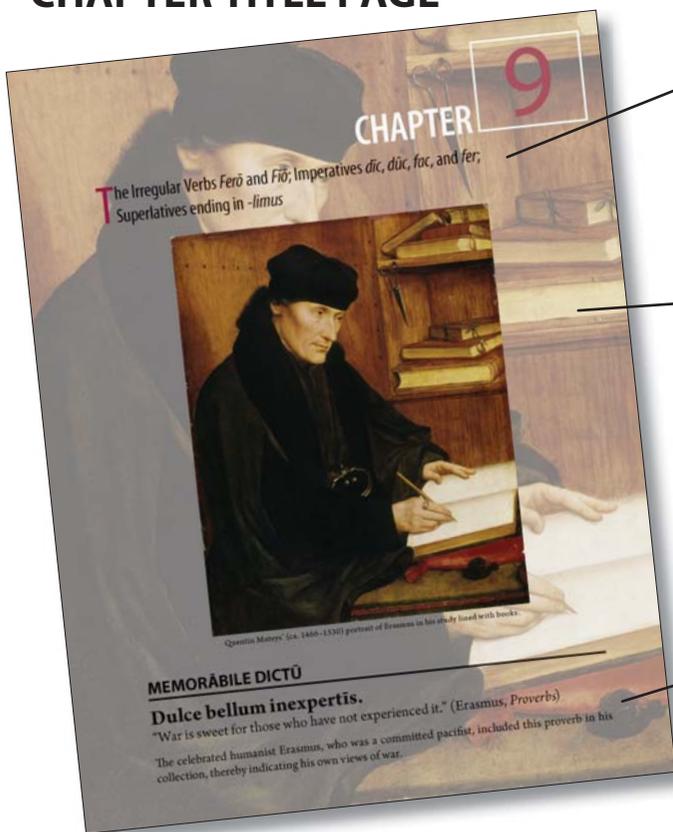
B-C commissioned esteemed Latinists, Professors Milena Minkova and Terence Tunberg, to create Level 1 and 2 texts that address the full legacy of Latin literature and include a strong aural-oral component. See a student TALKING section on p. 8 and a sample of the aural-oral exercises in the Teacher's Manuals on pp. 27–28. The authors' passion for Latin's rich post-antique corpus and for oral Latin makes *Latin for the New Millennium* a groundbreaking program.

When teachers using *LNM 1* and *LNM 2* requested a Level 3, B-C tapped the talented duo of Helena Dettmer of the University of Iowa and LeaAnn Osburn, former B-C editor and high school classroom veteran. Dettmer and Osburn had collaborated previously on *A Catullus Workbook* and are recognized for their creative classroom expertise and their commitment to scholarship. In developing *LNM 3*, they drew on Bolchazy-Carducci's respected set of author texts for upper-level Latin, the popular *LEGAMUS* Transitional Readers and the Latin Literature Workbook Series. To learn more about *LNM 3*, see pages 16–22.

The *Latin for the New Millennium* program offers amenities for both teachers and students from eBooks to workbooks, teacher's manuals, a free web-based Teachers' Lounge for classroom teachers, free teacher webinars, audio recordings, electronic flashcards, free test banks and other downloadables, and much more. This brochure provides information on all the program components. For information on digital resources, see pp. 23–26 and p. 30.

## STUDENT TEXTS

### CHAPTER TITLE PAGE



Introduces chapter's grammar and morphology topics

#### Full Page Artwork

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

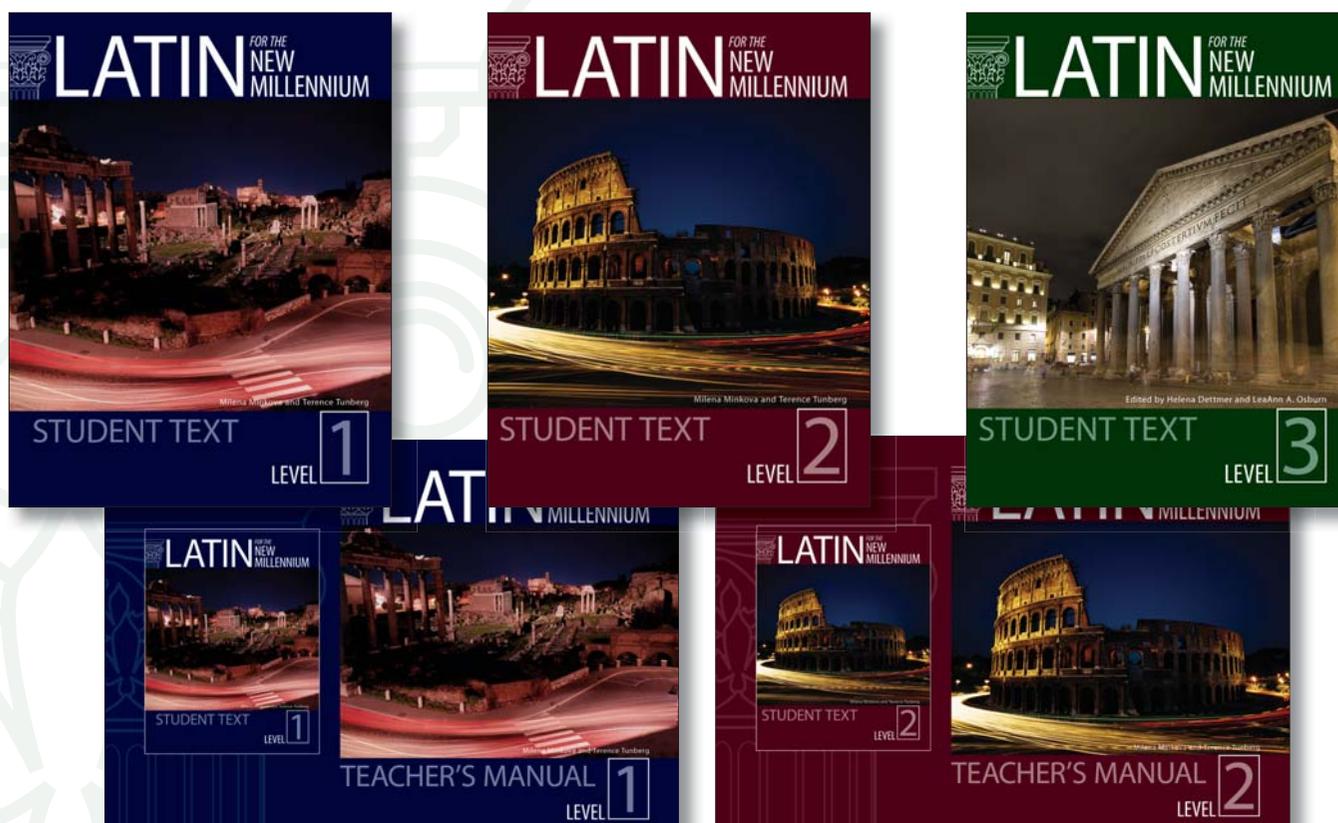
#### MEMORĀBILE DICTŪ

- Famous Latin saying connects to chapter's Latin reading passage
- Subject matter of saying stimulates thoughtful discussion

Chapter title page to left taken from *LNM 2*, Chapter 9.  
Brochure cover image from *LNM 3*, Chapter 2.



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



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

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

### LNM 1

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

### LNM 2

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

### LNM 3

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



# FUSION APPROACH

## GRAMMAR DRAWN DIRECTLY FROM LATIN READINGS

Each grammar or syntax concept is presented separately.



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

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

### LANGUAGE FACT III

#### COMPLEMENTARY INFINITIVE WITH POSSUM, DĒBEŌ, SOLEO

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

The most common of these verbs are:

*possum* – "I am able" (to do something)  
*dĕbeŏ* – "I ought" (to do something)  
*soleo* – "I am accustomed" (to do something)

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

*Druidēs... dē virtū bonis et malis iudicāre solent.*  
 The Druids are accustomed to make judgement about good and bad men.  
*Druidēs scientiam mūgnam memoriā servāre possunt.*  
 The Druids are able to preserve a large body of knowledge by means of memory.



#### BY THE WAY

Verbs (like *possum*, *dĕbeŏ*, and *soleo*) that take a *complementary infinitive* can appear with either an active or passive infinitive.

For example: *Paulla puerō librū dare potest.* "The girl can give the book to the boy." In the passive voice becomes *Liber puerō ā puella dari potest.* "The book can be given to the boy by the girl."

#### EXERCISE 4

Translate into Latin.

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

88 • Latin for the New Millennium

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

### LANGUAGE FACT IV

#### TRANSITIVE AND INTRANSITIVE VERBS

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

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

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



Chapter 6 • 89

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

– Ronnie Ancona

Hunter College and the Graduate Center (CUNY)

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



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

### LANGUAGE FACT I

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

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

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

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

#### Present Active Infinitive

*audire* to hear

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

#### Present Passive Infinitive

*audiri* to be heard



#### STUDY TIP

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

138 • Latin for the New Millennium



### LANGUAGE FACT III CONCESSIVE CLAUSES

In the chapter reading passage, Sepúlveda makes this statement:

*Nautas quidem timere ceperit Colonus, quamquam de navigatione ipsa nunquam desipéravit.*  
"Columbus began to fear the sailors indeed, although he never lost hope about the voyage itself."

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

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

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

The Columbus Foundation reconstructed Columbus' favorite ship the Niña to celebrate the quincentary anniversary of the famous voyage of 1492. The Niña, a three-masted sailing ship, was launched in 1990. The ship travels as a museum and has sailed in Mexico Bay, California.



266 • Latin for the New Millennium

*Quamvis mícum venire nólis, hoc tamen facere debés.*  
"Although you do not want to come with me, nevertheless you have to do this."  
The conjunction *cum* may also be used with a concessive meaning. When *cum* has this meaning, the verb in the subordinate clause it introduces is in the subjunctive, and in the main clause or causal. Here are some examples:

*Cum mícum venire nólis, hoc tamen facere debés.*  
"Although you do not want to come with me, nevertheless you have to do this."

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

*Cum mícum venire nólisset, hoc tamen facere debébat.*  
"Although you did not want to come with me, nevertheless you were obliged to do this."

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

### EXERCISE 3

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

- Colonus nāvīgābat \_\_\_\_\_ novam terram quærēbat.  
Columbus, i. m. - Columbus
- Nautae irā sunt capti \_\_\_\_\_ iam diū nihil cōspiciēbatur.
- Nautae Colōnum occidere volēbant \_\_\_\_\_ ille in pericula eōs dūceret.
- Colonus ā nautis tandem nōn occisus est \_\_\_\_\_ nautae dixerant eum moritūrum esse.
- \_\_\_\_\_ nautae expectāre nōlebant, tamen dēcēverunt per trēs diēs expectāre.
- \_\_\_\_\_ trēs diēs essent tempus longum, operae pretium fuit expectāre.
- Omnes tandem maximō gaudiō sunt capti \_\_\_\_\_ lumen cōspicere potuerunt.

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

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

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

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

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

### COMPREHENSION QUESTIONS

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

### LANGUAGE FACT I RESULT CLAUSES

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

*Si terra volveretur, nōn esset tam stabilis, quam nunc est; si hoc fieret, iam vehementer dissiparetur.*  
"If the earth were turned around, it would not be so steady as it is now; if this happened, the earth would need to be turned around so vehemently that no person or animal could stay on it and it would be scattered itself."

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

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

Look at some more examples of result clauses.  
*Terra est tam ingens ut dē nobis tāta cōspici nōn possit.*  
"The earth is so huge that it cannot be observed by us whole."  
*Antiquarum ars nōn erat ita magna ut illi omnia dē terrā intelligerent.*  
"The science of the ancients was not so large that they understood everything about the earth."  
*Copernicus tam multa dē terrā et dē solē invenit ut librum celeberrimum scripserit.*  
"Copernicus discovered so many things about the earth and the sun that he wrote a very famous book."

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



Reconstruction of the trigonon, an astronomical instrument, first described by Ptolemy (second century CE) and also mentioned by Copernicus in Book IV of *De revolutionibus orbium coelestium*. Two intersecting arcs tangent to a horizontal great circle are used to calculate the angular elevation of a heavenly body observed through a sight mounted on the upper arm.

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

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

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



The 1973 stamp with a portrait and image of space stations commemorates the 500th anniversary of Copernicus' birth. The 2008 anniversary of Copernicus' birth. The African nation of Liberia was founded by freed slaves from the United States who established a Republic in 1847. Following a brutal civil war, Ellen Johnson Sirleaf was democratically elected president in 2005.



# COPIOUS EXERCISES

So, *bonus* by itself would mean "a good man," *bona* by itself would mean "a good woman" (or "good things," if neuter plural), and *bonum* by itself would mean "a good thing." A frequent use of these **substantive adjectives** is in the **neuter plural**; the noun "things" is always implied with such adjectives. Note that a masculine plural substantive adjective may refer to people collectively, both male and female (e.g., *boni*, "good people").

## ► EXERCISE 6

Translate into English.

1. Pulchra nōn semper servāmus.
2. Fortēs nōn semper vincunt.
3. Felīcēs timōre liberantur.
4. Multī iūsta petunt.
5. Bonī gaudium, malī timōrem sentiunt.
6. Felīcia et pulchra petimus, mala timēmus.

## ► EXERCISE 7

Choose the best answer for each of the following questions and translate. The questions pertain to the Latin reading passage. The Reading Vocabulary may be consulted.

1. Cūsius (whose) cōsiliō equus ligneus aedificātur?  
Trōiānorum cōsiliō equus ligneus aedificātur.  
Deōrum cōsiliō equus ligneus aedificātur.  
Ulixis cōsiliō equus ligneus aedificātur.
2. Cūr (why) Trōiāni equum nōn timēt?  
Trōiāni bellum nōn timēt.  
Trōiāni equum esse dōnum crēdunt.  
Trōiāni sē nōn esse felīcēs crēdunt.
3. Cūr Trōiāni nōn sunt felīcēs?  
Trōiāni equum vident.  
Equus ad urbem movētur.  
Trōiāni Graecōs abesse crēdunt, sed Graeci nōn absunt.

