

CHAPTER

1

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



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

MEMORĀBILE DICTŪ

Nēmō mē impūne lacessit.

“Nobody provokes me with impunity.”

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

Standards
1.1, 1.2

RR 1, 2, 3

CHAPTER 1

EDITOR'S NOTE

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

Errata in the first printing of student edition of *Latin for the New Millennium*, Level 2, have been emended on the shrunken student edition pages in this teacher's manual. See p. xviii for a list of these errata.

HOW TO USE THIS BOOK

The pertinent National Classical Standards are listed in the margin to the left or right of the reproduction of the student text. For an overview of the standards themselves, please consult www.bolchazy.lnm.com.

HOW TO USE THIS BOOK

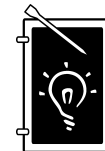
The grammatical and syntactical topics that will be presented in each chapter of this book are listed at the top of the chapter title page.

REVIEW TOPICS

1. Teachers may wish to review the present indicative of all conjugations along with Chapters 1 and 2 of Level 2. The comparison and contrast between the indicative and subjunctive verbs will prove useful to the students in learning the present subjunctive forms.
2. Teachers may review positive and negative imperatives so that comparison and contrast can be made with the volitive subjunctive. The topic may also be reviewed in Chapter 7. See p. 143.
3. Teachers may also choose to review the five declensions of nouns if students seem rusty on these.

HOW TO USE THIS BOOK

The illustration on each chapter's title page presents a visual introduction to the Latin reading passage that follows. Teachers may choose to discuss the illustration in order to provide the context for the reading on the next page.



TEACHING TIP

Artist John White, who produced most of his work from 1570 to 1593, used pen, brown ink, and watercolor to create this image of a female Pict carrying a scimitar and spears. Teachers may wish to discuss how White's encounter with Native Americans in Virginia and North Carolina informed his imagination of how ancient Picts might have appeared. To learn more about White's drawings of the New World, please see Abigail Tucker's "Brave New World: The Watercolors that John White Produced in 1585 Gave England Its First Startling Glimpse of America." (*Smithsonian*, December 2008).

MEMORĀBILE DICTŪ VOCABULARY

impūne (adv.) – with impunity

laccessō, laccessere, laccessivī, laccessitum – to provoke

nēmō – nobody

HOW TO USE THIS BOOK AND ITS ANCILLARIES

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

TRANSLATION OF THE LATIN PASSAGE

About Britain

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

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

HOW TO USE THIS BOOK

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



TEACHER BY THE WAY

Development of the Vernacular Languages

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



TEACHER BY THE WAY

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

Standards
1.1, 1.2, 3.1,
3.2, 5.2

READING

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

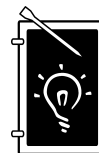
In Britain Anglo-Saxons were among the very earliest non-Romans to begin writing texts in their native tongue, in this case Old English. However, as was the case elsewhere, the educated classes in Anglo-Saxon Britain who were either clerics or monks wrote in Latin. It was their use of Latin which ensured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

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

DĒ BRITANNIĀ

- 1 Īnsula Britannia ab Eurōpā marī sēpārātur; ā merīdiē Galliam Belgicam habet, ā tergō ōceanum īfīnītum. Arborum, pōmōrum, animālium est plēna. Piscibus abundat: capiuntur etiam ibi delphīnēs et bālaenae. Inveniuntur quoque ostreae, in quibus sunt pulchrae margarītāe. Terra
- 5 multa metalla gignit: aes, ferrum, plumbum, argentum. Īnsula in parte septentrīōnālī mundī iacet et aestāte noctēs lūcidās habet. Ita mediō noctis tempore hominēs prō certō nōn habent esse noctem.
- Incolae Britanniae erant Britonēs, ā quibus nōmen īnsulae est datum. Postēā Pictōrum gēns ex Scythiā per ōceanum nāvibus vēnit
- 10 ad īnsulam Hiberniam, quae prope Britanniam est sita. Picti in illā īnsulā habitāre dēcrēvērunt, sed Scotti, quī eō tempore in Hiberniā habitābant, eīs dīxērunt: "Haec īnsula est parva: et nōs et vōs tenēre nōn poterit. Cōnsilium tamen bonum vōbis dabimus. Scīmus ad ortum

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TEACHING TIP

Instruct the students to find Belgica and Scythia on the map on pp. xxviii–xxix and Scotland on the map on p. 7.



