INTRODUCTION (PP. XXV–XXXVI)

PAGE XXV
Standard 4.1

EDITOR'S NOTE
The comprehension questions and answers as well as some of the **Teaching Tips** and **Teacher by the Way** notations in this teacher's manual were written by Elisa C. Denja, LeaAnn A. Osburn, Karen Lee Singh, and Donald E. Sprague, classics editors/educators at Bolchazy-Carducci Publishers.

HOW TO USE THIS BOOK
Please note that the correlations to the Standards for Classical Language Learning are printed just below page numbers from the student text. They correspond to the related activities or information presented on a given page or pages in the student text. For example, a set of standards is provided for the two pages devoted to the Latin reading with its background note, reading vocabulary list, and comprehension questions. The aural/oral activities that appear only in the teacher's manual are optional exercises that meet standard 1.2. As national standards are revised, see www.lnm.bolchazy.com for updated correlations.

Eisemann Communication assisted in preparing the correlations of *Latin for the New Millennium* with the national standards. For an overview of the standards themselves and the correlations, please consult www.bolchazy.com.

TEACHING TIP
The teacher may choose to use the picture of the Etruscan couple on this page and the brief mention of the Etruscan alphabet to open a discussion on what role the Etruscans played in early Roman times. Students may be directed to pp. xxxiv–xxxv (SE) to find Etruria on the map.

TEACHING TIP
The teacher may wish to discuss with the students the term "Romance languages." Many modern languages come from the language used by the ancient Romans: French, Italian, Portuguese, Spanish, Romanian, etc. Romansch (spoken by the descendants of the Raetians and one of the four official languages of Switzerland) is also derived from Latin.

TEACHER BY THE WAY
Based on archaeological evidence, it appears that Etruscan women were an important part of the social structure. Often the names of both mother and father were placed on funerary inscriptions. The freedom of women within society is likewise apparent on monuments where they can be seen reclining with their husbands on the same couch, attending games, and having a place of honor in the tomb itself. Notice the affectionate pose of the couple in the illustration on p. xxv (SE). Clearly married love was valued in Etruscan society and family life was important.

Tombs also provide evidence for the style of Etruscan homes. Some of these features were borrowed by the Romans, especially the central hall and three rooms at the back. This type of house was known at Pompeii as well as at Rome, according to Vitruvius, author of *Dē architectūrā*.

TEACHING TIP

The teacher may wish to have students read an English translation of Livy's traditional account of Tanaquil, wife of Tarquinius Priscus, the fifth king of Rome. The independence of Etruscan women is evident in this tale. Her behavior is the antithesis of the ideas of womanly decorum held by the Romans.

PAGE XXVI

TEACHING TIP

Students will enjoy singing the English "alphabet" song, replacing the English letter names with the Latin letter names. Students may be instructed to clap once where there is no Latin letter name (e.g., "J") equivalent to the English one.

TEACHING TIP

The teacher may choose to display any Latin words (a list is provided below for the teacher's convenience) and instruct the students to spell out the word using the Latin letter names. The students may become curious to know what the Latin words mean. Definitions are given below.

- *pars* – part
- *nox* – night
- *ruber* – red
- *ēgī* – I have done
- *familia* – family
- *carō* – flesh
- *dēcernō* – I decide
- *herba* – plant
- *Kalendae* – Kalends (first day of the month)
- *quoque* – also
- *timor* – fear
- *Pȳthia* – Pythia (name of Apollo's priestess)
- *iēcī* – I threw
- *fēlīx* – happy
- *ignis* – fire
- *mūtō* – I change

PAGE XXVII

Standards 1.2, 4.1

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXV–XXVII (SE)

Reproducible versions of the questions alone are available at **www.lnm.bolchazy.com**.

1. Trace the roots of the Latin alphabet from its beginnings forward.

   North-Semitic alphabet eleventh century BCE, Phoenician alphabet, Greek alphabet, Etruscan alphabet, Latin alphabet.

2. Which two letters in the English alphabet are not found in the Latin alphabet?

   W and J.

3. When does the letter J begin to appear in Latin?

   During the Middle Ages and the Renaissance.

4. Look at the Latin inscription on the sign from Pompeii (on the right of p. xxvii [SE]). Find at least three Latin words. List an English word you believe is based on the Latin word.

duovir — virile, virility	spectacula — spectacular, spectacle
colonia — colonial, colony	perpetvom — perpetual, perpetuity
honoris — honor	

PAGE XXVIII

TEACHING TIP

Students may want to know the English meanings of the Latin words in Exercises 1 and 2. The definitions are provided for the teacher's convenience.

▶ EXERCISE 1 ANSWERS

1. I nourish	7. smooth	13. I approve	19. shoemaker
2. student	8. seat	14. note	20. use
3. frog	9. journey	15. I put	21. syllable
4. I scrape	10. I fear	16. gift	22. Pyrene (a name)
5. I hold	11. I strive	17. I howl	
6. I seek	12. wonderful	18. wolf	

▶ EXERCISE 2 ANSWERS

1. summer	7. or if	13. bronze
2. I make level	8. walls	14. poem
3. carriage	9. and not	15. ah
4. I praise	10. penalty	16. to this
5. or	11. neither	
6. forecourt	12. Carthaginian	

PAGE XXIX

TEACHER BY THE WAY
Historical evidence can be cited for reading the first syllable of "*magnus*" as naturally long, but other evidence suggests it is naturally short. Thus in some grammar books, such as the one by Gildersleeve and Lodge, we find this syllable marked as long, but in other books as in *LNM* it is treated as short.

TEACHING TIP
The students may also wish to find out the meanings of the Latin words in Exercise 3. The definitions are provided for the teacher's convenience.

▶ EXERCISE 3 ANSWERS

1. food
2. I take
3. a heap
4. I grow
5. bud, jewel
6. a Gaul
7. glory
8. Zeus
9. library
10. philosophy
11. a girdle
12. theory
13. kidney bean
14. paper
15. I hide
16. old

PAGE XXX

TEACHING TIP
The teacher may wish to provide the students with some practice on syllables and stress accent. Here are some examples with the answers included for the teacher's convenience.

Underline the ultima in each word.

1. leg<u>ō</u>
2. rēg<u>is</u>
3. imperā<u>tor</u>

Underline the penult in each word.

1. ca<u>u</u>sa
2. pū<u>nī</u>tum
3. ar<u>mā</u>tus

Underline the antepenult in each word.

1. <u>vu</u>lnerō
2. <u>te</u>tigī
3. sub<u>l</u>ātum

Underline the penult if it is long.

1. p<u>ō</u>nō
2. spē<u>lun</u>ca
3. pauperis

Underline the syllable that will receive the stress accent in each word.

1. ōr<u>ā</u>culum
2. pet<u>ī</u>tum
3. cōn<u>stan</u>tia
4. ex<u>stīnc</u>tum
5. <u>vul</u>neris
6. <u>so</u>litus

PAGE XXXI
Standards 2.2, 3.1, 3.2, 4.1, 4.2

TEACHING TIP

Given the passage about the bathhouse on this page and the picture from Bath, England, the teacher may wish to open a discussion about baths during Roman times. The use of the *calidārium*, *frīgidārium*, *tepidārium*, and *sūdārium* may be explained by the teacher, and students may be encouraged to learn and/or pronounce these words.

TEACHER BY THE WAY

Baths were often constructed on locations having hot or mineral springs, such as Bath in England and Bāiae, a resort town on the Bay of Naples.

Modern Bath in Roman times was named after the Celtic goddess of healing, Sulis. In the first century, her shrine was taken over by the Romans and she was identified with the goddess Minerva. The site was then known as *Aquae Sulis Minerva*. In a temple relief she is represented with a Medusa-like head and a mustache!

The spa contained a great bath (73 ft. by 29 ft.) and three other swimming pools: the *calidārium* (hot bath), *tepidārium* (warm bath), and *frīgidārium* (cold bath). In the second century the spring was enclosed within a wooden barrel-vaulted building that housed these three pools. Hot air baths were fueled by coal fires. A constant flow of water was directed to the pools through lead pipes, which still function today.

Archaeological excavations have revealed many sacred votive offerings, curse tablets, and innumerable coins at the bottom of the springs. The curse tablets, written in Latin, heaped curses on anyone suspected of wrongdoing. The ancient tradition of throwing coins accompanied by a wish still prevails today in Rome at the Trevi Fountain where tourists/visitors do the same.

More information on bath complexes in Rome can be found on pp. 478–479 of this teacher's manual.

PAGE XXXII

Standards 2.1, 3.1, 3.2

TEACHING TIP

The teacher may wish to instruct the students to find the Tiber River, which is pictured here, on the map on pp. xxxiv–xxxv (SE).

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXXII–XXXIII (SE)

Reproducible versions of the questions alone are available at **www.lnm.bolchazy.com**.

1. Who were the legendary founders of Rome?

   Romulus and Remus.

2. According to legend, in what year was Rome founded?

   753 BCE.

3. Over the course of the monarchic period, how many kings ruled Rome?

   Seven.

4. What event occurred in 509 BCE?

   The beginning of the Roman Republic (with two consuls in charge).

5. What is the term associated with the two leaders of the Republic?

   Consul.