Chapter 19 • 173

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

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

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

4. Qualēs (what sort of) milītēs in equō occultantur?  
Multi milītēs in equō occultantur.  
Pauci milītēs in equō occultantur.  
Milītēs sacrēs in equō occultantur.

5. Cūr Trōiāni vincuntur?  
Graeci armātī ex equō in urbem exeunt.  
Equus ligneus ad urbis portam movētur.  
Graeci tenebrās expectant.



An imperial era mosaic showing Vergil, author of the *Aeneid*. The eighth line of the *Aeneid* (Māior, mihi, consule mērem) can be seen on the scroll on his lap. To the right and the left of Vergil are the muses of history, Clio, and the muse of tragedy, Melpomene.

174 • Latin for the New Millennium

## ► EXERCISE 6

Read the following dialogue, which is written partly in English and partly in Latin. Translate the English parts into Latin, and the Latin parts into English. Use *-ne* for questions and *-que* for Mercury, sent by Jupiter, appears before Aeneas.

**Mercurius:** Salvē! Esne Aenēās?

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

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

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

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

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

**Mercurius:** Dei dē amōre hominū cōgitāre nōn solent. Amōrem Aenēae Didōnisque ūnius assis aestimō! Aenēās lovis verbā audire debet nec cum Didōne manēre!

**Aenēās:** Must I abandon Dido and sail to Italy?

**Mercurius:** Iuppiter tē iubet Didōnem relinquere Italiāque petere.

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

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

**Aenēās:** Must men be wretched?

**Mercurius:** Ita verō. Postēa autem Aenēās erit celebrē poētaque dicit "Tantae molis erat Rōmānam condere gentem!"

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

ita verō - yes indeed  
molēs, molis, f. - weight, mass, trouble, effort  
nec - and not  
quid...? - what...?  
salvē! - hello!  
tantus, tanta, tantum - so much, so great

188 • Latin for the New Millennium



# REVIEW SECTIONS

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

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

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

**PREPOSITION**  
prope + accusative – near

**CONJUNCTION**  
nec – and not, nor

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

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

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

- dñum tuum
- hostis noster
- rēgina crūddis
- equus celebr

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

- cōspiciō, cōspicere, cōspexi, cōspectum

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

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

Conjugate the following verbs in the imperfect passive voice.

- movēō, movēre, movī, mōtum
- ostendō, ostendere, ostendī, ostentum

206 • Latin for the New Millennium

► **EXERCISE 7**  
Below is the dialogue you have just read in Exercise 6. Rewrite the dialogue using the verbs in parentheses to construct indirect questions or indirect statements as the sense requires. Note that *hic, haec, hoc* in direct speech become *ille, illa, illud* in indirect speech. Translate the rewritten dialogue. The Reading Vocabulary and the added vocabulary in Exercise 6 may be consulted.

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

**Viator:** (exclāmāvit) Quam ingēns est castellum!  
**Mystagōgus:** (dixit) Pauca castella sunt māiora.  
**Viator:** (rogāvit) Quandō hominēs hoc castellum aedificāvērunt?  
**Mystagōgus:** (respondit) Hierosolyma sunt ā militibus Francīs captā; at victorēs multis in Palaestinae Syriaeque partibus tāti esse nōn poterant; nam incolae in Francōs impetūs saepe faciēbant; itaque Franci et hoc castellum et multa alia castella aedificāvērunt.  
**Viator:** (rogāvit) Quamdiū Franci hoc castellum tenēbant?  
**Mystagōgus:** (respondit) Franci hoc castellum paene duo saecula tenēbant.  
**Viator:** (rogāvit) Quot custodēs castellum tenēbant?  
**Mystagōgus:** (exclāmāvit) Quam pauci militēs castellum dēfendere poterant!  
**Viator:** (dixit) Hoc discere cupiō.  
**Mystagōgus:** (dixit) Ducenti militēs in hōc castellō manentēs ingentem exercitum facile dēpellere poterant.  
**Viator:** (exclāmāvit) Quanta et quam alta sunt mūnimenta et prōpugnacula!

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



24 • Latin for the New Millennium

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

**Example:** militis miserī (fortis)  
militis fortis

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

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

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

- \_\_\_\_\_ esse sevērūm dicis. Sed animum **meum** tē nōn intellegere crēdō.
- \_\_\_\_\_ vidēre possumus. Sed ā **vōbīs** nōn cōspicimur.
- Ā \_\_\_\_\_ valdē amāris. Sed **mē** nōn valdē amāre vidēris.
- Vidēris** mihi multōs habēre amicōs. Itaque \_\_\_\_\_ esse fēlicem putō.
- Puella ā miser. \_\_\_\_\_ amātur, sed \_\_\_\_\_ ūnius assis aestimat. Itaque **doleō** et **sūm**
- Intellegō, Mūci, fortitūdinem **tuam** vincī nōn posse. Itaque \_\_\_\_\_ liberāre dēcernō.

Review 4, Chapters 10–12 • 207



# TALKING

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

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



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

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

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

230 • Latin for the New Millennium

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

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



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

**BY THE WAY**  
 The Romans used to count the daytime hours from the first hour, *hora prima* (about 6 AM), to the twelfth hour, *hora duodecima* (about 6 PM). For example, our 11 AM is, according to the Romans, the fifth hour, *hora quinta*. The length of the Roman hour varied according to the time of year, since they told time by the sun.  
 They divided the night into watches: first watch, *vigilia prima* (about 6 PM–9 PM), second watch, *vigilia secunda* (about 9 PM–midnight), third watch, *vigilia tertia* (about midnight–3 AM), fourth watch, *vigilia quarta* (about 3 AM–6 AM).

**LATE FOR SCHOOL**  
**Helena:** Propera (hurry), Marce! Sumus in mora (delay).  
**Marcus:** Debemusne properare?  
**Helena:** Ita (yes), properare debemus.  
**Marcus:** Quota hora est?  
**Helena:** Est hora octava et quadrans.  
**Marcus:** Tum properare non debemus. Nam schola (school) incipit (starts) hora octava et dimidia (at 8:30).  
**Helena:** In scholam tamen hora octava et quadrante (at 8:15) intrare debemus. Nam libros parare debemus.  
**Marcus:** Ego autem horam primam expecto.  
**Helena:** Cur? (Why?)  
**Marcus:** Nam hora prima est finis (end) scholarum.  
**Helena:** Noli de fine scholarum nunc cogitare, sed mecum veni!

Chapter 13 • 231

**EXERCISE 7**  
 Translate into Latin.  
 1. I ask you not to be forgetful of the sweet things!  
 2. I do not know what plan has been made.  
 3. I know that this is the plan.  
 4. You (pl.) asked what plans had been made.  
 5. You (pl.) knew that these plans had been made.  
 6. They asked me to have all things in mind.

**TALKING ABOUT A READING**  
**ABOUT THE JOYS OF LIFE AND UNADAPTED LATIN: ATTICUS HONORED IN ATHENS**

**DĒ VITAE GAUDIIS**  
**Maria:** Ego quoque bonam vitam habere cupio, ut dicit poeta, cuius verba legimus. Utinam magnam pecuniam possideam, ut omnia emere (buy) possim quae amo. Nam in vicō tabernarum (small) ambulare et novis res mihi emere amo.  
**Christina:** At novae res non diu faciunt felices. Mihi placet corpus exercere (to exercise). Placet mihi natāre (to swim) in natatōriō (swimming pool).  
**Maria:** Mihi quoque placet corpus exercere: bircā vehi (ride a bicycle), palaestram (fitness center) petere. At vespere (in the evening) me delectat saltatorium (dance club) petere, ubi saltatorum venitur?  
**Marcus (looks at Helena):** Non scio habeamne tempus vacuum. Quid tibi, Helena, placet?  
**Helena:** Dulcia mihi placent. Theobroma (chocolate) comedere amo.  
**Marcus:** Non solum theobroma est dulce, sed aliae quoque res. Amor est dulcis...



Dulcia mihi placent. Theobroma comedere amo.

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

"My students are enjoying the dialogues between Marcus, Maria, and Helena."  
 – Linda Kennedy, Bishop McGuinness High School  
 Kernersville, North Carolina



# ENGLISH VOCABULARY BUILDING



## MĪRĀBILE AUDĪTŪ

### PHRASES AND MOTTOES RELATING TO GOVERNMENT AND DEMOCRACY

**PHRASES**

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



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



On the one-dollar bill, the reverse side of the Great Seal of the United States is shown with the phrase *E Pluribus Unum* on banners on both sides of the eagle's head.



*E Pluribus Unum* is shown on this postage stamp.

• 161 •

Each **REVIEW** includes a **MĪRĀBILE AUDĪTŪ** section of themed Latin phrases, mottoes, proverbs, or abbreviations referenced in English today.

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

### ▶ EXERCISE 1

Find five more present participles in the chapter reading.

## VOCABULARY TO LEARN

<p><b>NOUNS</b></p> <p><i>gemma, ae, f.</i> – gem, precious stone  <i>legatus, i, m.</i> – ambassador  <i>populus, i, m.</i> – a people, populace  <i>servus, i, m.</i> – slave, servant</p> <p><b>ADJECTIVES</b></p> <p><i>alter, altera, alterum</i> – the other (of two)  <i>neuter, neutra, neutrum</i> – neither, none (of two)  <i>nullus, a, um</i> – none  <i>solus, a, um</i> – alone, only  <i>totus, a, um</i> – whole, entire  <i>turpis, turpe</i> – shameful, disgraceful  <i>utes, utra, utrum</i> – who, which (of two)?</p>	<p><b>VERBS</b></p> <p><i>nescio, ire, nescivi, nescitum</i> – not to know  <i>salutō, āre, avi, atum</i> – to greet  <i>spectō, āre, avi, atum</i> – to watch  <i>taceō, ēre, tacui, tacitum</i> – to be silent, keep quiet  <i>utor, uti, usus sum + ablativē</i> – to use</p> <p><b>ADVERBS</b></p> <p><i>minimē</i> – least, very little  <i>quōmodo</i> – how</p> <p><b>PHRASE</b></p> <p><i>māgnū habēō – estēem a lot</i>  <i>operae pretium est – it is worthwhile</i></p>
--	--

### ▶ EXERCISE 2

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

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

244 • Latin for the New Millennium

### VOCABULARY TO LEARN

<p><b>NOUNS</b></p> <p><i>ablativus, ablativus</i> – great pain  <i>regnum, regnum, i</i> – queen  <i>solus, solus, i</i> – alone  <i>solus, solus, i</i> – alone  <i>solus, solus, i</i> – alone  <i>solus, solus, i</i> – alone</p> <p><b>ADJECTIVES</b></p> <p><i>solus, solus, i</i> – only  <i>solus, solus, i</i> – only  <i>solus, solus, i</i> – only</p> <p><b>VERBS</b></p> <p><i>agere, agere, egi, actus</i> – to do, to act, to manage  <i>agere, agere, egi, actus</i> – to do, to act, to manage  <i>agere, agere, egi, actus</i> – to do, to act, to manage</p>	<p><b>ADVERBS</b></p> <p><i>solus, solus, i</i> – only  <i>solus, solus, i</i> – only  <i>solus, solus, i</i> – only</p> <p><b>ENCLITIC PARTICLES</b></p> <p><i>que, quae</i> – and, which  <i>que, quae</i> – and, which  <i>que, quae</i> – and, which</p>
---	--

### ▶ EXERCISE 2

Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word.

1. An active life will keep you alive longer.
2. After the regime a republic was established.
3. I heard his agent's confession and everybody could see it.
4. His embarrasment was conspicuous and everybody could see it.
5. After a tempestuous love affair they settled to quiet life.
6. He is an agent of a foreign state.
7. I advise you to relinquish these plans completely and move on.
8. Novelty is always exciting.
9. The decision was unanimous.
10. We haven't had any mission from him since he was deployed for the mission.
11. After the surgery the patient had a perpetually dolorous expression.
12. Man has been found in his cradle and he was accused of arson.
13. They were walking in the mysterious woods and wondering whether they would meet any sylvan deities.

Chapter 11 • 181

### ▶ EXERCISE 2 ANSWERS

1. active	agere
2. regime	regnum, rex
3. ardent	ardere
4. conspicuous	conspicivus
5. tempestuous	tempesta
6. agent	ago
7. relinquish	relinquere
8. novelty	novus
9. unanimous	unus
10. mission	missio
11. dolorous	dolor
12. arson	ardere, arsi
13. sylvan/sylvan	silva

### TEACHING TIP

Although in Exercise 2 the students are directed to find only the derivatives based on the Vocabulary to Learn, they may be interested to learn that there are other derivatives in Exercise 2. The derivation of these words is provided for the teacher's convenience.

1. longer – from *longus* (long).
2. republic – from *res publica* (thing, matter; public); established – from *stabilis* (to make stable, establish).
3. confession – from *confessio* (acknowledgement, confession); confessor (to confess, acknowledge, reveal).
4. affair – from *afficere* (to affect, endow, afflict with); from *facere* (to do, make); quiet – from *quiescere* (at rest, peaceful, calm, etc.).
5. foreign – from *foris* (outside), state – from *status* (position, situation, form of government, quiesce (at rest, peaceful, calm, etc.)).
6. advise – from *ad* (to, toward) + *visum* (to look at, survey, see to); plans – from *planus* (level, condition).
7. advise – from *ad* (to, toward) + *visum* (to look at, survey, see to); plans – from *planus* (level, condition), completely – from *complus* (to fill up, fulfill, finish); move – from *movere* (to move).
8. exciting – from *excitō* (to rouse, wake up, summon, raise).
9. decision – from *decidō* (to settle, put an end to, cut off).
10. perpetual – from *perpetuus* (continuous, entire, universal); expression – from *expressio* (to squeeze out, force out, press up).
11. accused – from *accusō* (to reproach, prosecute, accuse); from *ad* (toward) + *causare* (to account).
12. mysterious – *mysterium* (secret religion, mystery, secret) from the Greek *mysterion* (mystē – to shut out, close), deities – from *deus* (god).