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

READING VOCABULARY

aes, aeris, n. – bronze	*mōs, mōris, m. – custom, habit, pl. morals
aestās, aestātis, f. – summer (<i>aestāte</i> “in the summer”)	*mundus, ī, m. – world
argentum, ī, n. – silver	nāvīgētis (present active subjunctive) – you (pl.) should sail
*aspiciō, ere, aspexī, aspectum – to look at, catch a glimpse of	occupētis (present active subjunctive) – you (pl.) should occupy
bālaena, ae, f. – whale	*occupō, āre, āvī, ātum – to occupy
Britannia, ae, f. – Britain	ōceanus, ī, m. – ocean
Britō, Britonis, m. – Briton	*ortus, ortūs, m. – raising, beginning, origin ortus sōlis – east
*cōnsilium, ī, n. – advice‡	ostrea, ae, f. – oyster
delphīn, delphīnis, m. – dolphin	Pictus, ī, m. – Pict‡
*et . . . et . . . – both . . . and . . .	*piscis, piscis, m. – fish
Eurōpa, ae, f. – Europe	plumbum, ī, n. – lead
ferrum, ī, n. – iron	*procul (adv.) – far, far away
Gallia Belgica, ae, f. – Belgium	*prōmittō, ere, prōmisī, prōmissum – to promise
*gēns, gentis, f. – tribe, population	Scottus, ī, m. – Scot
*gignō, ere, genuī, genitum – to produce, give birth	Scythia, ae, f. – Scythia‡
Hibernia, ae, f. – Ireland	*septentrionālis, septentrionāle – northern
*hodiē (adv.) – today	*situs, a, um – situated, located
*incola, ae, m. – inhabitant	*sōl, sōlis, m. – sun
īnfinītus, a, um – infinite, immense	tergum, ī, n. – back
*insula, ae, f. – island	
*inveniō, īre, invēnī, inventum – to come upon, find	
lūcidus, a, um – bright, clear	
medius, a, um – middle	
margarita, ae, f. – pearl	
*meridiēs, meridiēi, m. – south, midday	
metallum, ī, n. – metal	

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

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



TEACHER BY THE WAY

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

HOW TO USE THIS BOOK

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

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



TEACHING TIP

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

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



TEACHER BY THE WAY

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

HOW TO USE THIS BOOK

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

ANSWERS TO COMPREHENSION QUESTIONS

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

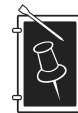


TEACHING TIP

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

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

Standards
1.1, 1.2, 3.1,
3.2, 4.1



TAKE NOTE

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

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

Scythia Today this is a territory in southern Russia.

COMPREHENSION QUESTIONS

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

LANGUAGE FACT I

FIRST CONJUGATION VERBS: PRESENT ACTIVE AND PASSIVE SUBJUNCTIVE

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

Ad eam insulam nāvīgētis et eam occupētis!

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

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

Nāvīgētis and *occupētis* are present active subjunctive.

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

First Conjugation: Present Active Subjunctive

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

First Conjugation: Present Passive Subjunctive

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

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

► EXERCISE 1

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

Example: nāvigō nāvigem

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

VOCABULARY TO LEARN**NOUNS**

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

ADJECTIVES

septentrionālis, septentrionāle – northern
 situs, a, um – situated, located

VERBS

aspiciō, ere, aspexi, aspectum – to look at, catch a glimpse of
 gignō, ere, genui, genitum – to produce, give birth
 inveniō, ire, invēni, inventum – to come upon, find
 occupō, āre, āvi, ātum – to occupy
 prōmittō, ere, prōmisi, prōmissum – to promise

ADVERBS

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

CONJUNCTIONS

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

► EXERCISE 1 ANSWERS

- aestimētur
- cōgitent
- dēvastentur
- exspectēris
- firmēmur
- liberentur
- occultēs
- pugnet
- sānēmus
- servētis
- tempter

Standards
1.1, 1.2, 4.1

Workbook
Exercises
1, 2

**TEACHER BY THE WAY**

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



TEACHING TIP

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

occidēns, occidentis (sometimes feminine, when understood to agree with *pars*) – west
oriēns, orientis (sometimes feminine, when understood to agree with *pars*) – east
septentrionēs, septentrionum, m. pl. (also the name of a constellation in the heavens) – north