6. Which two leaders oversaw Rome's shift from a republic to a principate?

   Julius Caesar and Octavian/Augustus.

7. What major activity associated with empire-building took place during the principate?

   Territorial expansion.

8. Name two developments that characterized the late empire.

   Severe economic problems, internal political unrest, and/or frequent invasion by the Germanic tribes.

9. Describe Diocletian's response to the troubles of the empire.

   Diocletian divided the empire into two halves, the Eastern and Western empires, in order to make ruling the empire more manageable.

10. Explain the origin of the term "vandalism."

    The fifth-century invasion and pillaging of Rome by the tribe known as the Vandals, who occupied the Roman province of North Africa, led to the term "vandalism" meaning wanton destruction.

11. Describe Latin's role in the centuries after 476 CE.

Latin flourished as the major literary language in the Western Roman Empire and was spread to non-Romanized places like Ireland, Scandinavia, and the New World.

TEACHING TIP

The teacher may ask the students to find the dates mentioned on this page in the timeline on pp. 405–408 (SE).

PAGE XXXIII

Standards 2.1, 3.1

RRA 1

TEACHING TIP

The teacher may instruct the students to locate Byzantium/Constantinople, discussed here in the second paragraph, on the map on pp. xxxiv–xxxv (SE).

TEACHING TIP

The teacher may ask the students to find the dates mentioned on this page in the timeline on pp. 405–408 (SE).

HOW TO USE THIS BOOK AND ITS ENRICHMENT TEXTS

Two enrichment texts are available for use with this book: *The Original Dysfunctional Family* (abbreviated ODF) and *From Romulus to Romulus Augustulus* (abbreviated RRA). RRA will be particularly useful in order to help students keep the time periods of the authors and of the events the authors wrote about straight in their minds. Chapter title pages will include, when appropriate, a notation on what chapter of RRA the teacher may wish to assign.

TEACHING TIP

The teacher may wish to assign Chapter 1 of the Roman history enrichment text *From Romulus to Romulus Augustulus* at this point.

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXXIII–XXXVI (SE)

Reproducible versions of the questions alone are available at **www.lnm.bolchazy.com**.

1. Whom did the Romans consider the father of Latin literature?
   Ennius.

2. What was Ennius's most famous work? Its subject matter?
   Annālēs was an epic poem about Rome's early history.

3. What famous Latin saying means "Carthage must be destroyed"?

   Carthāgō dēlenda est.

4. Who is the author of that saying?

   Cato the Elder/Cato the Censor.

5. When was Carthage said to have been destroyed?

   146 BCE, at the end of the Third Punic War.

PAGE XXXIV

Standard 3.1

TEACHING TIP

Ask students the English equivalent of countries such as *Britannia* and *Germānia* and the English equivalent of the cities *Neāpolis* and *Athēnae*.

TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at www.lnm.bolchazy.com.

- **Map Work – Pages xxxiv–xxxv (SE)**
- **Maps and Geography – Pages xxxiv–xxxv (SE)**

PAGE XXXVI

TEACHING TIP

Students may be encouraged to find the city of Carthage, mentioned in the second paragraph, on the map on pp. xxxiv–xxxv (SE).

TEACHER BY THE WAY

Although the works of Ennius have been preserved only in fragments (about a thousand lines), he had a great influence on subsequent poets such as Vergil. Quotable quotes include:

- a test of friendship: *Amīcus certus in rē incertā cernitur* (A friend in need is a friend indeed);
- an application of wisdom to life: *Quī ipse sibi sapiēns prōdesse nequit nēquīquam sapit* (A man who himself is wise but unable to be useful to himself is wise for nothing);
- the famous description of Fabius Maximus: *Ūnus homō nōbīs cūnctandō restituit rem* (One man by delaying restored the state for us);
- and the line on Manius Curius: *Quem nēmō ferrō potuit superāre nec aurō* (Whom no one was able to defeat either by sword or by gold).

We also have preserved for us the example of excessive alliteration that has given rise to much laughter in Latin classrooms over the years: *Ō Tite tūte Tatī tibi tanta, tyranne, tulistī!* "O Titus Tatius you tyrant (all vocative), you brought to yourself such great (troubles)"—translated in context, which plays off the more literal ". . . you took/acquired for yourself such great things."

On the other hand, he composed his own epitaph, in which his high esteem among Romans proved to be prescient:

> *nēmō mē lacrumīs decōret neu funera flētū*
> *faxit. Cūr? Volitō vivos per ōra virum.*

> (Let no one honor me with tears, or make a funeral pyre by weeping.
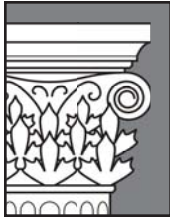> Why? I fly living through the mouths of men.)

TEACHER BY THE WAY

Plutarch's *Life of Cato* is a good source of snappy quotations attributed to this statesman, soldier, and author. For example, while discussing the power of women, he said: "All other men rule their wives; we rule all other men, and our wives rule us." Attempting to persuade the Roman people to forego a distribution of grain, he began his speech by saying, "It is a hard matter to argue with the belly, since it has no ears." And to a tribune who had been accused of using poison and was trying to pass a useless bill, he said, "I know not which is worse, to drink your mixtures or to enact your bills."

CHAPTER 1 (PP. 1–13)

GRAMMAR IN LANGUAGE FACTS

Parts of Speech; Nouns: Number, Gender, Case (Nominative and Accusative); First Declension Nouns

PAGE 1

Standards 1.1, 2.1

RRA 2 and 3

HOW TO USE THIS BOOK

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

HOW TO USE THIS BOOK

The illustration on each chapter's title page presents a visual introduction to the Latin reading passage that will follow. Teachers may choose to discuss the illustration in order to provide the context for the reading the students will encounter on the next page. As students' facility in Latin grows, this discussion could be conducted in Latin.

HOW TO USE THIS BOOK

On each chapter title page the phrase *Memorābile Dictū* ("A memorable thing to say") will be found. Below there will be a famous phrase, quotation, abbreviation, or motto in Latin that will connect these words to the topics in the chapter. These phrases often serve as springboards to discussion. As students' facility in Latin grows, this discussion could be conducted in Latin.

MEMORĀBILE DICTŪ VOCABULARY

populus, populī, *m*. – people

–que – and

senātus, senātūs, *m*. – Senate

TEACHER BY THE WAY

Rubens painted this picture of Romulus and Remus from 1615 to 1616 during what is called the Baroque period of art. The man approaching from the rear is Faustulus. The reclining figure is the god of the river Tiber. Ovid's *Metamorphōsēs* informed and inspired Rubens's mythological paintings.

HOW TO USE THIS BOOK AND ITS ENRICHMENT TEXTS

Two enrichment texts are available for use with this book: *The Original Dysfunctional Family* (abbreviated ODF) and *From Romulus to Romulus Augustulus* (abbreviated RRA). RRA will be particularly useful in order to help students keep the time periods of the authors and of the events the authors wrote about straight in their mind. Chapter title pages will include, when appropriate, a notation about what chapter of RRA the teacher may wish to assign.

PAGE 2
Standards 1.1, 2.2

TRANSLATION OF LATIN PASSAGE
Romulus and Remus

Mars is a god. Mars loves Rhea Silvia. And so Rhea Silvia has two sons: Romulus and Remus. Amulius locks up Rhea Silvia in chains. Amulius puts Romulus and Remus into the water. A she-wolf walks to the water. The she-wolf cares for (takes good care of) Romulus and Remus well and loves (them). Romulus and Remus grow up. Afterward (later) Romulus and Remus build Rome.

HOW TO USE THIS BOOK

Above each Latin reading passage, information is presented in English. This prereading provides background information about the author and establishes the context of the passage the students will read.

TEACHER BY THE WAY

The teacher may wish to introduce the class to the traditional abbreviations of AD (which stands for the Latin phrase *Annō Dominī*, "in the year of our Lord") and BC (which stands for the English phrase "Before Christ"). These older abbreviations continue to be used, but this book employs the abbreviations BCE (Before the Common Era) and CE (Common Era).