Teacher's Manual • Student Text with Exercise Answers • 183

The Teacher's Manuals offer an expanded set of English derivatives for teachers to present to their classes.



# SAMPLE REVIEW PAGES

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

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

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

Images connect Latin literature with historical figures of the period.



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

**► EXERCISE 6**  
Translate the following Latin text.

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

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

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

hoc – this	Sabidus, Sabidi, m. – a personal name, Sabidus
nec = et nōn	tantum (adv.) – only
possum dicere – I can say	tē – you (accusative singular)
quārē – why	

Martial's epigram is the source of the famous poem:

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

46 • Latin for the New Millennium

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

**► EXERCISE 5**  
Fill in the blanks with the correct genitive form of the first or second person, singular or plural pronoun. Identify the type of genitive. Translate the sentences.

**Example:** Vōs potestis mihi auxiliū dare. Quis \_\_\_\_\_ mihi auxiliū dabit?  
Vōs potestis mihi auxiliū dare. Quis vestrum mihi auxiliū dabit?  
You can give me help. Which of you will give me help? Partitive genitive.

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



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

262 • Latin for the New Millennium

**► EXERCISE 6**  
Translate into English.

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

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

"Qui imperātor pācem dabit, pater?" rogat Aenēās.

"Pāx omnibus populis ab imperātore Augustō dabitur, cuius nōmen ubique audiētur," respondet Anchisēs.

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

Review 5: Chapters 13–15 • 263





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

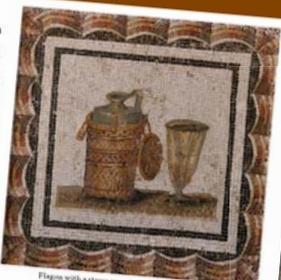
**CONNECTING** essays in each **REVIEW** discuss aspects of Roman and post-antique culture and daily life encountered in the chapter Latin readings.

**CONNECTING WITH THE ANCIENT WORLD**

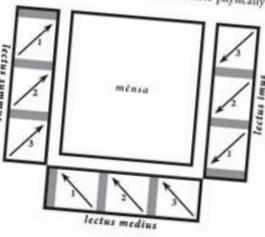
**ROMAN FOOD**

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

Yet in imperial times, when excessive eating became more customary, dinner could begin as early as noon and last until midnight. It was served in a special room called the *triclinium*, which is also the name of the couch on which people reclined to eat. The *triclinium* consisted of three sections, arranged around three sides of the table. Reclining was not only more comfortable physically for those dining but was also considered a mark of elegance. Dinner guests washed their hands before dinner and frequently during dinner, since they used their fingers for handling their food, though knives with iron blades or handles of bone were used to cut up food, and spoons of bronze, silver, or bone were also available. Guests brought their own napkins.



*Figurae with a silver covering and a glass goblet on a mensa from a triclinium.*



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

• 271 •

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



*Wooden plates and spoons of bronze used by the Roman soldiers during the time of Caesars.*

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



*From different periods of the Roman Empire: a bronze bowl, a silver bowl, and a silver spoon.*

212 • Latin for the New Millennium

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

- Culture/Daily Life Topics Covered in LNM 1 CONNECTING Essays:**
- Slavery in Ancient Rome
  - Roman Marriage
  - Roman Attire
  - Roman Food
  - Roman Cities and Roads
  - Gladiatorial Games
  - Roman Education

- The culture essays for LNM 2 not only contextualize the Latin chapter readings but also deepen students' understanding of the foundations of their culture.
- Culture/Daily Life Topics Covered in LNM 2 CONNECTING Essays:**
- The Orders of Medieval Society
  - Universities in the Middle Ages
  - The Renaissance
  - The New World
  - The Scientific Revolution

**CONNECTING WITH THE POST-ANCIENT WORLD**

**UNIVERSITIES IN THE MIDDLE AGES**

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



*A relief in the Museo Civico in Bologna. Daily givings into the everyday academic life of the medieval university. The professor seated in the cathedra, the official professorial chair, lectures to his class of students whose attention is indicated by the nodding sculpture. The size of medieval universities made for excellent student/professor ratios.*

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

• 130 •



# SCHOLARLY ESSAYS SHOWCASE

## CURRENT SCHOLARSHIP IN THE CLASSICS

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

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

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

To see a full Table of Contents and the list of scholarly essays and their authors, check out [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).

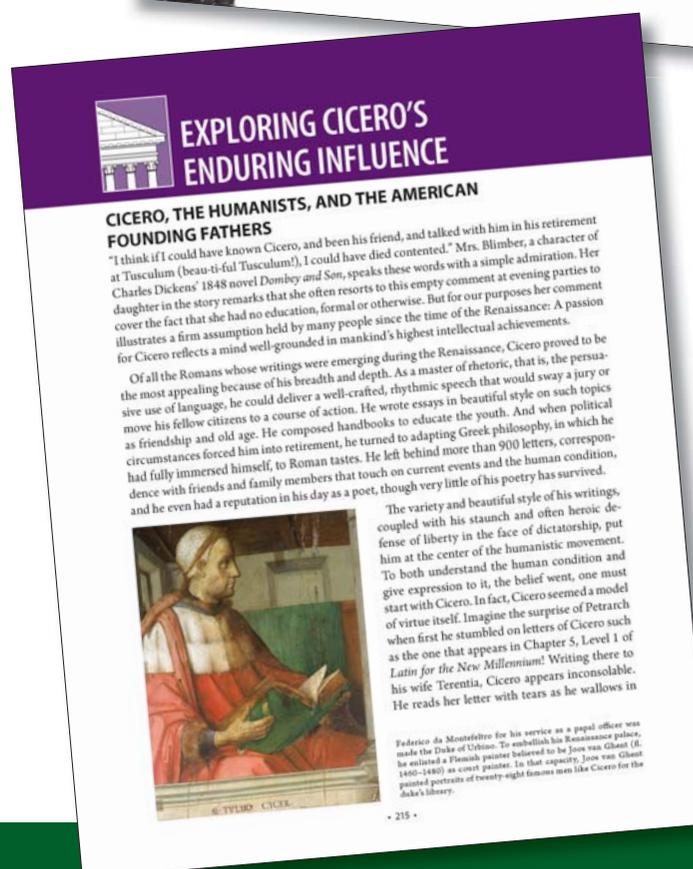
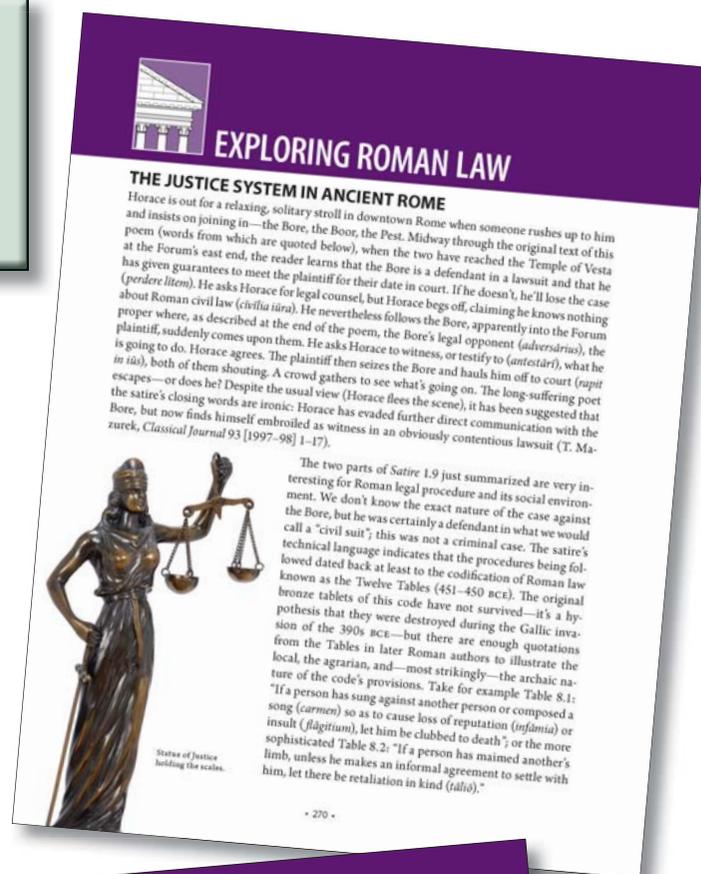
### Topics Covered in LNM 1 EXPLORING Essays:

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

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

### Topics Covered in LNM 2 EXPLORING Essays:

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



# FIRM FOOTING IN CLASSICAL LATIN

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

The Atticus readings give students experience with some 264 lines of connected Latin prose as well as with the major events and figures of the late Republic and the Principate.

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

The Atticus sections continue to build the students' Latin vocabulary foundation. *LNM 2*'s vocabulary is geared to Latin literature.

**4. ATTICUS AND THE EMPEROR'S BEST FRIEND**  
Atticus not only befriends Agrippa, right-hand man to Augustus, but he also becomes Agrippa's father-in-law.

**CORNELII NEPOTIS ATTICUS, 12**  
Marcus Vipsanius Agrippa, a simple and modest man, was a lifelong friend of the first Roman emperor Augustus. It is said that in a critical moment Augustus even entrusted Agrippa with his own signet ring, thus unofficially allowing Agrippa to exercise the emperor's power. Agrippa became a close friend of Atticus, and this friendship resulted in the marriage of Atticus' daughter to Agrippa. This girl was the first of Agrippa's three wives (the third one was the daughter of Augustus himself).

12. 1. His igitur rebus effecit, ut M. Vipsanius Agrippa, intima familiaritate coniunctus adulescenti Caesari, cum propter suam gratiam et Caesaris potentiam nullius conditionis non haberet potestatem, potissimum eius deligeret affinitatem praeruptareque equitis Romani filiam generosarum nuptiis. 2. Atque huius nuptiarum conciliator fuit—non enim celandum—M. Antonius, triumvir rei publicae constituendae. Cuius gratia cum augere possessiones posset suas, tantum auit cupiditate pecuniae, ut nulla in re eius sit ei nisi in deprecandis amicorum aut periculis aut incommodis.

**COMPREHENSION QUESTIONS**  
Answer the following questions in Latin using the text on p. 394. The Reading Vocabulary may be consulted.

1. Quis fuit Marcus Vipsanius Agrippa?
2. Quid factum est inter Agrippam et Atticum?
3. Potuitne Agrippa aliam uxorem habere? Cui?
4. Quis adiavit Atticum et Agrippam ad nuptias paradandas?
5. Voluitne Atticus possessiones suas augere utens gratia Antonii?
6. Ad quam rem faciendam Atticus Antonio est usus?



The Parthenon, Rome's most famous temple, was built by Augustus' right-hand man and Agrippa's personal friend, Marcus Agrippa. Dated to the first century BC, the Parthenon was the dedication to the goddess Athena on the Acropolis in Athens.

**VOCABULARY TO LEARN**

**NOUNS**  
Caesar, Caesaris, m. – emperor  
condicio, conditionis, f. – condition  
eques, equitis, m. – knight, member of the equestrian order  
gratia, ae, f. – agreeableness, favor, influence, prestige  
incommodum, i, n. – disadvantage, harm  
nuptiae, nuptiarum, f. pl. – wedding, marriage  
potestas, ae, f. – power  
potestas, potestatis, f. – command, control, power

**VERBS**  
augere, ere, ausi, auctum – to increase  
coniungi, ere, coniuksi, coniuictum – to connect, join together

**ADVERBS**  
tantum (adv.) – so much, only

**CONJUNCTIONS**  
cum – imperfect subjunctive – although

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

396 • Latin for the New Millennium

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

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

**READING VOCABULARY**

1. "conungi, ere, coniuksi, coniuictum – to connect, join together"
2. "Caesar, Caesaris, m. – emperor, Caesar"
3. "gratia, ae, f. – agreeableness, favor, influence, prestige"
4. "potestas, ae, f. – power"
5. "condicio, conditionis, f. – condition"
6. "potestas, potestatis, f. – command, control, power"
7. "potissimum (adv.) – especially, above all"
8. "deligere, ere, deligsi, delictum – to choose, select, attract, f. – relationship by marriage, marriage connection"
9. "praerupte, im, praerupti, praeruptum – to accost, to + dative – to prefer something to something"
10. "eques, equitis, m. – knight, member of the equestrian order"
11. "generosus, a, um – high-born, of noble birth"
12. "nuptiae, nuptiarum, f. pl. – wedding, marriage"
13. "conciliator, conciliatoris, m. – mediator"
14. "cuius, ei, i, eum – to hide"
15. "triumvir, triumviri, m. – member of a committee of three men"
16. "virescit, ire, virens, virens – to set up"
17. "cuius – et huius"
18. "cum – imperfect subjunctive – although"
19. "augere, ere, ausi, auctum – to increase"
20. "potestas, potestatis, f. – possession"
21. "tantum (adv.) – so much, only"
22. "cupiditas, cupiditatis, f. – greed, insatiable desire"
23. "deprecari, deprecari, deprecatus sum – to try to avert (by prayer)"
24. "incommodum, i, n. – disadvantage, harm"

**READING NOTES**

1. His igitur rebus. The word rebus refers to Atticus' prudent and moral actions described in Sections 3 and the phrase is an allusion of means to Augustus.

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

3-4. cum... subjunctive. Here cum is concessive and means "although" or "despite the fact that."

3-4. nullius conditionis non habet potestatem. The double negative nullius conditionis non habet... amounts to a strong affirmative: "he could have power over... absolutely... every condition..."

6-7. praerupteque equitis Romani filiam generosarum nuptiis. The word generosarum means "of women of noble birth."