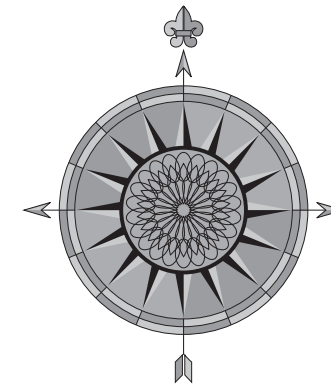
► EXERCISE 2 ANSWERS

- occupants occupō
- counsel cōsilium
- solar sōl
- moral mōs
aspect aspiciō aspectum
- invention inveniō inventum
- mundane mundus
- site situs
- genetics gignō genitum
promising prōmittō prōmissum
- gentleman gēns
- insular īnsula



TEACHER BY THE WAY

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



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

Standard 4.1

► EXERCISE 2

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

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



BY THE WAY

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

present active subjunctive like *parēs* – "you should prepare"
present active indicative like *tenēs* – "you hold"
future active indicative like *colēs* – "you will worship"

Knowing your principal parts is critical for making these distinctions.



Standard
3.1

A full size reproducible version of this worksheet, without the answers, can be downloaded at www.Inm.bolchazy.com

LATIN FOR THE NEW MILLENNIUM: LEVEL 2

MAP WORK – PAGE 7

Find the answers to each of the following questions on the map.

1. Which river was known by two Latin names?

The Ouedra or Adron

2. What is the Latin name of the river which runs through the city known in English as London?

Thamesis

3. Which place is totally unique? Explain why.

Vallum Hadriānum, “Hadrian’s Wall,” which the Romans built as a defensive wall against the natives of Calēdonia. Like a city, it is man-made but is very different.

4. The island of *Britannia* is divided into two major regions. Name them in Latin.

Anglia and Calēdonia

5. What is the *Fretum Gallicum* called in English today?

The English Channel

6. Two cities lie alongside the same river. Name them in Latin.

Londinium and Oxonium (alongside the Thamesis)



4. Anglia and Calēdonia
5. The English Channel
6. Londinium and Oxonium (alongside the Thamesis)



TEACHING TIP

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

HOW TO USE THIS BOOK

Answers to reproducible worksheets will be given in a larger size below for the teacher’s convenience.

ANSWERS TO MAP WORK – PAGE 7

1. The Ouedra or Adron
2. Thamesis
3. Vallum Hadriānum, “Hadrian’s Wall,” which the Romans built as a defensive wall against the natives of Calēdonia. Like a city, it is man-made but is very different.



TEACHING TIP

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

► EXERCISE 3 ANSWERS

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

ORAL EXERCISE 1

This exercise may be used anytime after the present subjunctive of first conjugation verbs has been presented.

Conjugate the present active and passive subjunctive of the verb *occupō*.

occupem, occupēs, occupet, occupēmus, occupētis, occupent

occuper, occupēris, occupētur, occupēmur, occupēmini, occupentur



TEACHER BY THE WAY

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

Standards
1.1, 1.2, 4.1

Workbook
Exercise 3

Oral
Exercise 1

Standards
1.1, 1.2, 3.1,
3.2, 4.1

► EXERCISE 3

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

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

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

LANGUAGE FACT II

THE SUBJUNCTIVE MOOD

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

Legō librum. "I read a book." (indicative)

Lege librum. "Read the book!" (imperative)

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

Look at the following examples.

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

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

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



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

LANGUAGE FACT III

THE VOLITIVE AND OPTATIVE SUBJUNCTIVE

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

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

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

Rēs parēs!

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

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

Ad insulam nāvigēmus!

“Let us sail to the island!”

Chapter 1 • 9

Workbook Exercise 4

Standards
1.1, 1.2, 3.1,
3.2, 4.2



TEACHING TIP

Instruct the students to find Lindisfarne on the map on p. 7.



TEACHER BY THE WAY

The Lindisfarne Gospels and Scottish Monasticism

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



TEACHING TIP

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

ORAL EXERCISE 2

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

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

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

ambulēs! – nōlī ambulāre!

errēs! – nōlī errāre!

exclāmēs! – nōlī exclāmāre!

exspectēs! – nōlī exspectāre!

nāvigēs! – nōlī nāvigāre!

locum occupēs! – nōlī locum occupāre!

cōgitēs! – nōlī cōgitāre!

rogēs! – nōlī rogāre!



TEACHER BY THE WAY

Durham Cathedral

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

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

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



TEACHER BY THE WAY

The English Peoples

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

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

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

Oral Exercise 2

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

Utinam dī nōs ament!

"May the gods love us!" or "If only the gods may love us!"

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

Utinam nē pauper sim!