TEACHING TIP

Instruct the students to locate Alba Longa on the map on pp. xxxiv–xxxv (SE). When using the **Teaching Tips** for map work found throughout the text, teachers are encouraged to employ Latin: *Aperīte pāginam xxxiv! Spectāte chartam. Ubi est Alba Longa*, etc.?
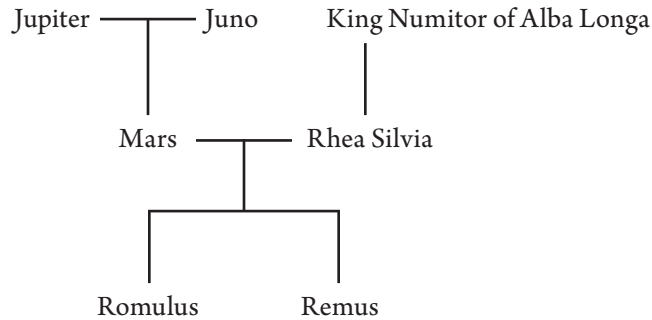
TEACHER BY THE WAY

Though the twins were added to the sculpture in the Renaissance, the she-wolf has strong links with Etruscan mythology and shows characteristics of Etruscan sculpture.

```
Jupiter ———— Juno        King Numitor of Alba Longa
         |                           |
        Mars ———— Rhea Silvia
              |
     ┌────────┴────────┐
  Romulus           Remus
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PAGE 3

HOW TO USE THIS BOOK

The English pronoun subject of a verb is not listed in the Reading Vocabulary if the pronoun is not needed in the translation.

HOW TO USE THIS BOOK

The students should **not** be expected to learn the words under the title **Reading Vocabulary**, whenever this title occurs in the book. Instead, instruct students to learn the vocabulary words listed under the title **Vocabulary to Learn** that will be found later in each chapter. In more advanced Latin texts, usually there are vocabulary and notes to help the students when reading a passage. This **Reading Vocabulary** will help prepare students for later, more advanced classes.

ANSWERS TO COMPREHENSION QUESTIONS

1. They are the sons of Mars and Rhea Silvia.
2. He locked up Rhea Silvia.
3. A she-wolf.
4. They built the city of Rome.

TEACHING TIP

While English derivatives from the asterisked words (i.e., the Vocabulary to Learn) are the topic of Exercise 2 later in this chapter, there are some interesting derivatives from the non-asterisked words and some of these show how words change through the years. The teacher may choose to discuss these derivatives with the students.

- *aedificant* (*aedificō*) – edify, edification, edifice

    This Latin word is built from two Latin words: *faciō* (to do, make) and *aedēs* (house, temple). The English derivatives retain this religious connection, for they mean "to build up the faith, morality; to instruct, especially morally." The word "edifice" is always used for an imposing structure, such as a "temple" or *aedēs*.

- *claudit* (*claudō*) – closet, conclusion, enclosure, sluice

    A "closet" is a small, shut-in space, and some people, if locked in one, suffer from "claustrophobia," a compound derivative, partly from Latin (to close, confine) and partly from the Greek (fear), hence "a fear of closed spaces."

    The word "sluice" does not look like a derivative of *claudō*, but it has undergone changes as it came into English via Middle English and Old French (*sclus*) from the Latin *exclūdō* which means "to shut out." A sluice has a gate at the top of the channel to shut off the flow of water as necessary.

- *crēscunt* (*crēscō*) – crescent, accrue, recruit, crew

    The word "crew" in middle English meant "reinforcement," so a body of soldiers grew. The word "recruit" has the same basic idea: Recruits increase the size of the army (from the Latin *recrēscō* meaning "to grow again").

- *deus* – deify, deity
- *duōs* – double, dozen, duet, duplicate

    The word "dozen" is a compound from the Latin word for "two" and the German word for "ten" (*zehn*).

- *pōnit* (*pōnō*) – depot, imposition, preposition

    A depot originally was a place where supplies were put for storage.

PAGE 4
Standards 1.1, 4.1
Workbook Exercise 1

HOW TO USE THIS BOOK

The Language Facts section of each chapter will contain both grammatical (morphological) and syntactical information, i.e., information about both the forms of the words and the structure of the sentence.

▶ EXERCISE 1 ANSWERS

1.	noun	6.	conjunction
2.	adverb	7.	noun
3.	verb	8.	verb
4.	preposition	9.	noun
5.	verb	10.	verb

TEACHING TIP

The teacher may wish to ask the students in Latin what part of speech a given word is. The teacher would say, "*Quae pars ōrātiōnis est?*" Student responses would be

- *nōmen substantīvum/substantīvum* – noun
- *prōnōmen* – pronoun
- *nōmen adiectīvum/adiectīvum* – adjective
- *verbum temporāle* – verb
- *adverbium* – adverb
- *praepositiō* – preposition
- *coniūnctiō* – conjunction
- *interiectiō* – interjection

PAGE 5

TEACHING TIP

Since this is the first set of Latin words that your students will be required to memorize, it is usually a good idea to suggest and discuss with them some different ways to memorize vocabulary. Some self-help options are listed below.

1. Look at the word in the book and say the word aloud.
2. Write down the word on a piece of paper along with its meaning and check to be sure there are no spelling errors. Color-coding the words by parts of speech is also helpful. Pronounce the word while writing it down and then repeat the word including the meaning and spelling.
3. Make handwritten flash cards with the Latin on one side and English on the other and be sure there are no spelling errors. Color-coding is a good strategy here also. Writing the word out helps some students cement the word in the brain. Bolchazy-Carducci Publishers has developed electronic vocabulary resources for those students for whom technological learning tools are an aid. See p. 117 for more information on electronic flash cards.
4. Use English derivatives to help remember meanings. But be careful since some derivatives may have meanings greatly changed from the original Latin word.
5. Find clip art pictures that illustrate the vocabulary words and use the pictures as a way to test yourself on the Latin words.
6. Students may also be directed to the digital vocabulary tools delineated on www.bolchazy.com.

TEACHER BY THE WAY

The teacher may wish to open a discussion about aqueducts and the water supply for ancient Romans while looking at the picture of the Pont du Gard on this page. For a history of aqueducts and their construction, Frontinus's book *Dē aquīs urbis Rōmae* is an excellent source. The book was written about 97 CE when he was Superintendent of Aqueducts. Other famous aqueducts include the following:

- The double high aqueduct in Segovia, Spain
- The *Aqua Appia* built in 312 BCE
- The *Aqua Trāiāna*
- The aqueduct built by Alexander Severus in 226 CE
- The *Aqua Claudia*
- The *Aqua Marcia*, which was probably named after Ancus Marcius, who was the first king of Rome by traditional accounts to build an aqueduct to bring water to Rome.

NB: The word "*Aqua*" when capitalized means "aqueduct."

Eleven aqueducts furnished 250,000 gallons of water to Rome every twenty-four hours.

PAGE 6
Standards 1.1, 3.1, 4.1
Workbook Exercise 2

HOW TO USE THIS BOOK

Ēn is a word that calls attention to something and means "Look at this!" The information given here draws attention to and further specifies different language facts.

HOW TO USE THIS BOOK

Study Tips give hints, rhymes, and mnemonics to help students learn grammar and vocabulary.

▶ EXERCISE 2 ANSWERS

1. filial   fīlia
2. agriculture   agricola
3. nautical   nauta
4. aquarium   aqua
5. terrain   terra
6. athletic   āthlēta
7. poetic   poēta

TEACHING TIP

Explain to the students that in English the words "a," "an," or "the" are usually placed before a noun and Latin does not have an equivalent for these words, known as articles.

Teachers may need to stress the absence of the article many times before students completely integrate this knowledge into their reading habits in Latin class.

Latin, like many other languages, does not always observe biological gender. Often the gender of a Latin noun is determined by grammatical factors, such as the group to which a noun belongs.

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. considerable – from *sīdus* (star) + *cum* (with, together) and from *cōnsīderō* (to examine, consider). respect – from *respectō* (to look back at, have regard for).
2. science – from *scientia* (knowledge) and *sciō* (to know). cultivating – from *colō* (to till, inhabit, worship).
3. necessary – from *necesse* (necessary). instruments – from *īnstruō* (to equip, build, provide) and from *īnstrumentum* (equipment, tool, etc.).
5. vehicle – from the Latin verb *vehō* (to carry).
6. competition – from *petō* (to seek, aim at, attack, etc.) + *cum* (with, together).
7. nature – from *nātūra* (nature).

PAGE 7

Students may not know what the word "mnemonic" means; explain that a mnemonic device is something that helps a student to remember something. The teacher may also wish to use this opportunity to introduce Mnemosyne, the goddess of memory and the mother of the nine Muses.

Answers to "Find more examples of nominatives and their verbs from the reading passage at the beginning of the chapter."

Rhēa Silvia . . . habet

Amūlius . . . claudit

Amūlius . . . pōnit

Lupa . . . ambulat

Lupa . . . cūrat et amat

Rōmulus et Remus crēscunt

Rōmulus et Remus . . . aedificant

Answers to "Find more examples of accusatives and their verbs from the reading passage at the beginning of the chapter."

duōs fīliōs habet: Rōmulum et Remum

Rhēam Silviam . . . claudit

Rōmulum et Remum . . . pōnit

Rōmulum et Remum bene cūrat et amat

Rōmam aedificant

TEACHING TIP

Students may encounter difficulty when trying to translate Latin names used in cases other than the nominative. The teacher at some point will need to explain (and repeat whenever necessary) that when translating a Latin name the student should always use the nominative form of the word. On p. 7, students are asked to find examples of accusatives and their verbs in the reading passage. The answers listed above provide an opportunity to practice with this issue. Remind students to translate *duōs fīliōs habet: Rōmulum et Remum* as "he has two sons: Romulus and Remus." The other four answers may be used as practice with the students.