6-7. M. Antonius, triumvir rei publicae constituendae. The three powerful men who emerged after the civil strife between Julius Caesar and the senatorial party (which had been led by Pompey) were Antony, Lepidus, and Octavian. In 43 BC, amid a great political crisis, they were appointed as a commission of three for restoring the state: triumvir rei publicae constituendae. In a dative of purpose.

7-8. Cuius gratia cum augere possessiones posset suas. The dative construction in the previous sentence and translates as a demonstrative or personal pronoun. Here, therefore, cuius means the equivalent of "his," which refers to Antony.

8. nulla in re eius est. The possessive id refers back to gratia.

8-9. in deprecandis periculis aut incommodis. Note here the dative construction. The phrase means "in trying to avert the dangers and disadvantages..."

Additional Readings from Nepos' *Life of Atticus* • 395

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

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

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

**EXERCISE 1**  
The following exercise is an imaginary dialogue between Agrippa and Atticus, when the betrothal of Agrippa and Atticus' daughter Caecilia Attica was arranged in Atticus' home with the mediation of Mark Antony. Translate the English parts into Latin and the Latin parts into English.

Atticus, i, m. – ring  
dis, dotis, f. – dowry

Agrippa: Salve, Attice! Esne domi? Venio enim pettum ut filiam tuam uxorem mihi des.  
Atticus: Come in, Agrippa! I am expecting you, so that we may speak.  
Agrippa: Volo coniungi cum familia optimi viri. Itaque, quamquam mihi licet aliis feminis divites petere, decevi me mille filiam tuam habere.  
Atticus: You ought to learn, Agrippa, that my daughter is not poor. I have such great riches that I am able to give her a huge dowry.  
Agrippa: At ipse cupio filiam tuam non solum propter dotem, sed etiam propter virtutem. Nam debet esse patri suo similis.  
Atticus: My daughter is endowed indeed with the very best morals. You also seem a good man. If you were not a good man, I would not give you my daughter. Did you bring a ring with you?  
Agrippa: Ita, Atticum mecum tuli ut illum filiae tuae darem.  
Atticus: I will call my daughter. After the ring is given, we will all eat together. Now is the time for (i.e., "of") drinking (sic a gerund).

Additional Readings from Nepos' *Life of Atticus* • 397

# STUDENT WORKBOOKS

Student Workbooks contain a battery of exercises that supplement those in the text itself.

Student Workbooks feature black-and-white illustrations that provide visual context for the Latin readings.

## ► EXERCISE 4

The following text is an adaptation of Cicero's letter to his wife Terentia in *Epistulae ad familiares* (Letters to Relatives, 16.13). At the time, Cicero was exiled in Greece and Terentia was in Rome. Translate the passage into English.

Cicero Terentiae suae salutem dicit.

Ex epistulis multorum hominum didicisti te his in rebus difficilibus et his in periculis magna animi fortitudine agere. Scripsistunt enim ad me ut de te nararent. Nunc miser factus sum. Fortasse ego erravi et non ad finestra dixi. Intellego te propter me valde dolere. Lacrimae iam non solum me scribere. Non scribam ne tu quoque lacrimis opprimaris. At tu ad me scribis ad te et de filiis sciam. Vale. Terentia mea, vita mea!

Cicero goes to Terentia.

From the letters of many people I learned that you behave in these difficult matters and in these

danger with great courage of the spirit. For they wrote to me in order to tell about you. Now

I have been made miserable. Maybe I made a mistake and led us toward deadly things. I understand

that you are in great pain because of me. The tears do not allow me to write more. I will not write

and you also be oppressed by tears. But you write to me so that I may know about you and

the children. Goodbye, my Terentia, my life!

The teacher may ask the students to compare and contrast Heloise's letter with Cicero's letter to his wife.



► EXERCISE 5  
Translate the following passage. It is loosely based on a poetic letter (Poem 5) by Sulpicia, a poet who lived toward the end of the first century B.C. The recipient of her poetry was a certain Cerinthus (l. m.), probably a fictitious person.

You ought to know, Cerinthus, that I am not in good health. I wrote to you so that you may know that. Are you thinking about your girl? But if I fight (use future perfect) in order to overcome the illness, my heart (chest) will suffer anyway the illness of love.

Debes, Cerinthe, scire me non bene valere. Ad te scripsi ut hoc scires. Cognovisti de puella tua?

At in pugnae aut morbum vincam, pectus tamen meum morbo vincam laborabo.

labō, ā, m., 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 152nd, 153rd, 154th, 155th, 156th, 157th, 158th, 159th, 160th, 161st, 162nd, 163rd, 164th, 165th, 166th, 167th, 168th, 169th, 170th, 171st, 172nd, 173rd, 174th, 175th, 176th, 177th, 178th, 179th, 180th, 181st, 182nd, 183rd, 184th, 185th, 186th, 187th, 188th, 189th, 190th, 191st, 192nd, 193rd, 194th, 195th, 196th, 197th, 198th, 199th, 200th, 201st, 202nd, 203rd, 204th, 205th, 206th, 207th, 208th, 209th, 210th, 211st, 212nd, 213th, 214th, 215th, 216th, 217th, 218th, 219th, 220th, 221st, 222nd, 223rd, 224th, 225th, 226th, 227th, 228th, 229th, 230th, 231st, 232nd, 233rd, 234th, 235th, 236th, 237th, 238th, 239th, 240th, 241st, 242nd, 243rd, 244th, 245th, 246th, 247th, 248th, 249th, 250th, 251st, 252nd, 253rd, 254th, 255th, 256th, 257th, 258th, 259th, 260th, 261st, 262nd, 263rd, 264th, 265th, 266th, 267th, 268th, 269th, 270th, 271st, 272nd, 273rd, 274th, 275th, 276th, 277th, 278th, 279th, 280th, 281st, 282nd, 283rd, 284th, 285th, 286th, 287th, 288th, 289th, 290th, 291st, 292nd, 293rd, 294th, 295th, 296th, 297th, 298th, 299th, 300th, 301st, 302nd, 303rd, 304th, 305th, 306th, 307th, 308th, 309th, 310th, 311st, 312nd, 313th, 314th, 315th, 316th, 317th, 318th, 319th, 320th, 321st, 322nd, 323rd, 324th, 325th, 326th, 327th, 328th, 329th, 330th, 331st, 332nd, 333rd, 334th, 335th, 336th, 337th, 338th, 339th, 340th, 341st, 342nd, 343rd, 344th, 345th, 346th, 347th, 348th, 349th, 350th, 351st, 352nd, 353rd, 354th, 355th, 356th, 357th, 358th, 359th, 360th, 361st, 362nd, 363rd, 364th, 365th, 366th, 367th, 368th, 369th, 370th, 371st, 372nd, 373rd, 374th, 375th, 376th, 377th, 378th, 379th, 380th, 381st, 382nd, 383rd, 384th, 385th, 386th, 387th, 388th, 389th, 390th, 391st, 392nd, 393rd, 394th, 395th, 396th, 397th, 398th, 399th, 400th, 401st, 402nd, 403rd, 404th, 405th, 406th, 407th, 408th, 409th, 410th, 411st, 412nd, 413th, 414th, 415th, 416th, 417th, 418th, 419th, 420th, 421st, 422nd, 423rd, 424th, 425th, 426th, 427th, 428th, 429th, 430th, 431st, 432nd, 433rd, 434th, 435th, 436th, 437th, 438th, 439th, 440th, 441st, 442nd, 443rd, 444th, 445th, 446th, 447th, 448th, 449th, 450th, 451st, 452nd, 453rd, 454th, 455th, 456th, 457th, 458th, 459th, 460th, 461st, 462nd, 463rd, 464th, 465th, 466th, 467th, 468th, 469th, 470th, 471st, 472nd, 473rd, 474th, 475th, 476th, 477th, 478th, 479th, 480th, 481st, 482nd, 483rd, 484th, 485th, 486th, 487th, 488th, 489th, 490th, 491st, 492nd, 493rd, 494th, 495th, 496th, 497th, 498th, 499th, 500th, 501st, 502nd, 503rd, 504th, 505th, 506th, 507th, 508th, 509th, 510th, 511st, 512nd, 513th, 514th, 515th, 516th, 517th, 518th, 519th, 520th, 521st, 522nd, 523rd, 524th, 525th, 526th, 527th, 528th, 529th, 530th, 531st, 532nd, 533rd, 534th, 535th, 536th, 537th, 538th, 539th, 540th, 541st, 542nd, 543rd, 544th, 545th, 546th, 547th, 548th, 549th, 550th, 551st, 552nd, 553rd, 554th, 555th, 556th, 557th, 558th, 559th, 560th, 561st, 562nd, 563rd, 564th, 565th, 566th, 567th, 568th, 569th, 570th, 571st, 572nd, 573rd, 574th, 575th, 576th, 577th, 578th, 579th, 580th, 581st, 582nd, 583rd, 584th, 585th, 586th, 587th, 588th, 589th, 590th, 591st, 592nd, 593rd, 594th, 595th, 596th, 597th, 598th, 599th, 600th, 601st, 602nd, 603rd, 604th, 605th, 606th, 607th, 608th, 609th, 610th, 611st, 612nd, 613th, 614th, 615th, 616th, 617th, 618th, 619th, 620th, 621st, 622nd, 623rd, 624th, 625th, 626th, 627th, 628th, 629th, 630th, 631st, 632nd, 633rd, 634th, 635th, 636th, 637th, 638th, 639th, 640th, 641st, 642nd, 643rd, 644th, 645th, 646th, 647th, 648th, 649th, 650th, 651st, 652nd, 653rd, 654th, 655th, 656th, 657th, 658th, 659th, 660th, 661st, 662nd, 663rd, 664th, 665th, 666th, 667th, 668th, 669th, 670th, 671st, 672nd, 673rd, 674th, 675th, 676th, 677th, 678th, 679th, 680th, 681st, 682nd, 683rd, 684th, 685th, 686th, 687th, 688th, 689th, 690th, 691st, 692nd, 693rd, 694th, 695th, 696th, 697th, 698th, 699th, 700th, 701st, 702nd, 703rd, 704th, 705th, 706th, 707th, 708th, 709th, 710th, 711st, 712nd, 713th, 714th, 715th, 716th, 717th, 718th, 719th, 720th, 721st, 722nd, 723rd, 724th, 725th, 726th, 727th, 728th, 729th, 730th, 731st, 732nd, 733rd, 734th, 735th, 736th, 737th, 738th, 739th, 740th, 741st, 742nd, 743rd, 744th, 745th, 746th, 747th, 748th, 749th, 750th, 751st, 752nd, 753rd, 754th, 755th, 756th, 757th, 758th, 759th, 760th, 761st, 762nd, 763rd, 764th, 765th, 766th, 767th, 768th, 769th, 770th, 771st, 772nd, 773rd, 774th, 775th, 776th, 777th, 778th, 779th, 780th, 781st, 782nd, 783rd, 784th, 785th, 786th, 787th, 788th, 789th, 790th, 791st, 792nd, 793rd, 794th, 795th, 796th, 797th, 798th, 799th, 800th, 801st, 802nd, 803rd, 804th, 805th, 806th, 807th, 808th, 809th, 810th, 811st, 812nd, 813th, 814th, 815th, 816th, 817th, 818th, 819th, 820th, 821st, 822nd, 823rd, 824th, 825th, 826th, 827th, 828th, 829th, 830th, 831st, 832nd, 833rd, 834th, 835th, 836th, 837th, 838th, 839th, 840th, 841st, 842nd, 843rd, 844th, 845th, 846th, 847th, 848th, 849th, 850th, 851st, 852nd, 853rd, 854th, 855th, 856th, 857th, 858th, 859th, 860th, 861st, 862nd, 863rd, 864th, 865th, 866th, 867th, 868th, 869th, 870th, 871st, 872nd, 873rd, 874th, 875th, 876th, 877th, 878th, 879th, 880th, 881st, 882nd, 883rd, 884th, 885th, 886th, 887th, 888th, 889th, 890th, 891st, 892nd, 893rd, 894th, 895th, 896th, 897th, 898th, 899th, 900th, 901st, 902nd, 903rd, 904th, 905th, 906th, 907th, 908th, 909th, 910th, 911st, 912nd, 913th, 914th, 915th, 916th, 917th, 918th, 919th, 920th, 921st, 922nd, 923rd, 924th, 925th, 926th, 927th, 928th, 929th, 930th, 931st, 932nd, 933rd, 934th, 935th, 936th, 937th, 938th, 939th, 940th, 941st, 942nd, 943rd, 944th, 945th, 946th, 947th, 948th, 949th, 950th, 951st, 952nd, 953rd, 954th, 955th, 956th, 957th, 958th, 959th, 960th, 961st, 962nd, 963rd, 964th, 965th, 966th, 967th, 968th, 969th, 970th, 971st, 972nd, 973rd, 974th, 975th, 976th, 977th, 978th, 979th, 980th, 981st, 982nd, 983rd, 984th, 985th, 986th, 987th, 988th, 989th, 990th, 991st, 992nd, 993rd, 994th, 995th, 996th, 997th, 998th, 999th, 1000th, 1001st, 1002nd, 1003rd, 1004th, 1005th, 1006th, 1007th, 1008th, 1009th, 1010th, 1011st, 1012nd, 1013th, 1014th, 1015th, 1016th, 1017th, 1018th, 1019th, 1020th, 1021st, 1022nd, 1023rd, 1024th, 1025th, 1026th, 1027th, 1028th, 1029th, 1030th, 1031st, 1032nd, 1033rd, 1034th, 1035th, 1036th, 1037th, 1038th, 1039th, 1040th, 1041st, 1042nd, 1043rd, 1044th, 1045th, 1046th, 1047th, 1048th, 1049th, 1050th, 1051st, 1052nd, 1053rd, 1054th, 1055th, 1056th, 1057th, 1058th, 1059th, 1060th, 1061st, 1062nd, 1063rd, 1064th, 1065th, 1066th, 1067th, 1068th, 1069th, 1070th, 1071st, 1072nd, 1073rd, 1074th, 1075th, 1076th, 1077th, 1078th, 1079th, 1080th, 1081st, 1082nd, 1083rd, 1084th, 1085th, 1086th, 1087th, 1088th, 1089th, 1090th, 1091st, 1092nd, 1093rd, 1094th, 1095th, 1096th, 1097th, 1098th, 1099th, 1100th, 1101st, 1102nd, 1103rd, 1104th, 1105th, 1106th, 1107th, 1108th, 1109th, 1110th, 1111st, 1112nd, 1113th, 1114th, 1115th, 1116th, 1117th, 1118th, 1119th, 1120th, 1121st, 1122nd, 1123rd, 1124th, 1125th, 1126th, 1127th, 1128th, 1129th, 1130th, 1131st, 1132nd, 1133rd, 1134th, 1135th, 1136th, 1137th, 1138th, 1139th, 1140th, 1141st, 1142nd, 1143rd, 1144th, 1145th, 1146th, 1147th, 1148th, 1149th, 1150th, 1151st, 1152nd, 1153rd, 1154th, 1155th, 1156th, 1157th, 1158th, 1159th, 1160th, 1161st, 1162nd, 1163rd, 1164th, 1165th, 1166th, 1167th, 1168th, 1169th, 1170th, 1171st, 1172nd, 1173rd, 1174th, 1175th, 1176th, 1177th, 1178th, 1179th, 1180th, 1181st, 1182nd, 1183rd, 1184th, 1185th, 1186th, 1187th, 1188th, 1189th, 1190th, 1191st, 1192nd, 1193rd, 1194th, 1195th, 1196th, 1197th, 1198th, 1199th, 1200th, 1201st, 1202nd, 1203rd, 1204th, 1205th, 1206th, 1207th, 1208th, 1209th, 1210th, 1211st, 1212nd, 1213th, 1214th, 1215th, 1216th, 1217th, 1218th, 1219th, 1220th, 1221st, 1222nd, 1223rd, 1224th, 1225th, 1226th, 1227th, 1228th, 1229th, 1230th, 1231st, 1232nd, 1233rd, 1234th, 1235th, 1236th, 1237th, 1238th, 1239th, 1240th, 1241st, 1242nd, 1243rd, 1244th, 1245th, 1246th, 1247th, 1248th, 1249th, 1250th, 1251st, 1252nd, 1253rd, 1254th, 1255th, 1256th, 1257th, 1258th, 1259th, 1260th, 1261st, 1262nd, 1263rd, 1264th, 1265th, 1266th, 1267th, 1268th, 1269th, 1270th, 1271st, 1272nd, 1273rd, 1274th, 1275th, 1276th, 1277th, 1278th, 1279th, 1280th, 1281st, 1282nd, 1283rd, 1284th, 1285th, 1286th, 1287th, 1288th, 1289th, 1290th, 1291st, 1292nd, 1293rd, 1294th, 1295th, 1296th, 1297th, 1298th, 1299th, 1300th, 1301st, 1302nd, 1303rd, 1304th, 1305th, 1306th, 1307th, 1308th, 1309th, 1310th, 1311st, 1312nd, 1313th, 1314th, 1315th, 1316th, 1317th, 1318th, 1319th, 1320th, 1321st, 1322nd, 1323rd, 1324th, 1325th, 1326th, 1327th, 1328th, 1329th, 1330th, 1331st, 1332nd, 1333rd, 1334th, 1335th, 1336th, 1337th, 1338th, 1339th, 1340th, 1341st, 1342nd, 1343rd, 1344th, 1345th, 1346th, 1347th, 1348th, 1349th, 1350th, 1351st, 1352nd, 1353rd, 1354th, 1355th, 1356th, 1357th, 1358th, 1359th, 1360th, 1361st, 1362nd, 1363rd, 1364th, 1365th, 1366th, 1367th, 1368th, 1369th, 1370th, 1371st, 1372nd, 1373rd, 1374th, 1375th, 1376th, 1377th, 1378th, 1379th, 1380th, 1381st, 1382nd, 1383rd, 1384th, 1385th, 1386th, 1387th, 1388th, 1389th, 1390th, 1391st, 1392nd, 1393rd, 1394th, 1395th, 1396th, 1397th, 1398th, 1399th, 1400th, 1401st, 1402nd, 1403rd, 1404th, 1405th, 1406th, 1407th, 1408th, 1409th, 1410th, 1411st, 1412nd, 1413th, 1414th, 1415th, 1416th, 1417th, 1418th, 1419th, 1420th, 1421st, 1422nd, 1423rd, 1424th, 1425th, 1426th, 1427th, 1428th, 1429th, 1430th, 1431st, 1432nd, 1433rd, 1434th, 1435th, 1436th, 1437th, 1438th, 1439th, 1440th, 1441st, 1442nd, 1443rd, 1444th, 1445th, 1446th, 1447th, 1448th, 1449th, 1450th, 1451st, 1452nd, 1453rd, 1454th, 1455th, 1456th, 1457th, 1458th, 1459th, 1460th, 1461st, 1462nd, 1463rd, 1464th, 1465th, 1466th, 1467th, 1468th, 1469th, 1470th, 1471st, 1472nd, 1473rd, 1474th, 1475th, 1476th, 1477th, 1478th, 1479th, 1480th, 1481st, 1482nd, 1483rd, 1484th, 1485th, 1486th, 1487th, 1488th, 1489th, 1490th, 1491st, 1492nd, 1493rd, 1494th, 1495th, 1496th, 1497th, 1498th, 1499th, 1500th, 1501st, 1502nd, 1503rd, 1504th, 1505th, 1506th, 1507th, 1508th, 1509th, 1510th, 1511st, 1512nd, 1513th, 1514th, 1515th, 1516th, 1517th, 1518th, 1519th, 1520th, 1521st, 1522nd, 1523rd, 1524th, 1525th, 1526th, 1527th, 1528th, 1529th, 1530th, 1531st, 1532nd, 1533rd, 1534th, 1535th, 1536th, 1537th, 1538th, 1539th, 1540th, 1541st, 1542nd, 1543rd, 1544th, 1545th, 1546th, 1547th, 1548th, 1549th, 1550th, 1551st, 1552nd, 1553rd, 1554th, 1555th, 1556th, 1557th, 1558th, 1559th, 1560th, 1561st, 1562nd, 1563rd, 1564th, 1565th, 1566th, 1567th, 1568th, 1569th, 1570th, 1571st, 1572nd, 1573rd, 1574th, 1575th, 1576th, 1577th, 1578th, 1579th, 1580th, 1581st, 1582nd, 1583rd, 1584th, 1585th, 1586th, 1587th, 1588th, 1589th, 1590th, 1591st, 1592nd, 1593rd, 1594th, 1595th, 1596th, 1597th, 1598th, 1599th, 1600th, 1601st, 1602nd, 1603rd, 1604th, 1605th, 1606th, 1607th, 1608th, 1609th, 1610th, 1611st, 1612nd, 1613th, 1614th, 1615th, 1616th, 1617th, 1618th, 1619th, 1620th, 1621st, 1622nd, 1623rd, 1624th, 1625th, 1626th, 1627th, 1628th, 1629th, 1630th, 1631st, 1632nd, 1633rd, 1634th, 1635th, 1636th, 1637th, 1638th, 1639th, 1640th, 1641st, 1642nd, 1643rd, 1644th, 1645th, 1646th, 1647th, 1648th, 1649th, 1650th, 1651st, 1652nd, 1653rd, 1654th, 1655th, 1656th, 1657th, 1658th, 1659th, 1660th, 1661st, 1662nd, 1663rd, 1664th, 1665th, 1666th, 1667th, 1668th, 1669th, 1670th, 1671st, 1672nd, 1673rd, 1674th, 1675th, 1676th, 1677th, 1678th, 1679th, 1680th, 1681st, 1682nd, 1683rd, 1684th, 1685th, 1686th, 1687th, 1688th, 1689th, 1690th, 1691st, 1692nd, 1693rd, 1694th, 1695th, 1696th, 1697th, 1698th, 1699th, 1700th, 1701st, 1702nd, 1703rd, 1704th, 1705th, 1706th, 1707th, 1708th, 1709th, 1710th, 1711st, 1712nd, 1713th, 1714th, 1715th, 1716th, 1717th, 1718th, 1719th, 1720th, 1721st, 1722nd, 1723rd, 1724th, 1725th, 1726th, 1727th, 1728th, 1729

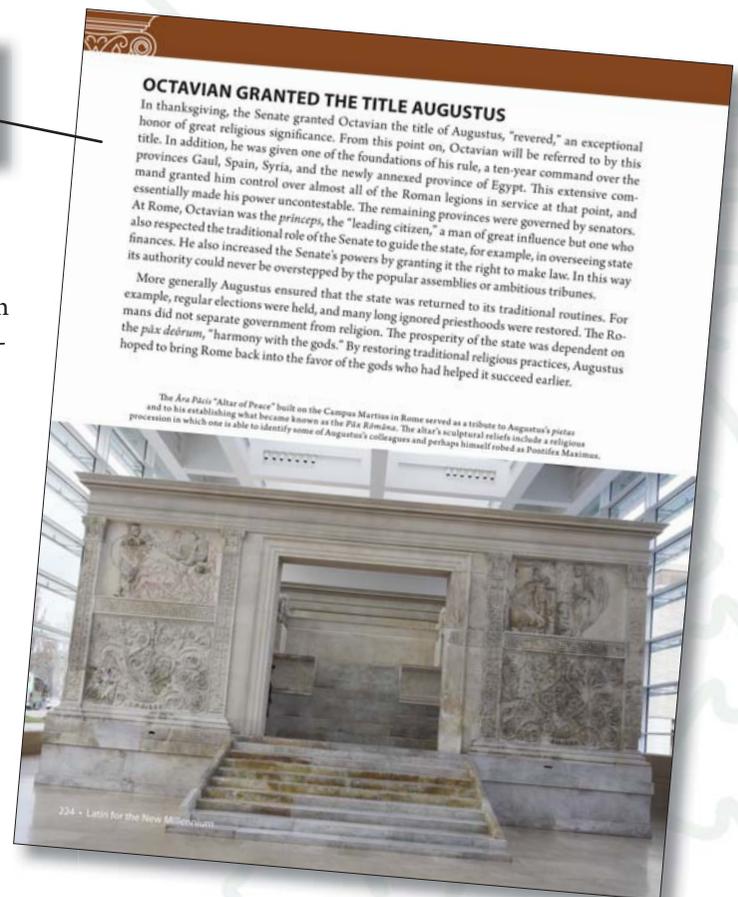
# FACILITATING THE TRANSITION TO READING

## LATIN AUTHORS IN-DEPTH

Excerpt from historical essay “Augustus and the Principate”

### LATIN FOR THE NEW MILLENNIUM, LEVEL 3 FEATURES:

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



# READING FOR COMPREHENSION AND NUANCE

Prereading sets contextual information for each Latin reading.

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

**READING 1**

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

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

**THE DEDICATION OF CATULLUS'S LIBELLUS**

**CATULLUS CARMEN 1**  
Meter: Hendecasyllable (for the meter see Appendix B.)

1 Cui dono (hunc) **lepīdum novum libellum**  
**arīdā** modo **pūmicis expōitum?**  
Cornēli, tibi: namque tū solēbīs  
**meās** esse aliquid putāre **nūgīs**  
5 iam tum, cum (tū) **ausus es** ūnus Itālōrum  
omne aevum **tribus** explicāre **cartis**  
**doctis**, Iuppiter, et **labōriōsis**.  
quāre habē tibi quidquid hoc (est) libelli  
quālicumque; quod, o patrōna virgī,  
10 **plūs** **anō** maneat perenne **sacculō**.

**NOTES AND VOCABULARY**

Line 1:  
cui: the dative of qui, meaning "to whom"  
dōnō (1) to give  
lepīdus, -a, -um charming, delightful  
libellus, -i, m. little book; libellus is the diminutive of liber, libr- (m. book; see the Language Facts later in this chapter on p. 89.)  
Line 2:  
arīdus, -a, -um dry  
modo, adv. just now, recently  
pūmicis, pūmicis, f. pumice stone  
expōitū, expōitū, expōitū, expōitū to polish

Line 3: Cornelius refers to Cornelius Nepos.  
namque, conj. for; namque is an emphatic form of enim.  
solē, solēre, solitus sum (semi-deponent) to be accustomed  
Line 4: aliquid: something; ar-, something noteworthy  
putō (1) to think; putō meās nūgīs esse: indirect statement, "to think that my trifles were."  
nūgīs, -ārum, f. trifles  
cum, conj. when  
audē, audēre, ausus sum (semi-deponent) to dare  
ūnus = alius  
Italus, -a, -um Italian

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

Line 6: aevum, -i, n. age, history, time  
trēs, trīs three  
explīcō (1) to explain  
carta, -ae, f. a sheet of papyrus, leaf, "volume"  
doctus, -a, -um learned, knowledgeable  
Iuppiter: translate this nominative of exclamation "by Jove!"  
labōriōsus, -a, -um full of (involving) work

**BY THE WAY**  
Quāre can be written as one word or as two, quāre. As an interrogative, quāre means "how?" or "why?" As a relative, quāre means "therefore, on which account." In line 8, however, it is a simple adverb meaning "therefore."

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

82 • Latin for the New Millennium Chapter 2 • 8

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

**BY THE WAYS** provide additional information or insight.

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

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



# BUILDING GRAMMAR, SYNTAX, AND VOCABULARY MASTERY

## LANGUAGE FACTS

flow from the Latin readings. Recognizing that students appreciate the opportunity to review, *LNM 3* provides review based on a concept's appearance in the Latin reading. The relative clause of characteristic is part of a **LANGUAGE FACT** that reviews the indicative relative clause and introduces the relative clause of purpose and of characteristic.

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

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

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

**Relative Clauses of Characteristic**  
Sometimes considered almost the equivalent of result clauses, these clauses describe a characteristic or quality of the antecedent that often is indefinite, negative, or modified by *solus* or *simus*.