PAGE 8

Standards 1.1, 4.1
Workbook Exercise 3

TEACHER BY THE WAY

In conjunction with the picture and its caption, the teacher may wish to mention that the famililar acronym of SPQR is still in use and visible throughout modern Rome—on litter bins, sewer covers, etc.

▶ EXERCISE 3 ANSWERS

1. subject   vērum
2. direct objects   falsum
3. direct object   falsum
4. subject   falsum
5. direct object   falsum
6. subject   vērum

TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at www.lnm.bolchazy.com.

• **Noun Declensions**

PAGE 9

Standards 1.1, 3.1, 4.1

Oral Exercise 1; Workbook Exercise 4

TEACHING TIP

Ask the students what the Latin words selected from the reading and listed near the top of p. 9 mean.

TEACHING TIP

After the first declension has been presented to the students, encourage them, depending on their learning style, to say the declension aloud, to write down the words, or to invent a rap or a cheer. Alternatively, use Bolchazy-Carducci's *Toga Beats*.

TEACHER BY THE WAY

The pattern is called a declension because the other cases lean away (*dēclīnāre*) from the nominative, i.e., they do not follow the same form as the nominative.

ORAL EXERCISE 1

This exercise may be used after the first declension has been presented.

While looking at the declension of *lupa*, ask the students to decline *nauta*.

	Singular	**Plural**
Nominative	nauta	nautae
Genitive	nautae	nautārum
Dative	nautae	nautīs
Accusative	nautam	nautās
Ablative	nautā	nautīs

PAGE 10

Standards 1.1, 4.1

▶ EXERCISE 4 ANSWERS

1. genitive, dative   puellārum, puellīs
2. accusative   nautās
3. accusative   terrās
4. nominative   agricolae
5. genitive, dative   aquārum, aquīs
6. ablative   puellīs
7. ablative   āthlētīs

TEACHING TIP

As this is the second illustration of *SPQR* presented in this chapter, teachers are encouraged again to share the full phrase, S*enātus Populusque Rōmānus*, with their students. Place the full phrase on the board and have students give its meaning.

TEACHING TIP

Images of the she-wolf with the twins Romulus and Remus abound. As a classroom activity, divide students into groups to search for such images on the internet. The groups can be assigned images by medium (mosaic, fresco, statue, oil painting), by art historical period, or by location. The groups would then present their finds to the full class. When discussing location, students would point out the locations on the classroom map or on a projection of the map on pp. xxxiv–xxxv of their student text. For a homework activity, have students conduct an online search for a set number of examples and print out their favorite five or six images from that set. These should be small in size so that they could be pinned on the classroom map of the Roman world. As they pin them on the classroom map, students would explain why the image is a favorite.

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Standards 1.1, 4.1

Oral Exercise 2; Workbook Exercises 5, 6

TEACHING TIP

Students may wonder why the genitive singular without its ending must be used to find the base when the nominative singular without its ending works just as well. Explain that in other noun declensions the nominative will not always provide the same base or have the same spelling as the genitive.

▶ EXERCISE 5 ANSWERS

1. nominative   fīlia
2. dative, ablative   terrae, terrā
3. genitive   nautae
4. nominative   lupa
5. dative, ablative   aquae, aquā
6. genitive   poētae
7. nominative   agricola

HOW TO USE THIS BOOK

In this book the word "**base**" is used to refer to the noun without any ending. "**Stem**" is used for the part of the verb without any ending. "**Root**" is used for the Latin part of a derivative.

ORAL EXERCISE 2

This exercise may be used after Exercise 5.

Use one of the following classroom presentation options (hereafter referred to as CPO) (black/green/white/smart board, overhead or LCD projector, PowerPoint® presentation, etc.) to put this information on view.

> *quis?*, "who?" (for the subject) and *quem?*, "whom?" (for the direct object).

Then ask the student to answer the following questions about the chapter reading either orally or in written form.

1. **Teacher:** Quis est Mārs? — **Student:** Mārs est deus.
2. **Teacher:** Quem amat Mārs? — **Student:** Rhēam Silviam Mārs amat.
3. **Teacher:** Quis amat Rhēam Silviam? — **Student:** Mārs amat Rhēam Silviam.
4. **Teacher:** Quem habet Rhēa Silvia? — **Student:** Rhēa Silvia duōs filiōs, Rōmulum et Remum, habet.
5. **Teacher:** Quis claudit Rhēam Silviam? — **Student:** Amūlius claudit Rhēam Silviam.
6. **Teacher:** Quem claudit Amūlius? — **Student:** Rhēam Silviam Amūlius claudit.
7. **Teacher:** Quis Rōmulum et Remum in aquam pōnit? — **Student:** Amūlius Rōmulum et Remum in aquam pōnit.
8. **Teacher:** Quem Amūlius in aquam pōnit? — **Student:** Amūlius Rōmulum et Remum in aquam pōnit.
9. **Teacher:** Quis ambulat ad aquam? — **Student:** Lupa ambulat ad aquam.
10. **Teacher:** Quis Rōmulum et Remum bene cūrat? — **Student:** Lupa Rōmulum et Remum bene cūrat.
11. **Teacher:** Quōs lupa bene cūrat? — **Student:** Lupa Rōmulum et Remum bene cūrat.
12. **Teacher:** Quis Rōmulum et Remum amat? — **Student:** Lupa Rōmulum et Remum amat.
13. **Teacher:** Quōs lupa amat? — **Student:** Lupa Rōmulum et Remum amat.

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Standards 1.1, 1.2, 2.1, 4.1, 4.2

Oral Exercise 3; Workbook Exercise 7, Content Questions

TEACHER BY THE WAY

The teacher may mention that the most common word order (subject – direct object – verb) can often be changed. For example, if the verb is to be emphasized, it will take first position. If the subject or the direct object is to be emphasized, it will take the last position, which is the <u>most emphatic</u> one. In general, the more unusual the word's position is, the more emphasis is placed on this word.

▶ EXERCISE 6 ANSWERS

1. The farmer loves the land.
2. Āthlēta aquam amat.
3. The sailor loves (his) daughter.
4. Poēta Rōmam amat.
5. The farmer cares for (is taking care of) the land.
6. Lupa puellam cūrat.

TEACHING TIP

The teacher may start the class in Latin by saying *Salvēte, discipulī et discipulae!* and by teaching the students to say in return *Salvē, magister (magistra)!*

ORAL EXERCISE 3

This exercise may be used anytime after the students have learned the use of the accusative case or after Exercise 6.

Use one of the CPOs to put on display the forms *amō* and *cūrō*, and explain that they are in the first person singular, and how this differs from the third person singular learned in this chapter. Ask individual students to make sentences with them using the words they have learned.

Then tell the students that *nōn* means "not" and ask them to make similar sentences with *nōn amō* and *nōn cūrō*.

Examples:
(nōn) amō terram, fīliam, aquam, lupam, āthlētam
(nōn) cūrō terram, fīliam, puellam

PAGE 13

Standards 1.2, 4.1
Oral Exercises 4, 5, 6, and Dictation

TEACHING TIP

Have students read the dialogue aloud. This will help to build their pronunciation skills.

TRANSLATION OF THE LATIN CONVERSATION

Mary, Helen, and Christy are students.

Mary: Hello, Helen and Christy!
Christy: Hello, Mary!
Helen: Hello, Mary!
Mary: How are you, Helen? How are you, Christy?
Helen and Christy: Well. How are you doing, Mary?
Mary: Very badly.

Helen and Christy: Why?

Mary: I fear the Latin language.

Helen: I love the Latin language.

Christy: And I love the Latin language!

ORAL EXERCISE 4

This exercise may be used after the Latin dialogue has been presented.

Instruct the students to say "hello" in Latin to the student next to them. Divide the class into two parts. Tell one part to greet the other part using the plural greeting and vice versa. Do the same type of activity when saying "goodbye." You may wish to make greeting the class in Latin and saying "goodbye" in Latin a part of a daily routine.

Divide the students into pairs in which one person will ask how his/her partner is in Latin, and the other will answer.

ORAL EXERCISE 5

This exercise may be used after the Latin dialogue has been presented.

Tell the students that the particle –*ne* is added to the first syllable of a word that introduces a question. Then ask the following questions about the dialogue between Mary, Helen, and Christy. Individual students may answer orally, or the entire class may write the answers as the teacher asks them orally. The teacher should explain that the form *valēs* in the greeting *Quōmodo valēs?* is in the second person, which means "you." The third person form (referring to "her", "him," or "it") is *valet*. So the phrase "How is s/he doing" would be *Quōmodo valet?* The third person of *amō* is *amat*, and the third person of *timeō* is *timet*.

1. **Teacher:** Quōmodo Christīna valet? **Student(s):** Christīna bene valet.
2. **Teacher:** Quōmodo Marīa valet? **Student(s):** Marīa pessimē valet.
3. **Teacher:** Cūr (*why*) Marīa pessimē valet? **Student(s):** Marīa timet linguam Latīnam.
4. **Teacher:** Amatne linguam Latīnam Helena? **Student(s):** Helena linguam Latīnam amat.
5. **Teacher:** Linguamne Latīnam amat Christīna? **Student(s):** Christīna linguam Latīnam amat.

ORAL EXERCISE 6 AND DICTATION

This combined exercise may be used to conclude the chapter or at any time after the students have learned the accusative case and chapter vocabulary.

Dictate the following sentences to the students. Then ask them to make the following changes either orally or in written form, at the discretion of the teacher.

1. **Teacher:** Agricola terram amat. (change the direct object into plural)
   Student: Agricola terrās amat.
2. **Teacher:** Lupa puellam cūrat. (change the direct object into plural)
   Student: Lupa puellās cūrat.
3. **Teacher:** Āthlēta puellās amat. (change the direct object into singular)
   Student: Āthlēta puellam amat.
4. **Teacher:** Fīlia terrās amat. (change the direct object into singular)
   Student: Fīlia terram amat.

DERIVATIVES

agricola – A combination of *ager* (field) and *colō* (to till); hence a farmer is someone who "tills a field."

aqua – <u>Aqueous</u> rocks have been formed by matter deposited in or by water.

The word "ewer" (a pitcher with a wide spout) is derived from *aquārius* (of or for water; water carrier); through the Old French *eviere* (water pitcher). The astrological sign <u>Aquarius</u> is depicted as a bearded man pouring water out of a pitcher. The word "sewer" is derived through Anglo-French (*sewere*) and Old North French *sewiere* ("sluice from a pond") from a shortened form of *ex aquāriā* (out of something watery). The Middle French form was *esieveur*, referring to a drain for carrying water off.

āthlēta – This word is a transliteration from the Greek ἀθλήτης meaning "a prize fighter." It is based on the verb ἀθλέω (to contend in battle). The grammatical gender of "athlete" also mimics that of the Greek, e.g., a masculine noun in the first declension (consisting mostly of feminine nouns).

fīlia (feminine of *fīlius*) – The verb "filiate" is a legal term meaning "to determine judicially the paternity of a child."

The Spanish word *hidalgo* refers to a member of the lower nobility. The first syllable (*hi*) is derived from the Old Spanish *fijo*, *dalgo* from the Latin *dē* (from) and *aliquō* (something). The word meant literally, "a son with something, i.e., a person of property."

lupa – The word "lupus" is used of several diseases causing skin ulcerations, apparently because it "devours" the affected part (like a wolf).

The noun "lupine" is the name of a plant of the genus Lupinus. The reason for the association with "wolf" is unclear. It has been conjectured that the late fourteenth century considered these plants to be harmful to the soil. The adjective "lupine" means "savage, ravenous, predatory," traits considered characteristic of a wolf.

nauta – Like *āthlēta*, this word is a transliteration from the Greek (ναύτης, from ναῦς = ship).

poēta – This word is a transliteration of the Greek ποιητής. The Greek verb ποιέω (to do, to make) is the root of these words.

puella – No derivatives from the feminine, but *puer* gives us "puerile."

Puella is a diminutive form of *puer* (boy), perhaps a word coined to show affection for a young daughter (as other diminutives do, e.g., Catullus's *ocelle* for his beloved island Sirmio in Poem 31) in a society where sons were more important than daughters. Some families even named "extra" daughters with just numbers, e.g., *Secunda*, *Tertia*. Of course too many boys could also lead to this, e.g., *Quīntus*, *Sextus*!

Rōma – The adjective "Romance" was derived around 1300 through the Old French *romanz*, which meant "in the vernacular language," as opposed to Latin. It referred to a "story of a hero's adventures." A Romance language was one developed from Latin instead of Frankish. The connecting notion is that medieval vernacular tales were usually about chivalric adventure. By the 1660s the literary sense had been extended to "a love story." The idea of "adventure story" is first recorded in 1801; that of "love affair, idealistic quality" is from 1916.

The country "Romania" once constituted a large part of the Roman province of Dacia. Romanian is a Romance language.

The adjective "Romanesque" was coined in 1715 and originally meant "descended from Latin." By 1819 it was describing the architectural style in Europe from 800 to 1200 that had as its characteristics the arched barrel vault used extensively in Roman architecture.

terra – To "inter" a body means to bury it (in the ground = land).

The word "disinter" is the antonym of "inter." The synonym, "exhume," is also a Latin derivative (*ex* = out from; *humus* = ground, soil).

The word "subterranean" is composed of two Latin words – *sub* (under) and *terra*.

A "terrier" is so called because this breed of dog was used to start badgers from their burrows (from the Middle French *chien terrier* = dog of the earth).

amat (*amō*) – An "amateur" performs for the "love" of the sport or music.

An "amiable" person is agreeable, congenial. They were engaged in an amiable conversation.

The word "amicable" means "peaceable, marked by good will." They came to an amicable agreement on the point of contention.

The word "enemy" is derived from the Latin *inimīcus* (*in* is a negative here; not friendly) through the Middle English *enemi*.

The word "paramour," referring to an illicit lover, is derived from *amō* through the Middle English *par amour* (from the Old French) meaning "by love, passionately, with strong love or desire." Around 1300 it became a noun originally used as a term for Christ by women and for the Virgin Mary by men. By the mid-fourteenth century it came to mean "darling" or "sweetheart" and later in the century denoted a mistress, concubine, or clandestine lover.

ambulat (*ambulō*) – An "amble" is a slow walk. They ambled through the rose garden enjoying the beautiful flowers.

The word "ambulance" is derived through the French (hospital *ambul[ant]* = traveling hospital) from *ambulō*.

A "perambulator" is a baby carriage (often shortened to "pram") from the Latin *per* = through and *ambulō*.

The word "preamble" comes from the Latin *prae* = before and *ambulō* and means literally "walking before." It derives from the medieval Latin *preambulum*, a neuter adjective used as a noun meaning "preliminary" and came into English in the later fourteenth century through the Old French *preambule* (thirteenth century). Every American citizen should recognize the first words of the preamble to the Constitution, "We the People."

cūrat (*cūrō* = to care) – The word "accurate" is attested to in the 1610s and meant "done with care." The idea of doing something carefully led to that of being exact (1650s). The word "secure" means "free from care" (*sē* = without [on one's own] and *cūra*).

Johnny thought his job as vice president of the company would be a sinecure (*sine* = without and *cūra*) because his mother was the board chair.

The word "assure" dates from the late fourteenth century and was derived through the Old French *asseurer*, which was based on the Vulgar Latin *ad* (to, toward) and *sēcūrus* (free from care). It therefore means "to protect, calm, keep from care."

A "curate" is an assistant to a vicar or priest and helps "take care of" their parishioners.

A "curator" is one who "takes care of" the contents of a museum.

A "curio" is an article or object of art valued as a curiosity and is a shortened form of that word. The word "curious" dates to the mid-fourteenth century and meant "eager to know" (often in a bad sense). It was derived from the Latin *cūriōsus* (careful, diligent) through the Old French *curios* meaning "solicitous, anxious, inquisitive," but also "odd, strange," hence the varied nuances of the English word today.

He was <u>curious</u> to know the facts. The horse and buggy were a <u>curiosity</u> on the busy modern highway.

The word "procure" is based on two Latin words, *prō* (on behalf of) and *cūra*. It appears in English around 1300, derived through the Old French *procurer* (care for, acquire, provide). Its primary meaning today is "to obtain" (by the action of another) and has been used by the American military in that sense since 1949.

The word "proctor" is a contraction of *procurator* (c. 1300), which meant "manager of a household." In the late fourteenth century it referred to someone who spoke or acted for another, an advocate, and in the early fifteenth century to the financial administrator of a church or college. Today it is most often used to designate a supervisor of students during exams.

The word "proxy" is also a contraction of the related Latin *prōcūrātiō* (a caring for, management) and from the 1610s refers to a person who acts in place of another.

The word "scour" meaning "to clean or polish" is derived from the Latin *excūrāre* (*ex* = out and *cūra*) through the Old French *securer* and the Middle Dutch *scuren*. It may originally have been a technical term among Flemish workmen in England.

The word "sure" is derived from the Latin *sēcūrus* (without care) through the Old French *sur*, *seur* (safe) and entered the English language around 1300. It also means "yes" (from 1803), a usage based on the Middle English meaning "firmly established." Qualifiers were gradually added, resulting in such phrases as "sure enough" (1540s), "for sure" (1580s), and "to be sure" (1650s). "Surefooted" dates from the 1630s; "a sure thing" from 1836.

est – See *sum* in 1.1. (Note: References such as 1.1 refer to *LNM* Level 1, Chapter 1.)

bene – Most of the derivatives from *bene* are self-evident, but "benign" is not only pronounced differently but its spelling is more difficult. It is derived from the Latin *benignus* (*bene* = well, and *gignō* = to bear, beget); hence the spelling. It appears in English during the early fourteenth century and means "kind, merciful." Someone who was "wellborn" was expected to be kind and generous as well as honorable.
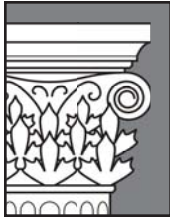
et, itaque – None

posteā (*post* = after, behind) – The word "posterity" refers to those born after the current generation. The judgment of current events will be left to posterity.

The "postern" gate was located "behind" the castle. It was a private entrance, apart from the main gate.

The word "posthumous" is erroneously associated with the Latin *humus* (ground), but in reality it comes from *postumus* = last, last born. It came into English during the mid-fifteenth century and meant "born after the death of the originator" (author or father) from the Late Latin spelling of the original Latin, which occurred because of the association with *humāre* (to bury) suggesting death. The one born after the father's death is obviously the last. The last novel of the author was published posthumously.