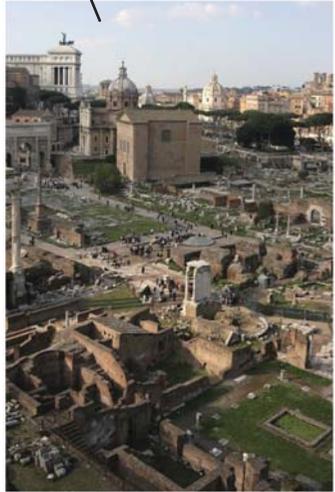
*Hic, hic sunt in nostris numeris... qui de huius urbis atque adulescentis exitum cogitent.*  
(Cicero *In Cat.* 1.4.9.8–10)  
"Here, here there are in our number those who think about the destruction of this city and even about the destruction of the world."

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

**EXERCISE 2**  
Translate these sentences and identify whether each sentence contains an explanatory, purpose, or characteristic relative clause.

- In hoc orbis terrae sanctissimoque consilio sunt qui de nostrorum omnium interitū cogitent.
- Nōndum voce vulnerō illos viros qui ferō trucidārī debent.
- Viri Rōmāni reperti sunt qui mē interficerent.
- Hic in senatū sunt ei qui de consulis exitū cogitent.
- Virōs misi qui meam domum firmārent et mōnīrent.
- Helvētīi Orgetorigem qui eās rēs cōficiat deligunt.
- Belgae qui à cultū atque hūmānitāte provinciāe longissimī absunt hōrum omnium fortissimī sunt.
- Nam unguentam dabō quod meae puellae dōnārent Veneris Cupidinēque.

**ESSAY**  
How does Cicero attempt to convince the members of the Senate without hard proof that Catiline is conspiring against the State?  
Support your assertions with references drawn from the Latin passage. All Latin words must be copied or their line numbers provided, AND they must be translated or paraphrased closely enough so that it is clear you understand the Latin. Direct your answer to the question; do not merely summarize the passage. Please write your essay on a separate piece of paper.



Taken from the Palatine Hill, this photograph provides a comprehensive view of the Roman Forum from the House of the Vestal Virgins in the foreground, across the forum to the Basilica Aemilia, to the Curia. The House of the Vestal Virgins is a large rectangular complex with an open courtyard, in the Roman fashion, at its center. Its foundations date from the time of the Republic, but it was rebuilt following the fire of 81 c.e. At the edge, the white circular building is the Temple of Vespasiano. To the front of the temple are the brick remains of the Temple to the Deified Julius Caesar. The Basilica Aemilia fronts the eastern edge of the forum and it shows the Senate House of Cicero. The curved brick building would have originally featured polished marble coverings. When Cicero delivered his speeches Announcing Catiline, the Senate was meeting at the Temple of Jupiter Stator as it could be more readily defended.

380 • Latin for the New Millennium Chapter 3 • 181

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

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

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



# BUILDING GRAMMAR, SYNTAX, AND VOCABULARY MASTERY

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

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



El Greco captures the dramatic attack of the snakes in the painting of Laocoon and his sons. While the physical presence of the snakes has been disrupted, the scimitar still holds ill for the priest of Apollo and his sons. Watching this maudlin event are the twins Apollo and Diane. Note that in the background El Greco provides a view of Toledo, Spain, from the hill opposite the city.

**COMPREHENSION QUESTIONS**

1. What was Laocoon doing as the snakes appeared? Cite the Latin.
2. Where were the snakes coming from?
3. What parts of the snakes were raised above the waves?
4. With what did the snakes' eyes burn? Cite the Latin.
5. Who fled the sight of the snakes?
6. Whom did the snakes attack first?
7. How many times did the snakes coil around Laocoon's body?
8. What does Laocoon raise to the sky?

260 • Latin for the New Millennium

**VOCABULARY BUILDER**

There are five groups of synonyms in the list below. List each word according to the group to which it belongs. Give the English meaning for each group of synonyms. These words can be found in the passage above.

anguis, anguis, m. (f)	spira, -ae, f.
serpens, serpens, m. (f)	pelagus, -i, n.
unda, -ae, f.	nodus, -i, m.
volumen, voluminis, n.	altum, -i, n.
salum, -i, n.	cervix, cervicis, f.
collum, -i, n.	pontus, -i, m.
fluctus, -us, m.	orbis, orbis, m.

**► EXERCISE 1**

1. In line 201, what is the case and use of *sorte*?
2. What is the case and use of *Tenebris* in line 203?
3. In line 204, what is the tense, voice, and form of *referens*?
4. In line 205, what is the tense, voice, and mood of *incumbens*?
5. What is the case and use of *littera* in line 205?
6. In line 206, what is the case and use of *subae*?
7. In line 209, what is the tense and mood of *fit*?
8. What is the case and use of *soli* in line 209?
9. In line 211, what is the case and use of *ora*?
10. In line 213, what is the case and use of *Laeoconta*?
11. In line 214, what is tense, mood, and form of *amplexus*?
12. In line 217, what is the case and use of *spiris*?
13. What is the case and use of *cervicibus* in line 219?
14. What is the case and use of *clāmātes* in line 222?
15. What is the tense, mood, and voice of *tollit* in line 222?

Chapter 4 • 261

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

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

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



# DEVELOPING LITERARY ANALYSIS SKILLS

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

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

**IVID METAMORPHOSÉS 4.96-127, CONTINUED**

105 sérius egressus vestigia vidit in alto  
 pulvere certa ferat, utoque expalluit ore  
 Pyramus, ut verò veetum quoque sanguine tinctam  
 reperit, "una duos" inquit "non perdet amantés,  
 è quibus illa fuit longè dèrissima vita!"  
 110 nostra nocéns anima est, ego tó, miseranda, perémi,  
 in loca pléna metús qui iustitíæ te veniérís  
 nec priór húc véni, nostrum divítite corpus  
 et sceleráta ferò cónsumite viscera mórui.

**NOTES AND VOCABULARY**

Line 105: **sérius**, -a, -um late, after the expected time; **sérius** is the comparative adverb.  
**egredior, egredi, egressus sum** to depart, leave, step out  
**vestigium**, -i, n. footprint  
 Line 106: **pulvis, pulveris, m. dust, sand**  
**certus, -a, -um** unmistakable, plain; note the **EXPLANATION** *vestigia... certa ferat* in lines 105-106; the point is to emphasize that the footprints were plainly those of a wild animal.  
**fera, -ae, f.** wild animal  
**expallēscō, expallēscere, expallui** to turn pale

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

<b>ferò, ferre, tuli, látum</b> to bring, carry	IRREGULAR VERB
<b>fera, -ae, f.</b> wild beast	FIRST DECLENSION NOUN
<b>ferus, -a, -um</b> untamed, wild	FIRST/SECOND DECLENSION ADJECTIVE
<b>ferūs, ferocis</b> courageous, arrogant	THIRD DECLENSION ADJECTIVE
<b>ferocia, -ae, f.</b> courage, ferocity	FIRST DECLENSION NOUN
<b>ferò, ferite</b> to strike	FOURTH CONJUGATION VERB
<b>ferè, adv.</b> almost	ADVERB

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

Line 107: **ut verò** translate "but when."  
**tíngō, tíngere, tíngxi, tíctum** to wet, soak

368 • Latin for the New Millennium

---

**BY THE WAYS**

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

Line 108: **reperitò, repire, reperti, repertum** to find, discover  
*sua duos* note the word order of *sua duos*... *sua*... *duos*...  
**peritò, perdere, peridi, perditum** to destroy, ruin  
**dignus, -a, -um** (= *abl.*) worthy of; the ablative *leggi*... *est* depends on *digna*.

**STUDY TIP**  
 Instead of the genitive of the whole (for this grammatical construction, see p. 86), the preposition *de* or *ex* with the ablative usually are used with *quidam* and the cardinal numbers (except for *millia*) to express a partitive idea (cf. *ex pluribus animis*). Ovid uses *ex quibus* in line 110 (instead of *quorum*), therefore, because of the cardinal number *duos* in line 108.

Line 110: **nostrà** the meaning is singular, as it also is in line 112; translate "my."  
**nostris, nostris** guilty, harmful  
**ego**... **perémis** these words, referring to Pyramus, embrace the words, *tú, miseranda*, referring to Thisbe. For the second time in this lament, for dramatic effect, Ovid's narrator draws attention to Pyramus's words by **ANAPHORA**.  
**miser** (1) to pity; translate "to be pitied."  
**peritum, perire, periri, peritum** to kill  
**pilus, -a, -um** (= *gen.*) full of  
**metus, metis, m. fear; metis** is genitive with *pilus*.  
**isole, isole, isoli, isolum** to order; *isoli* is used here with the imperfect subjunctive *veniérís* without the expected *ut* to introduce an indirect command.  
**primo, primo, comp. ad.** first, earlier  
**hic, adv.** here  
**divello, divellere, divexi, divexum** to tear apart, tear open, tear in two  
**scelerátus, -a, -um** wicked, accursed, impious  
**ferus, -a, -um** savage, fierce  
**viscera, viscerum** (*pl. only*), n. pl. internal organs, bowels  
**mórui, mórui, m.** a bite

**BY THE WAY**  
 In line 113, *et... mórui* is a **GOLDEN LINE**. A **GOLDEN LINE** is a line of dactylic hexameter consisting of a pair of adjective nouns and a pair of adjective nouns, with a verb separating the two pairs.  
 Here the first adjective (*sceleráta*) modifies the first noun (*viscera*) and the second adjective (*ferò*) modifies the second noun (*mórui*). The verb *cónsumite* occupies the middle of the pattern.  
 Schematically a **GOLDEN LINE** looks like this: A B Verb A B.

Chapter 6 • 369

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

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

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

A complete roster of figures of speech with examples from *LNM 3* appears in Appendix C.



# DEVELOPING LITERARY ANALYSIS SKILLS

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

se confero ad to devote oneself to, apply oneself to	(Cicero <i>Pro Archia</i> 4.2.2-3)
ut primum as soon as	(Cicero <i>Pro Archia</i> 4.2.1)
orationem habeo, habere, habui, habitum to give a speech	(Cicero <i>In Cat.</i> 1)
consilium capio, capere, cepi, captum to adopt a plan	(Cicero <i>In Cat.</i> 1.1.1.7)
satis facio, facere, feci, factum to satisfy	(Cicero <i>In Cat.</i> 1.1.2.11)
orbis terrae, orbis terrae, m. world	(Cicero <i>In Cat.</i> 1.4.9.10)
patres conscripti, patrum conscriptorum, m. pl. senators	(Cicero <i>In Cat.</i> 1.4.9.7)
res publica, rei publicae, f. republic	(Cicero <i>In Cat.</i> 1.5.10.1)
quae cum ita sint since these things are so	(Cicero <i>In Cat.</i> 1.13.31.2)
nescio, nescire, nescivi, nescitum + quis, quid to not know some, someone, something	

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

Quo usque tandem abutere, Catilina, patientia nostra? (Cicero *In Cat.* 1.1.1.1)  
"How long finally will you abuse our patience, Catiline?"

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

The first and second forms immediately below occur frequently in Latin literature.

- defendere = to defend, present active infinitive; this form is the most common of the five and will appear in a sentence with a conjugated verb.
- defendere = they defended, syncopated form for defendunt; this form occurs regularly in poetry. The long *e* in -re distinguishes the form from the infinitive.

Chapter 3 • 167

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

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

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

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

**READING 3**  
Odes 1.23 has as its subject a girl's coming of age. The speaker attempts to convince Chloe, the poem's addressee, not to avoid his advances. In his opinion she is sufficiently mature to be involved in a romantic relationship. The strong imagery in the poem may suggest a sense of danger that runs counter to the speaker's reassurances.

**CHLOE'S MATURITY**  
**HORACE ODES 1.23**  
Meter: Fourth Asclepiadean

1 Vitis imuleo me similis, Chloe,  
quaerenti pavidam montibus avis  
matrem non sine vano  
aurarum et silvae metu.

5 nam seu mobilibus veris inhorruit  
adventus foliis, seu viridis robum  
dimovere lacertae,  
et corde et genibus tremit.

atqui non ego te tigris ut aspera  
10 Gaetulusve leo frangere persequor:  
tandem desine matrem  
tempistica sequi viri.

**NOTES AND VOCABULARY**

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

Line 1  
*vito* (i) to avoid, shun  
*in(n)aleus*, -i, m. *favus*, *imuleo* is dative with *omnis*.  
*Chloe*, *Chloea*, f. *Chloe*, woman's name; the *ai* is not a diphthong in the name; rather, this is a two-syllable or bisyllabic word.  
Line 2  
*pavidus*, -a, -um frightened, terrified, trembling, fearful  
*montibus*: ablative of place where; it is frequently to be understood in poetry.  
*avis*, -is, -um pathless, remote

326 • Latin for the New Millennium

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



## DEVELOPING LITERARY ANALYSIS SKILLS, (CONTINUED)

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

**TAKE NOTE**

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

**COMPREHENSION QUESTIONS**

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

**► EXERCISE 1**

- In line 1, what is the case and use of *his rēbus*?
- What is the tense, voice, and form of *adducti* in line 1?
- In lines 2–4, what four infinitives are dependent on *cōstituerant*?
- In line 4, what is the tense, voice, and mood of *supperet*?
- In line 5, what is the case and use of *biennium*?
- What is the case and use of *lge* in line 5?
- In line 7, what is the case and use of *Casticō*?

Chapter 1 • 45

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

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

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

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

**ESSAY**

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

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

**SCANSION**

Name the meter and scan the following lines.

saepius ventis agitātur ingens  
 pinus et celsae gravitate casū  
 dēcidant turres ferūque summōs  
 fulgura montis.