The adjective "preposterous" literally means "before behind" (from the Latin *praeposterus*) and describes something inverted, in reverse order; topsy-turvy, contrary to nature or reason. It came into English during the mid-sixteenth century.

The word "puny" is a variant spelling of "puisne," which derives from the Latin *post* and *nāscor* (to be born) through the Old French *puis* (after) from the Latin *posteā* (literally "after there") and Old French *ne* (to be born). It came into English during the sixteenth century and meant "inferior in rank." The sense of "small, weak, insignificant" is first recorded in the 1590s.

CHAPTER 2 (PP. 15–28)

GRAMMAR IN LANGUAGE FACTS

First and Second Conjugation Verbs; Principal Parts; Properties of Verbs: Number, Person, Tense, Stem; The Infinitive; Subject and Verb Agreement

PAGE 15

Standards 1.1, 2.1, 4.1, 4.2

RRA 4

TEACHER BY THE WAY

Plautus's comedy *Captives* is called *Captīvī* in Latin.

TEACHER BY THE WAY

In addition to Plautus's phrase "between the sacrificial animal and rock" and the more common English phrase "between a rock and a hard place," there is also the phrase "between Scylla and Charybdis," the narrow passage of water between the monster Scylla and the whirlpool Charybdis through which Odysseus had to navigate.

MEMORĀBILE DICTŪ VOCABULARY

inter + *accusative* – between

–que – and

sacer, sacra, sacrum – sacred; **sacrum** – a sacrificial animal

saxum, saxī, *n*. – rock

TEACHING TIP

The teacher may wish to explain that the reproduction of the wall painting on this page is a type of art called a fresco in which the colors are applied while the wall is still wet. Frescoes were a typical art form in ancient Rome.

First one to three coats of lime and sand were applied, then one to three coats of lime mixed with finely powdered marble were put on the wall. The colored pigments were mostly obtained from mineral, vegetable, and animal sources. One pigment came from the slimy secretion of the purple snail mixed with chalk, while the burning of pine wood chips or wine dregs produced black. Pliny the Elder's chapters on painting in his *Natural History* are a good source of this information.

PAGE 16
Standards 1.1, 2.1, 3.1, 3.2

TRANSLATION OF LATIN PASSAGE
About the Menaechmi

Messenio: By Jove! What do I see?

Menaechmus-Sosicles: What do you see?

Messenio: (*pointing at Menaechmus*) This (man) has your appearance.

Menaechmus-Sosicles: What story are you telling me?

Messenio: I am not telling stories. You ought to see.

Menaechmus-Sosicles: Wow! (*addressing Menaechmus*) How do they call you?

Menaechmus: They call me Menaechmus.

Menaechmus-Sosicles: You are telling stories! They call me Menaechmus also.

Messenio: They are like two drops of water!

Menaechmus-Sosicles: What fatherland do you have? ("Where are you from?")

Menaechmus: I am from Syracuse.

Menaechmus-Sosicles: I live there also. Therefore (and so) you are my brother. Hello, my brother! I am waiting for you for a long time.

Menaechmus: Hello, my brother! We ought to live with (our) father now.

TEACHER BY THE WAY

Chief among the Athenian writers after whom Plautus modeled his plays were Menander, Diphilus, and Philemon. This type of drama is known as "New Comedy" to distinguish it from the kinds of comedy that flourished in Athens a century earlier. Focused on common human experiences, such as the complications that arise in families over love, marriage, and conflicting values between parents and children, it shares many features with "situation comedy" today.

Over the course of the early second century BCE, the Romans conquered the Greek world, ultimately reducing Greece itself to a Roman province in 146 BCE. In the process, Roman society absorbed many Greek-speaking inhabitants, and both adopted and adapted many elements of Greek culture. The Roman comedies by Plautus and Terence, for example, are referred to as *fābulae palliātae*, "stories wearing Greek dress." Not only are they inspired by earlier Greek works, but they are also set in the Greek world. The *pallium* was a Greek cloak.

Evidence of Plautus's continuing popularity in the English-speaking world ever since the Renaissance includes William Shakespeare's adaptation of this work in *The Comedy of Errors*, and *The Boys from Syracuse*, a Broadway musical hit of 1938 based on Shakespeare's play.

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ANSWERS TO COMPREHENSION QUESTIONS

1.   They recognize each other.
2.   Menaechmus-Sosicles's slave Messenio.
3.   Both of them look absolutely alike and both are from Syracuse.
4.   To live together with their father as a family.

TEACHER BY THE WAY

All social classes were represented in Plautus's audience. Admission was free. In the prologue to one of his plays (*Poenulus*), the ushers are asked not to walk in front of the spectators' faces, not to seat latecomers, and not to let slaves occupy seats intended for free men. Married women are to laugh where appropriate but watch silently and avoid chattering. Babies should be left at home. Special seats were reserved up front for dignitaries.

TEACHER BY THE WAY

In this Reading Vocabulary list, the Latin word *gutta* or "drop" occurs. This word is used in the famous proverb *gutta cavat lapidem nōn vī sed saepe cadendō* (a drop hollows a stone not by force, but by often falling), which is frequently shortened to *gutta cavat lapidem*. This Latin phrase can be found in Ovid's *Epistulae ex Pontō* 4.10.5.

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Standards 1.1, 1.2, 3.1, 4.1

Workbook Exercise 1

TEACHING TIP

The macron on the −*ē*− of the second conjugation infinitive should be memorized by students and its correct pronunciation should be stressed beginning with this chapter (as well as the macron on the −*ā*− of the first conjugation). When the third conjugation is presented later in this book, students will be able to distinguish between second and third conjugation infinitives more readily by both sight and sound.

TEACHER BY THE WAY

The word "conjugation" comes from the Latin verb *coniugāre* (join together) since it lists together person, number, tense, mood, and voice.

1. second
2. first
3. first
4. second
5. first
6. first

TEACHING TIP

The teacher may choose to ask the students in Latin to what conjugation a given verb belongs. The teacher would say, "*Cūius coniugātiōnis est?*" Student responses would be

- *prīmae*
- *secundae*
- *tertiae*
- *quārtae*

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Standard 4.1

Workbook Exercise 2

HOW TO USE THIS BOOK

All the vocabulary entries will be given without abbreviations until the end of Level 1. In Level 2 and Level 3, the usual abbreviations will be used.

TEACHING TIP

The verbs from Vocabulary to Learn of Chapter 1 are repeated here in order to provide their principal parts.

Students need to memorize the first two principal parts of verbs, starting with this chapter. At this point in their Latin studies, whether or not students will also be required to memorize the third and fourth principal parts is a decision the teacher should make.

Remind the students that they learned *amat*, *ambulat*, and *cūrat* in Chapter 1.

▶ EXERCISE 2 ANSWERS

1. narrative   nārrō
2. habitat   habitō
3. expectations   exspectō
4. fabulous   fābula
5. video   videō
6. vocal   vocō
7. debit   dēbeō
8. patriotic   patria
9. preparations   parō
10. tentacles   teneō
11. ambulance   ambulō

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. long – from *longus* (long).
2. humanity – from *hūmānitās* (humanity, human nature, kindness, courtesy, etc.).
3. results – from *resultō* (to rebound, spring back). exceeded – from *excēdō* (to go out, advance, overstep).
7. pay – from *pācō* (to subdue by force, pacify; later in medieval Latin – to satisfy or settle a debt; related to "peace"). credit – *crēdō* (to believe, trust).
9. festival – from *festīvus* (jolly, delightful). moving – from *moveō* (to move).
10. octopus – from *octo* (eight); and from Greek *pous, podos* (foot; related to *pēs* – foot in Latin). long – from *longus* (long)
11. siren – *Sīrēn* (a mythological figure)

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Standards 1.1, 1.2, 3.1, 4.1
Workbook Exercise 3

▶ EXERCISE 3 ANSWERS

1. second person singular
2. second person singular
3. third person singular
4. second person singular
5. second person singular
6. first person plural
7. third person plural
8. third person singular

TEACHER BY THE WAY

If students notice that the stem vowel –*ā*– of the first conjugation is missing in the first person singular, explain that the original –*ā*– weakened (as in *nārrāō) and only the –*ō* remains. In the second conjugation, however, the stem vowel –*ē*– does not weaken and does not disappear.

TEACHING TIP

Encourage the students to create a rap, cheer, or song to help them remember the personal endings. Alternatively, use Bolchazy-Carducci's *Toga Beats.*

TEACHING TIP

If the teacher wishes to ask a student in Latin what person a verb is, the question in Latin is "*Cūius est persōnae?*" Student responses would be

- *prīmae persōnae*
- *secundae persōnae*
- *tertiae persōnae*

If the teacher wants to ask what number the verb is, the question is "*Cūius est numerī?*" Student responses would be

- *numerī singulāris*
- *numerī plūrālis*

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Standards 1.1, 1.2, 4.1

Oral Exercise 1; Workbook Exercise 4

TEACHING TIP

The teacher may wish to explain briefly that each of the tenses has a set of endings peculiar to it.

TEACHING TIP

Emphasize to students that the subject pronoun (such as "she" or "it") of the Latin ending is expressed in English only when there is no noun subject (such as "the sailor" or "the soldier") present. Students may feel that it is necessary to repeat the pronoun subject when translating a sentence with a noun subject. The teacher can show why this is not needed.

TEACHER BY THE WAY

The first translation is the present simple tense that refers to a general action in the present. The second translation is emphatic in case the described action needs emphasizing. The third translation is the present progressive tense that is used for an action occurring at the moment of speaking.
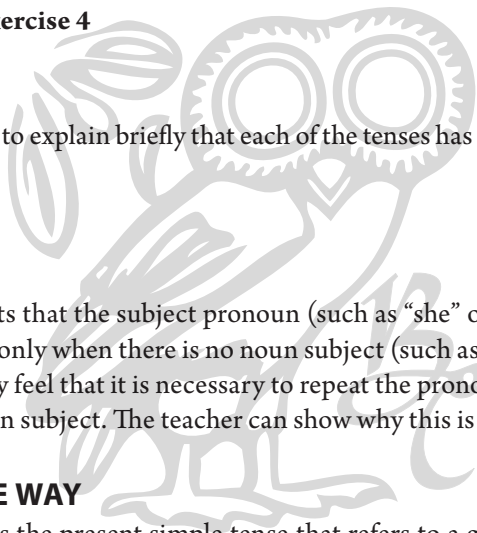
▶ EXERCISE 4 ANSWERS

1. you call, do call, are calling
2. s/he sees, does see, is seeing
3. they wait for, do wait for, are waiting for
4. we take care, do take care, are taking care
5. you (plural) owe, do owe, are owing/you (plural) ought/you must/you should
6. I have, do have, am having

ORAL EXERCISE 1

This exercise may be used after the present tense of first and second conjugation verbs has been presented.
Ask the students to conjugate orally the verbs *amō* and *videō*.

amō, amās, amat, amāmus, amātis, amant

videō, vidēs, videt, vidēmus, vidētis, vident

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Standards 1.1, 1.2, 4.1

Oral Exercise 2; Workbook Exercise 5

▶ EXERCISE 5 ANSWERS

1. you see, do see, are seeing   vidētis
2. s/he/it owes/ought/must/should   dēbent
3. s/he/it walks, does walk, is walking   ambulant
4. I have, do have, am having   habēmus
5. you hold, do hold, are holding   tenētis
6. I love, do love, am loving   amāmus
7. s/he/it dwells, does dwell, is dwelling   habitant

ORAL EXERCISE 2

This exercise may be used after Exercise 6.

The teacher, holding a piece of chalk, says, "*Crētam teneō,*" and asks a student "What am I doing? Answer in Latin!" The teacher may wish, after explaining its meaning, to substitute the phrase "*Respondē Latīnē*" for "Answer in Latin!"

The student should answer, "*Crētam tenēs.*"

The teacher then gives the piece of chalk to a student and asks another student: "What is William (or the appropriate name) doing? Answer in Latin!"

The student should answer, "*Crētam tenet.*"

Then the teacher takes a piece of chalk, gives pieces of chalk to several students, and asks a student from that group: "What are we doing? Answer in Latin!"

The student should answer, "*Crētam tenēmus.*"

Then the teacher asks the same question "What are we doing? Answer in Latin!" to a student who has no piece of chalk.

The student should answer, "*Crētam tenētis.*"

Then the teacher puts away her/his piece of chalk and asks a student without a piece of chalk in his hand about the group that is holding pieces of chalk: "What are they doing? Answer in Latin."

The student should answer, "*Crētam tenent.*"

The same exercise can be done with a bottle of water held by the teacher/student(s) and the phrase *Aquam habeō.*

▶ EXERCISE 6 ANSWERS

1. we live/do live/are living   habitō
2. we love/do love/are loving   amō
3. they hold/do hold/are holding   tenet
4. they tell/do tell/are telling   nārrat
5. you (plural) have/do have/are having   habēs
6. we see/do see/are seeing   videō
7. you (plural) wait for/do wait for/are waiting for exspectās

TEACHER BY THE WAY

Finite verbs have a specific personal ending attached to the stem. On the other hand, infinitives are infinite because the ending *–re* does not specify a person.

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Standards 1.1, 4.1

Oral Exercise 3

▶ EXERCISE 7 ANSWERS

1. to walk   first
2. to have   second
3. to tell   first
4. to wait for   first
5. to owe, ought   second
6. to see   second

ORAL EXERCISE 3

This exercise may be used after Exercise 7.

The teacher says *"Dēbeō exspectāre"* and then asks individual students: "What should you do (ought you to do)? Answer in Latin!"

Appropriate answers would be:

Dēbeō patriam amāre; puellam cūrāre; puellam vocāre; fābulam nārrāre; fōrmam cūrāre; poētam vidēre.

Then the teacher may wish to divide the class into groups, and the groups should devise an answer to the question "What should you do? Answer in Latin!"

The answer will start with *Dēbēmus . . .*

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Standards 1.1, 1.2, 4.1

Workbook Exercises 6, 7

▶ EXERCISE 8 ANSWERS

1. vident
2. nārrās
3. dēbēmus
4. dēbētis
5. habeō

TEACHING TIP

The teacher may choose to open a discussion on the differences between ancient Greek and Roman theatres. The Theatre of Ephesus, shown on this page, was built into a hillside in the Greek manner. Ask students to compare this theatre with the ones shown on p. 25 (SE) and p. 32 (SE), both of which were built as freestanding structures in the Roman style. The teacher may also wish to encourage students to locate Ephesus on a map. For a fuller discussion of theatres, see p. 70.

TEACHING TIP

Additional reproducible worksheets, morphology charts, and their associated answer keys, related to this material, are available for download at www.lnm.bolchazy.com.

- **Verb Conjugations**

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Standards 1.1, 1.2, 4.1

Workbook Content Questions

TEACHER BY THE WAY

The panel seen in the picture is called the *frons scenae*, "front of stage." Note that the center figure in the panel appears to be Mercury with the caduceus.

TEACHER BY THE WAY

Early plays were presented in the forum on a temporary wooden stage backed by a scene building, called both *scena* and *prōscaenium*, with three folding wooden doors behind which the actors could gather and dress. The doors represented entrances to houses located on an open street. Entrances on either side of the stage were used to signal an actor's offstage movements to the harbor or forum. Textual evidence suggests that a roof may have been positioned above at least one stage door. Wall paintings also provide evidence of staging props. Even after Pompey built the first permanent theatre (55 BCE), makeshift stages were used far into imperial times not only at Rome but also in towns.

▶ EXERCISE 9 ANSWERS

1. Dēbēmus exspectāre.
2. Dēbētis fābulam nārrāre.
3. Nunc patriam vident.
4. Fīliam cūrō.

▶ EXERCISE 10 ANSWERS

1. vērum
2. falsum
3. vērum
4. falsum

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Standards 1.2, 4.1, 4.2, 5.1

TEACHER BY THE WAY

The expression *Quid nōmen tibi est?* is used chiefly in Plautus, and even by him not consistently.

TEACHING TIP

This may be a good time to assign Latin names to students or to allow them to choose Latin names.

TEACHER BY THE WAY

More information on methods of naming in the Roman world is presented on pp. 106–107 (SE), including the fact that girls took the feminine form of their father's name. In order to prevent confusion, if there were several girls in one family, the girls might be called Prīma or Secunda or Tertia or Minor or Maior.

More choices for boys' names are provided for the teacher's convenience:

- D. = Decimus   N. = Numerius   S. or Sp. = Spurius
- Ti. = Tiberius

An adopted son took his adoptive father's name but his original name could be used as an adjectival cognomen. For example, Augustus's name was Gāius Iūlius Caesar Octāviānus (Octavian). The honorary title of Augustus decreed to Octavian by the Senate became the cognomen for all of his successors. The *tria nōmina* designation was a prerogative of Roman citizens.

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Standards 1.2, 4.1

Oral Exercises 4, 5, 6, and Dictation

TRANSLATION OF THE LATIN CONVERSATION

Mark is a new student.

Mary: Hello (everybody)! How are you?

Helen and Christy: We are well.

Mark: Hello (everybody)!

Mary: Hello! What is your name?

Mark: My name is Mark. What is your name?

Mary: My name is Mary. Where are you from?

Mark: I come from California. Where are you from?

Mary: I am American.

Mark: I also am American. But where do you come from?

Mary: I come from Washington, DC.

Helen: And I come from Washington, DC.

Christy: And I come from Washington, DC.

Mark: Certainly. Our school is in Washington, DC.

ORAL EXERCISE 4

This exercise may be used after the Latin dialogue has been presented.

Divide the students into pairs in which one will ask what his/her partner's name is in Latin, and the other will answer, and vice versa. Repeat the same with a question about each student's origin.

ORAL EXERCISE 5

This exercise may be used anytime after the students have learned the present tense or as a review exercise at the end of Chapter 2.

Ask the students to change the following forms into plural, if they are in singular, and into the singular, if they are in plural. When the teacher says the first form, the student should repeat it and then orally supply the changed form.

Teacher: parās	**Student:** parātis	**Teacher:** dēbēs	**Student:** dēbētis
Teacher: vocātis	**Student:** vocās	**Teacher:** habitant	**Student:** habitat
Teacher: vident	**Student:** videt	**Teacher:** ambulat	**Student:** ambulant
Teacher: vidēmus	**Student:** videō	**Teacher:** exspectātis	**Student:** exspectās
Teacher: amō	**Student:** amāmus	**Teacher:** tenēmus	**Student:** teneō

ORAL EXERCISE 6 AND DICTATION

This combined exercise may be used to conclude the chapter or at any time after the students have learned the present tense of the first and second conjugations.

Dictate the following sentences to the students. After they write down each sentence, ask a student to read the dictated Latin sentence and then to repeat it orally, changing the subject and the verb into the plural.

1. **Teacher:** Puella patriam amat.   **Student:** Puellae patriam amant.
2. **Teacher:** Nauta terram videt.   **Student:** Nautae terram vident.
3. **Teacher:** Agricola exspectāre dēbet.   **Student:** Agricolae exspectāre dēbent.