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

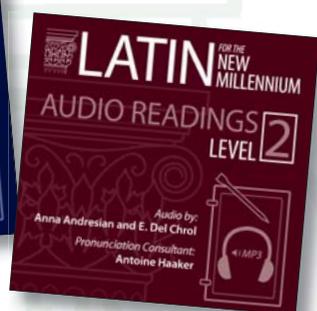
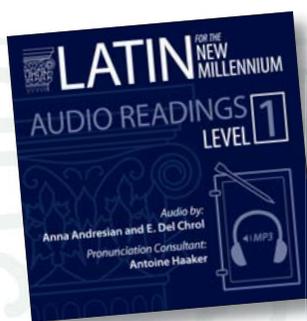
Chapter 5 • 339

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



## ELECTRONIC COMPONENTS FOR STUDENTS

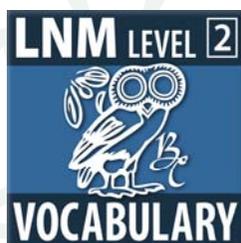
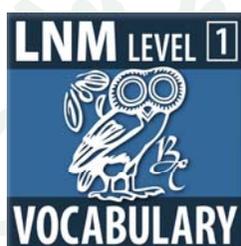
### LATIN FOR THE NEW MILLENNIUM—A SERIES FOR THE NEW MILLENNIUM WITH NEW-MILLENNIUM LEARNING TOOLS.



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

To hear sample of the recordings:

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



#### Review Latin Vocabulary with Apps from gWhiz Mobile

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

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

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

Bolchazy-Carducci Apps developed by gWhiz are available through the App Store<sup>SM</sup> and function on any Apple device.

#### eyeVocab

a paradigm shift in vocabulary acquisition

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



## LNM eBooks are currently available from these providers.

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



### VitalSource Bookshelf

VitalSource was acquired by Ingram Industries in 2006 as part of the formation of Ingram Digital Group. VitalSource Bookshelf provides three-way access to your books: download, online, and mobile.

[store.vitalsource.com/](http://store.vitalsource.com/)



Google play

### Google Play

Buy or rent digital textbooks on Google Play, where you can highlight and take notes; look up phrases with our dictionary, Wikipedia, Google search, and other tools; and export your notes to make a study guide. Bolchazy-Carducci books are available worldwide on Google Play.

[play.google.com/store/books](http://play.google.com/store/books)



### Chegg

Chegg specializes in online textbook rentals (both in physical and digital formats), homework help, scholarships, course reviews, and internship matching.

[chegg.com/etextbooks](http://chegg.com/etextbooks)



### Follett Shelf

Follett Shelf provides instant access and visibility to a wide selection of PreK–12 eBooks, audio books, interactive books, and databases. This free hosted virtual bookshelf provides simplified eContent management with an easy to use graphical interface.

[fes.follett.com/](http://fes.follett.com/)



### MBS Direct Digital

With MBS Direct, students can order new and used textbooks, supplemental materials, eContent, and a wide variety of free resources. All inventory is based on course lists submitted by your school or institution and housed in the on-site warehouse.

[mbsdirect.net](http://mbsdirect.net)



### esco Books

esco provides a full-service online bookstore to private K–12 schools as well as colleges. esco specializes in helping schools integrate eBooks and digital content into their curriculum.

[escobooks.com/](http://escobooks.com/)



### Adams Book Company

Adams Book Company serves the K–12 educational community as a nationwide single-source provider of paperback literature, textbooks, and digital educational materials including eBooks—all at competitive prices.

[adamsbook.com](http://adamsbook.com)



### RedShelf

RedShelf's cloud reader is tied directly to your web browser, which means you can access your content from anywhere, anytime and on all of your favorite devices.

[redshelf.com](http://redshelf.com)

## HOW DO I PURCHASE B-C EBOOKS?

Simple! For direct links to purchase Bolchazy-Carducci eTextbooks, visit the title's product page. Just above the product description there is a list of the eTextbook providers and a direct link to purchase the eTextbook.

You can also purchase directly from the eBook provider of your choice. Just visit the provider's website and search for the Bolchazy-Carducci title of your choice. Support for eBooks can be found through the provider webpage and customer service.



B-C is dedicated to using the latest in technology to bring Latin into the styles of learning that today's students are demanding. This chart will assist you to determine which eTextbook platform is best for your students and for your school's technology setup (ask your IT department if you are unsure).

	VitalSource Bookshelf	Google Play	Chegg	MBS DirectDigital	RedShelf	Follett Shelf	esco Books
<b>ACCESS</b>							
Full-book download for both computers & mobile	x	x		x		x	x
Online access through a browser	x	x	x	x	x	x	x
<b>BROWSER SUPPORT</b>							
Internet Explorer	x	x	x	x	x	x	x
Safari	x	x	x	x	x	x	x
Firefox	x	x	x	x	x	x	x
Chrome	x	x	x	x	x	x	x
<b>NATIVE APP DEVICE SUPPORT (FULL BOOK DOWNLOAD)</b>							
Mac	x	x		x		x	x
Windows	x	x		x		x	x
iPad/iPhone/iPod Touch	x	x		x		x	
Android	x	x		x		x	x
<b>INTEGRATION SUPPORT</b>							
Blackboard Building Block	x			x			
LTi 1.1 Support	x			x		x	x
LTi 2.0 Support	Announced			Announced		x	Planned
<b>FORMAT SUPPORT</b>							
Fixed-page layout support		x	x	x	Announced	x	x
Re-flowable layout support	x	x	Planned	x	Announced	x	x
EPUB3 support			Planned	x	Announced		x
<b>INTERACTIVITY</b>							
Notes sync across all devices	x	x	x	x	x	x	x
Bibliographic support in copy and paste			x	x		x	x
Inline assessment and media support				x			x
<b>FLEXIBLE SCHOOL ADMIN SUPPORT</b>							
Buy and rent term support	x	x	x	x	x	x	x
Add/drop period support		x		x	x	x	x
Print fulfillment options				x	x	x	



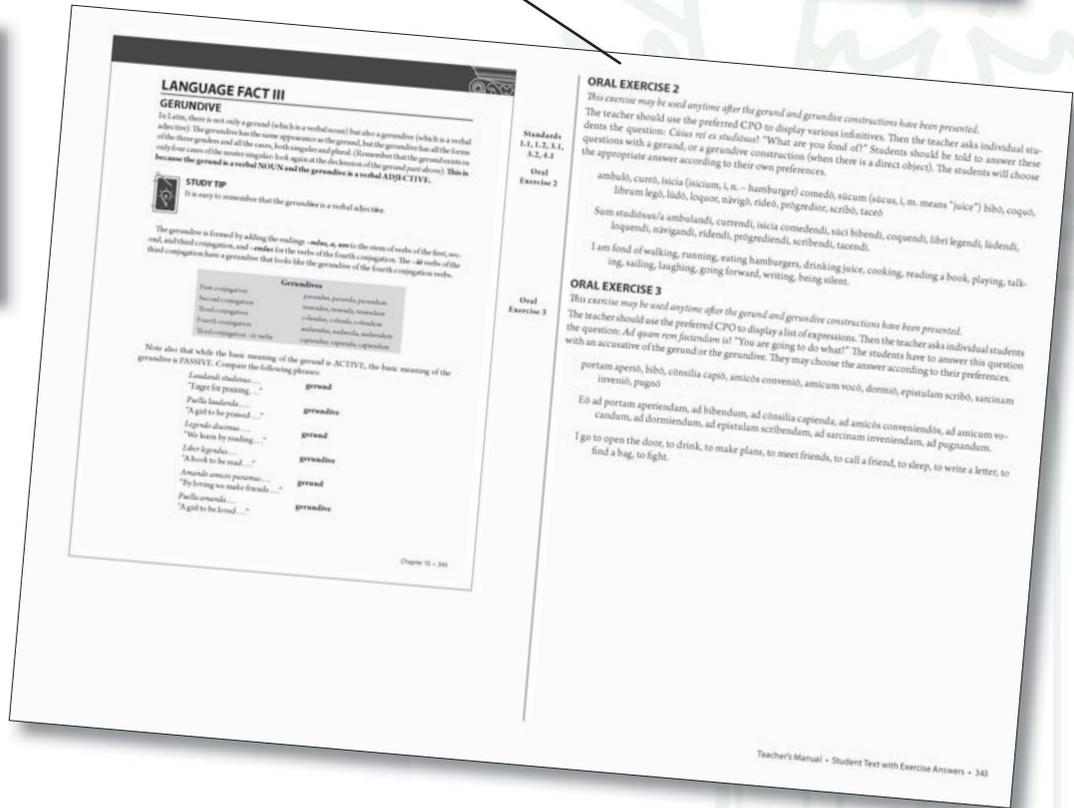
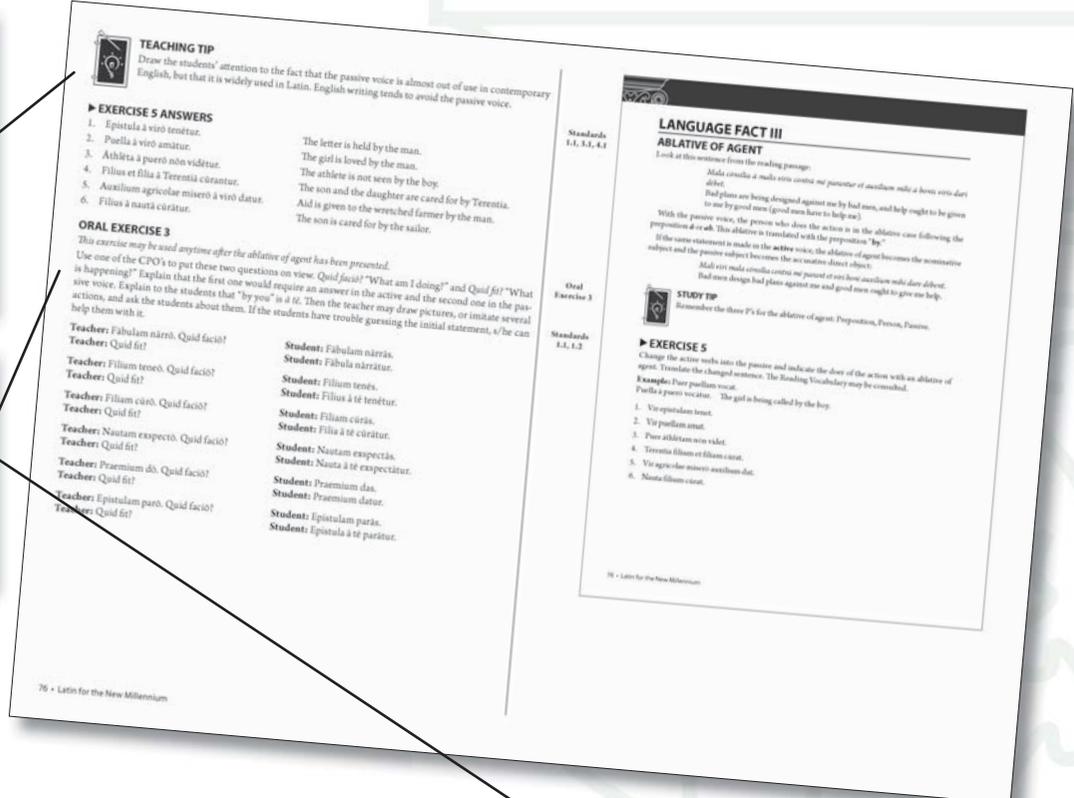
# TEACHER'S MANUALS

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

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

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

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





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



**TEACHER BY THE WAY** includes explanations and background information for every illustration in the student text, enhancing the didactic options for the images.

**CHAPTER 9**

The Irregular Verbs *Ferō* and *Fīō*; Imperatives *dīc*, *dūc*, *fac*, and *fer*; Superlatives ending in *-līmus*



Quentin Matsys' (ca. 1466–1530) portrait of Erasmus in his study filled with books.

**MEMORĀBILE DICTŪ**

**Dulce bellum inexpertis.**  
 "War is sweet for those who have not experienced it." (Erasmus, *Proverbs*)  
 The celebrated humanist Erasmus, who was a committed pacifist, included this proverb in his collection, thereby indicating his own views of war.

## CHAPTER 9

### REVIEW TOPICS

1. Comparative and superlative adjectives, originally presented in Chapters 6 and 8, may need a quick review before discussing *-līmus* adjectives.
2. If students have forgotten imperatives, either positive or negative, it would be wise to review them now before presenting the irregular imperatives *dīc*, *dūc*, *fac*, and *fer*.

### MEMORĀBILE DICTŪ

*inexpertus*, a, um – inexperienced, who has not experienced something



### TEACHER BY THE WAY

Quentin Matsys painted two portraits of his friend Erasmus. The one depicted from 1517 hangs in the Galleria Nazionale d'Arte Antica in Rome, Italy. Matsys was well known for his portraits which presented the sitter in the midst of appropriate surroundings. Matsys' style blends Italian influences like that of Leonardo da Vinci with the Flemish tradition of such painters as Jan van Eyck. The other painting, a double portrait of Erasmus and his friend Peter Gillis, was painted specifically for their mutual friend Thomas More. Erasmus and More had been friends since 1499 and Erasmus had introduced More to Peter Gillis, the town clerk of Antwerp, to whom he makes reference in his *Utopia*. Letters from 1517 attest to the importance the principals placed on the double portrait and how eager Erasmus was for it to be sent to More. The Erasmus half of the diptych resides at Hampton Court while the Gillis portrait is privately owned.



### TEACHING TIP

Ask the students to note that in the illustration Erasmus is writing something. Ask them to speculate about what he might be writing. Try to elicit the answer that he is writing a book. Inform the students that Erasmus in fact was an author and did write books. See p. 191 of this teacher's manual for a list of Erasmus' writings. Then ask the students what else authors sometimes write besides books. Help the students arrive at the conclusion that authors sometimes write letters to their friends. Erasmus wrote so many letters that they became a collection. See p. 190 for information on the twelve volumes of his letters. Erasmus wrote to friends who have become famous in history such as Thomas More and Martin Luther but also wrote to less well-known people such as William Mountjoy to whom the letter in this chapter is written. Also ask what Erasmus' facial expression indicates. He is serious about what he is doing and he is concentrating on his writing. Finally instruct the students to look at the illustrations on p. 190 and 201. These two pictures show winter storms which is the topic of Erasmus' letter to Mountjoy. The teacher may choose to ask students what winter storms they remember most clearly from their own experience (if the students live where winter storms occur).

Standards  
1.1, 1.2, 4.1,  
4.2

RR 11

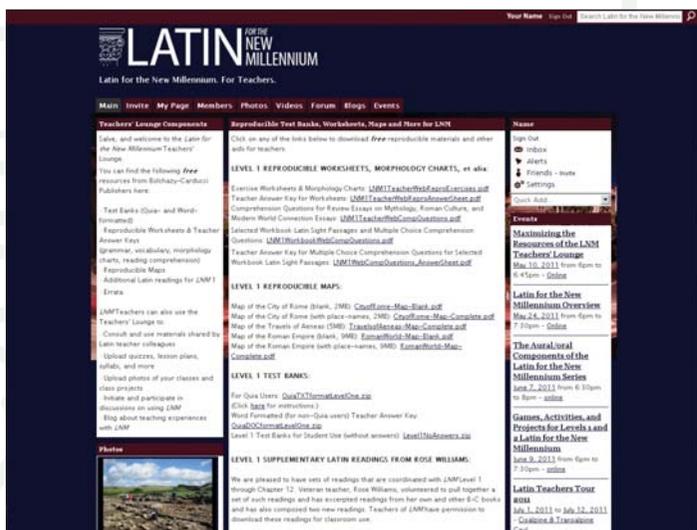
Teacher's Manual • Student Text with Exercise Answers • 187

The initial **TEACHING TIP** of each chapter provides suggestions for using the chapter title page illustration as a pre-lecture activity.

Each set of two pages in the Teacher's Manuals delineates correlations with the National Standards for Classical Language Learning. Additionally, the Teacher's Manuals provide correlations to the *LNM* student workbooks, the *LNM* mythology and history enrichment texts, as well as to the aural-oral activities in the Teacher's Manuals.



## DIGITAL RESOURCES FOR TEACHERS



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

### TEACHERS ASSISTING TEACHERS . . .

The Teachers' Lounge provides teachers opportunities to share with their colleagues:

- to blog about their experiences with *LNM*
- to chat about their insights into using *LNM*
- to post worksheets, syllabi, activities, strategies

The Teachers' Lounge contains a treasure chest of *LNM* teacher-created materials ready to be downloaded.

### B-C MATERIALS AVAILABLE IN THE TEACHERS' LOUNGE . . .

Free Reproducibles for Downloading:

- worksheets
- paradigm sheets
- all maps, with and without place-names, created for *LNM*
- sets of comprehension questions for background essays
- sight readings and multiple choice comprehension questions
- supplemental Latin readings for *LNM* 1, Chapters 1–12

Digital Version of the *LNM* Teacher's Manuals

 Question Banks for *LNM* Levels 1, and 2 (or download as a Microsoft™ Word document)

A set of multiple choice questions for comprehension and analysis for each Latin reading in *LNM* Level 3.

### WEBINARS FOR TEACHER PROFESSIONAL DEVELOPMENT AND *LNM* LESSONS

Free webinars—learn from the comfort of your home or your office

Sample topics:

- “Aural-oral Activities”
- “*LNM* Implementation and Pacing Suggestions”
- “Navigation of the Teachers' Lounge”

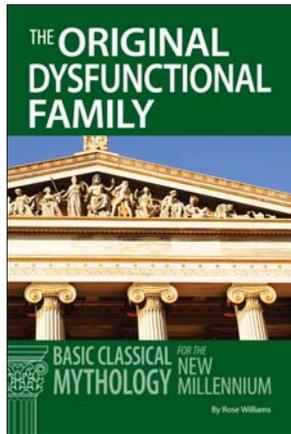
“The most exciting feature of *Latin for the New Millennium* is Bolchazy-Carducci's innovative online support system. Utilizing the popular Ning format, this interactive Teachers' Lounge provides a place for teachers using this new series to network and collaborate, participate in threaded discussions, create blog pages, upload lesson plans, worksheets, flashcards, photos, videos, and other multimedia, exchange activity links, and much more.”

– Sharon Kazmierski  
*Clearing House, Classical Outlook* 86.1, Fall 2008



## STUDENT ENRICHMENT TEXTS FOR MYTHOLOGY AND HISTORY

Master Teacher Rose Williams engages students in these four enrichment texts that complement the mythology and history presented in *Latin for the New Millennium*. Each is illustrated and features a glossary of Latin and special terms.



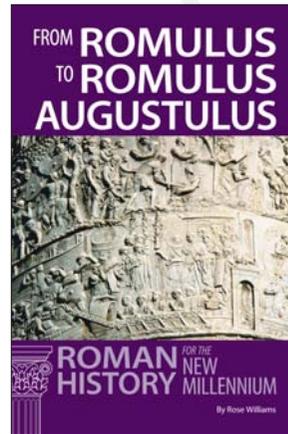
### THE ORIGINAL DYSFUNCTIONAL FAMILY

*Basic Classical Mythology for the New Millennium*

Rose Williams

x + 62 pp (2008) 6" x 9" Paperback  
ISBN 978-0-86516-690-5

*The Original Dysfunctional Family* presents the key stories of the twelve Olympians as well as those of Ceres and Bacchus. Features: Genealogical chart of the Olympian family and their offspring • Chronological arrangement of stories • Greek version of each Olympian presented first, followed by the Roman adaptation



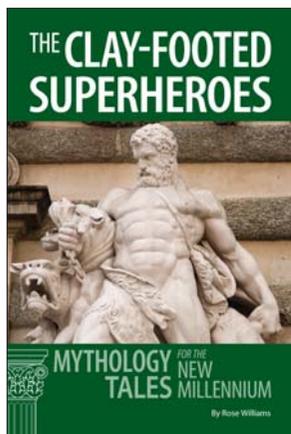
### FROM ROMULUS TO ROMULUS AUGUSTULUS

*Roman History for the New Millennium*

Rose Williams

x + 70 pp (2008) 6" x 9" Paperback  
ISBN 978-0-86516-691-2

*From Romulus to Romulus Augustulus* provides a comprehensive overview of Roman history from its foundation to Theodoric (753 BCE–526 CE). Features: Timeline of Roman history from founding to Theodoric • Engaging narrative of key events and figures in Roman history • Major literary figures presented within the context of Roman history



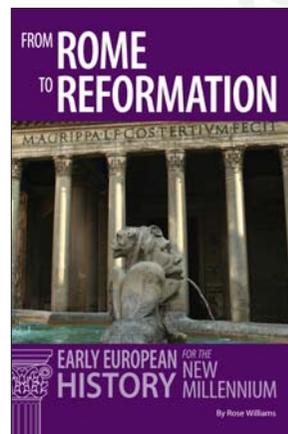
### THE CLAY-FOOTED SUPERHEROES

*Mythology Tales for the New Millennium*

Rose Williams

x + 70 pp (2009) 6" x 9" Paperback  
ISBN 978-0-86516-719-3

A witty introduction to the heroes of antiquity. Features: Chronological introduction to the heroes, their families, and their adventures • Special Note on the Roman counterparts to the Greek gods • Two maps: Odysseus's Adventures and Aeneas's Journey to Rome



### FROM ROME TO REFORMATION

*Early European History for the New Millennium*

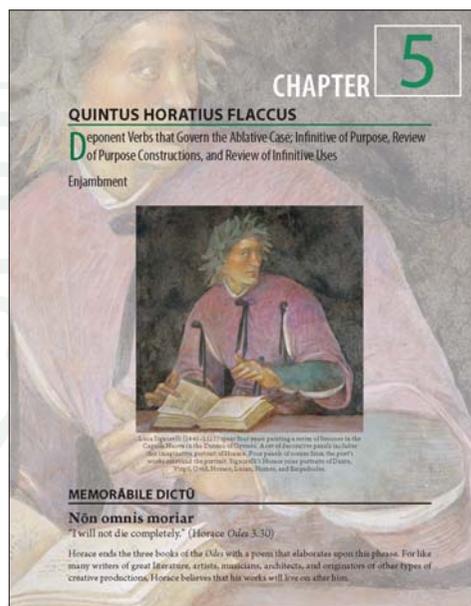
Rose Williams

x + 104 pp (2009) 6" x 9" Paperback  
ISBN 978-0-86516-718-6

Experience the maze of power plays and the gradual rise of sovereign states that followed the collapse of the Roman Empire. Features: Overview of the history of ideas developed in western civilization • Assessment of the critical events in early European history • Presentation of the key historical and literary figures of early Europe • Timeline of European history from the fifth century to the eighteenth



# LATIN FOR THE NEW MILLENNIUM . . . A CELEBRATED CUTTING-EDGE LATIN PROGRAM



This Level 3 text strives to address all the deficiencies teachers encounter with other transitional volumes, and offers instead a comprehensive introduction to a series of authors with every support—lexical, grammatical, historical—that the reading neophyte could need.

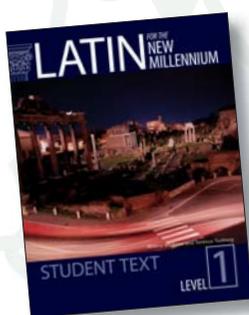
This volume not only sets the scene for each passage but then, in the passage notes and in the “Take Note” sections, provides cultural details that relate directly to customs and practices mentioned in the reading. All of these resources give students the means to apply top-down reading strategies to the text, anticipating what may be said and relating it to what they already know—a critical skill for fluent readers to develop.

– Jacqueline M. Carlon, University of Massachusetts at Boston, *LNM 3* Foreword

What makes *LNM* appealing to students? At first glance, it draws readers in, with clear, large font, straightforward explanations, and brightly colored scenes from Italian cities and images from Roman artifacts and architecture, evoking a sense of exploration, entry into a world where Latin is yet alive, where people read, write, speak, and live the language. The book takes an interwoven approach to the skills needed for meeting the standards of proficiency in language acquisition: reading comprehension and translation, composing and speaking Latin, and Roman history and culture.

Overall, *LNM* is student-friendly, and excellent for courses in which the goal is to introduce students to the multiple modes of language learning, together with a history of Roman culture and the spread of the Latin language, through excerpts from primary texts, adapted to the level of the students’ proficiency.

– Elza C. Tiner, Lynchburg College, *Classical Outlook* Vol. 88 No. 3, Spring 2011



You have probably saved Latin in the new millennium by writing *LNM*. This book totally updates Latin courses and emphasizes how the study of Latin complements current curriculum requirements on the national level. *LNM* promotes cross-curricula activities. Students are using it as a source for their world history projects. They can now speak in Latin just as in other languages. (I never knew how to say volleyball!) It also totally supports preparing students for standardized tests.

– Dawn LaFon, White Station High School, Memphis, Tennessee

I feel that *Latin for the New Millennium’s* visual appeal, vocabulary, clear and concise grammatical explanations, abundant drill material, and engaging readings were instrumental in aiding my students to excel in the National Latin Exam.

– Kevin Finnigan, Skaneateles High School, Skaneateles, New York



## WANT TO LEARN MORE?

The *Latin for the New Millennium* website, [lnm.bolchazy.com](http://lnm.bolchazy.com), features a range of resources that enable you to understand and appreciate more fully the LNM program and the LNM difference.

Check out the following:

- Frequently Asked Questions
- Why Post-Antique Latin: An Essay
- Scope and Sequence
- National Standards for Classical Language Learning Correlations
- State Standards Correlations
- Annotated Table of Contents
- Reviews from Classical Journals and Teacher Testimonials
- Links *Latinae* for Students and Teachers
- Bios for Authors, Editors, and Consultants

Complete Samples from Texts include:

- Table of Contents for Levels 1, 2, and 3
- Foreword for Levels 1, 2, and 3
- LNM 1 Student Text, Chapters 1–3, 7, 16, and Review 1
- LNM 1 Teacher’s Manual, Chapter 1
- LNM 1 Student Workbook and Teacher’s Manual, Chapter 1
- LNM 2 Student Text, Chapters 1–3, 7, 13, and Review 1
- LNM 2 Student Text, Atticus Section 1
- LNM 2 Student Workbook, Chapter 7
- LNM 2 Student Workbook Teacher’s Manual, Chapter 1
- LNM 3 Student Text, Chapters 1 and 2
- LNM 3 Teacher’s Manual, Chapters 1 and 2

## FOR ORDERING

### LATIN FOR THE NEW MILLENNIUM, LEVEL 1

*Student Textbook*: ISBN 978-0-86516-560-1  
*Teacher’s Manual*: ISBN 978-0-86516-562-5  
*Student Workbook*: ISBN 978-0-86516-561-8  
*Workbook Teacher’s Manual*: ISBN 978-0-86516-688-2

### LATIN FOR THE NEW MILLENNIUM, LEVEL 2

*Student Textbook*: ISBN 978-0-86516-563-2  
*Teacher’s Manual*: ISBN 978-0-86516-565-6  
*Student Workbook*: ISBN 978-0-86516-564-9  
*Workbook Teacher’s Manual*: ISBN 978-0-86516-689-9

### LATIN FOR THE NEW MILLENNIUM, LEVEL 3

*Student Textbook*: ISBN 978-0-86516-760-5  
*Teacher’s Manual*: ISBN 978-0-86516-761-2

## FOR MORE INFORMATION

For more information and to order copies, email:  
[info@bolchazy.com](mailto:info@bolchazy.com)

**WWW.BOLCHAZY.COM**  
**BOLCHAZY-CARDUCCI PUBLISHERS, INC.**

1570 Baskin Road, Mundelein, IL 60660  
 Tel: 847.526.4344 • Fax: 847.526.2867



*A better future through the lessons of the past*

FOR CLASSICS TEACHERS, BY CLASSICS TEACHERS