4. **Teacher:** Poēta fābulam nārrat.   **Student:** Poētae fābulam nārrant.

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Standard 4.1

DERIVATIVES

fābula – (*for* = to speak)

The word "fable" appeared in English around 1300, derived from the Latin through the Old French *fable* (story; fiction, falsehood). The sense of "animal story" came into English during the early fourteenth century, based on Aesop. In modern folklore the word refers to "a short, comic tale making a moral point about human nature, usually through animal characters behaving in human ways" (*Oxford Dictionary of English Folklore*, qtd. in OED). Most sources trace this type of story to Greece (cf. Aesop) or India.

The suffix "-ous" of "fabulous" means "full of" from the Latin *-ōsus* (cf. glorious, victorious, mischievous, etc.); hence the word describes something almost incredible, unusual, or superb. A <u>fabulous</u> dinner was served at the banquet.

fōrma – The Babylonians wrote in wedge-shaped letters called <u>cuneiform</u>.

The word "deformity" consists of the Latin preposition *dē* (down from) and *fōrma*; hence it describes something detracting from its normal shape. The soldier's <u>deformity</u> was caused by a bullet wound to his arm.

The word "formula" came into use by mathematicians in 1796, by chemists around 1846. It is a diminutive of *fōrma* (small form) and is derived directly from the Latin *formula*, spelling unchanged, which meant "form, draft, contract, rule, method."

A <u>platform</u> is a "flat form" and is derived through the Old French *plat* (cf. plateau) and the Latin *fōrma*. The French word *plat* itself is a derivative of the Greek πλατύς (level, flat). By the 1540s "platform" meant a plan of action, a scheme, a design. The literal sense of "level raised surface" dates to the 1550s. Its political sense is found first in 1803, probably from the physical platform on which the candidates stood to make their speeches.

The Latin verb *reformāre* (to form again, change) is the base for "reform, reformatory," and "reformation."

A <u>reformatory</u> is a penal institution designed to "change" young offenders back into useful citizens. The <u>Reformation</u>, begun in 1517 by Martin Luther, was a religious movement meant to "change" the perceived abuses in the Catholic Church.

Band members all look alike because they wear <u>uniforms</u> (*unus* = one, and *fōrma*).

Something <u>vermiform</u> in shape is long and slender, resembling a worm (*vermis* = worm, and *fōrma*).

An "informal" gathering is casual, one that does not require formal attire (*in* = not, and *fōrma*).

"To inform" means "to shape the mind," literally "into shape." The word "informer" originally (late fourteenth century) meant "instructor, teacher," but by 1500 it had combined with the Old French *enformeor* (one who gives information against another) and referred specifically to lawbreaking.

patria – (*pater* = father)

The land of one's birth is often called "the fatherland"; hence "patriot, patriotic," and "patriotism" refer to the loyalty one has to one's own country.

For *ambulō*, *amō*, and *cūrō*, see 1.1. The words are given there in the third person. (Note: References such as 1.1 refer to *LNM* Level 1, Chapter 1.)

dēbeō – A "debt" is something owed. A soldier does his duty because it is owed to his superior officer. A <u>debit</u> on Sarah's charge card indicated she owed $58.43.

The word "due" came into English in the fourteenth century meaning "customary" or "regular" and then "owing, payable" through the Old French *dei* (past participle of *devoir* from the Latin *dēbēre*).

The word "duly" is from "due" with the "-ly" suffix added (having the qualities of). The thieves were caught and <u>duly</u> punished (i.e., they received the punishment owed to them).

The word "endeavor" literally means "into duty" (*en* = in, into, and *dēbeō*) from the Old French phrase *mettre en deveir* (put in duty; make it one's duty). By the late fifteenth century it had acquired the meaning of "utmost effort."

exspectō – The meaning and spelling of the derivatives are clear. Do caution the students that the *s* has dropped in the English since it duplicates the sound of *x* and was therefore unnecessary.

habeō – One's <u>ability</u> depends on the talents and skills one has.

The word "inhibit" is derived directly from the Latin *inhibeō* (*in* = in, and *habeō*) and literally means "to hold in, keep back"; hence "to restrain, hinder." People often lower their inhibitions when they drink too much and act in ways they never would if they were sober.

The word "rehabilitate" consists of *re* = again and *hābilis* (manageable; *habeō* = to have, keep [in a certain condition, manage]). The guilty teenager was rehabilitated by doing community service.

habitō – (intensive or iterative form of *habeō* which indicates a forcible or repeated action) The word "habit" may refer to the garb often worn by a nun or to a customary practice or use, a behavior pattern.

An <u>inhabitant</u> is a permanent resident.

A <u>habitat</u> is a place that is natural for the life and growth of plant or animal, or human (as in Habitat for Humanity).

nārrō – The means and derivation of the English words are clear.

parō – The words "imperium, imperious, imperial" all derive from the Latin verb *imperō* (to command), which itself is a combination of *in* (into) and *parō*; hence "to arrange into" and then "to command."

The words "empire" and "emperor" come through the Old French *empire* (from the Latin *imperium*). The interchange of *e* and *i* can still be seen in such pairs as "enquire/inquire" and "insure/ensure."

Note the "-ous" ending of "imperious," meaning "full of."

The word "separate" literally means "to get ready apart" and appeared in English around 1600; the noun "separates," referring to clothing worn in various combinations, dates from 1945.

The word "sever" (appeared in English around 1300) derives from the same Latin verb (*sēparāre*) through the Vulgar Latin *sēperāre*, Old French *sevrer* and Anglo-French *severer*.

A "parapet" consists of the prefix "para" derived from *parō* and the Latin noun *pectus* (breast); hence it means a breast-high defensive wall. It also refers to a low protective wall often found on the edges of balconies and bridges. The word came into English in the 1580s directly from the Italian *parapetto* or the Middle French *parapet* (breastwork) in the 1600s.

The word "rampart" comes from the Latin *ante* (before) and *parō* (to prepare before) through the Middle French *remparer* (*re* = back again, and *emparer* = to take possession of, from the Old Provençal *amparar*). It refers to a mound of earth and stone raised as a fortification (prepared ahead of time).

The words "parachute" and "parasol" both exhibit the idea of "prepare against": "parachute" = to guard against a fall (from *cadō* through the Old French *cheoir* = to fall); "parasol" = to guard against the sun.

A "parade" is a show originally associated with the military that designated an assembly of troops for inspection, especially before battle; hence the idea of "prepared."

An apple can be prepared for eating by "paring" (cutting it into pieces and removing the skin).

sum – The <u>absent</u> student is away from school (*ab* = away from, and *sum* = be).

The word "essence" is formed from the infinitive *esse* and refers to that which is basic or "essential" as opposed to accidental or superficial.

The word "quintessence" (*quīntus* = five, and *esse*) refers to the "pure substance of which heavenly bodies are composed instead of the four elements: earth, air, water, fire that the ancients believed were the basic elements." The sense of "purest essence of a character or situation" is first recorded in the 1580s. This use of the "fifth" as the best is also reflected in <u>La Quinta</u> (The Fifth), the name of a motel reflecting the Spanish king's right to choose first fifth of all spoils (which of course would have been the best part).

The word "interest" is an exact transliteration of the Latin impersonal verb *interest* (literally = to be between [*inter* = between, among, and *sum*] but also came to mean "it is of importance, it makes a difference" [an extension from "be between"] and then "to intervene, take part in"). The Anglo-French (late fourteenth century) *interesse* meant "what one has a legal concern in," based on the medieval Latin noun use of *interresse* (from the Latin infinitive *interesse*) meaning "compensation for loss." The French noun *interest* (damage) influenced the meaning of the English form that is found in the mid-fifteenth century ("legal claim or right; concern; benefit or advantage"). The financial use of the word was distinguished from usury (forbidden by Church law) by referring to "compensation from a defaulting debtor." The idea of "curiosity" is first attested in 1771, interest rate by 1868.

The verb "present" is based on the Latin *praesentāre* (to place before, show, from the adjective *praesens* [*prae* = before, and *esse*]) and appeared in English around 1300. The adjective and noun meaning "at this point in time" (through the Old French *present* [evident, at hand]) are also derived from the Latin *praesens*, a word with multiple nuances such as in *rē praesentī* (on the spot, at the scene of the action).

teneō – The words "content, continent, contain," and "continual" all "hold something together" (*cum* = with, together).

The word "contentment" also literally means "to hold together" but with the added idea of "restrain" as in "hold yourself together, do not become agitated." Thus the Latin word *contentus* means "contained, satisfied" and results in the English adjective "content," which appeared around 1400; the verb in the early fifteenth century.