"May I not be poor" or "If only I may not be poor!"

Nē ad insulam nāvigent!

"Let them not sail to the island!"

Nē malae rēs nōs exspectent!

"Let bad things not await us!"



BY THE WAY

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

Nōlīte ad insulam nāvigāre!

Do not sail to the island!

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



LANGUAGE FACT IV

PRESENT SUBJUNCTIVE OF *SUM* AND *POSSUM*

Present Subjunctive of <i>sum</i>		
	Singular	Plural
First person	sim	sīmus
Second person	sis	sītis
Third person	sit	sint

Present Subjunctive of <i>possum</i>		
	Singular	Plural
First person	possim	possīmus
Second person	possis	possītis
Third person	possit	possint



STUDY TIP

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

► EXERCISE 4

Translate into English.

Example: *Nē diū expectēmus!*
Let us not wait for a long time!

- Fābulam illam omnibus gentibus celeriter nārrēs!*
- Nōlī procul occultārī!*
- Nē septentrionālēs gentēs terram occupent!*
- Omnibus cum incolīs pugnēmus!*
- Utinam adulēscēns, quem amō, hodiē mē amet!*
- Nē sīmus pauperēs!*
- Utinam possīmus hodiē multōs piscēs invenīre!*
- Fābulam mihi nārrēs!*
- Nē hostēs terram nostram occupent!*
- Omnibus vīribus pugnēmus!*
- Utinam fēmina, quam amō, mē amet!*
- Nē sīmus miserī!*

Chapter 1 • 11

► EXERCISE 4 ANSWERS

- Tell that story to all nations quickly!
- Do not get hidden far away!
- May the northern tribes not occupy our land!
- Let us fight with all inhabitants!
- May the young man whom I love love me today!
- Let us not be poor!

Standards
1.1, 1.2, 4.1

Oral
Exercise 3

Workbook
Exercise 5



TEACHING TIP

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

- | | | | |
|--------------|----------------------------|-------------|----------------------------|
| 1. sīmus | Answer: <i>subiūncīvus</i> | 11. sum | Answer: <i>indicātīvus</i> |
| 2. est | Answer: <i>indicātīvus</i> | 12. estis | Answer: <i>indicātīvus</i> |
| 3. possīs | Answer: <i>subiūncīvus</i> | 13. sim | Answer: <i>subiūncīvus</i> |
| 4. es | Answer: <i>indicātīvus</i> | 14. sunt | Answer: <i>indicātīvus</i> |
| 5. possum | Answer: <i>indicātīvus</i> | 15. sīs | Answer: <i>subiūncīvus</i> |
| 6. possit | Answer: <i>subiūncīvus</i> | 16. sītis | Answer: <i>subiūncīvus</i> |
| 7. sumus | Answer: <i>indicātīvus</i> | 17. potes | Answer: <i>indicātīvus</i> |
| 8. potestis | Answer: <i>indicātīvus</i> | 18. sint | Answer: <i>subiūncīvus</i> |
| 9. sit | Answer: <i>subiūncīvus</i> | 19. potest | Answer: <i>indicātīvus</i> |
| 10. possītis | Answer: <i>subiūncīvus</i> | 20. possint | Answer: <i>subiūncīvus</i> |

ORAL EXERCISE 3

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

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

ācer, doctus, fēlīx, ferōx, fortis, māgnus, miser, pauper, dīves, sevērus, praeclārus

Utinam sim/nē sim ācer!

Utinam sim/nē sim doctus!

Utinam sim/nē sim fēlīx!

Utinam sim/nē sim ferōx!

Utinam sim/nē sim fortis!

Utinam sim/nē sim māgnus!

Utinam sim/nē sim miser!

Utinam sim/nē sim pauper!

Utinam sim/nē sim dīves!

Utinam sim/nē sim sevērus!

Utinam sim/nē sim praeclārus!

► EXERCISE 5 ANSWERS

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

► EXERCISE 6 ANSWERS

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

ORAL EXERCISE 4

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

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

Example:

Teacher: cōnsilium audīre

Student (about her/himself): cōnsilium audiō

Student (to another student): cōnsilium audiās

Student (to the other students): cōnsilium audiātis

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

1. gaudiō abundāre – gaudiō abundō – gaudiō abundēs – gaudiō abundētis – gaudiō abundēmus
2. ambulāre – ambulō – ambulēs – ambulētis – ambulēmus
3. nihil cūrāre – nihil cūrō – nihil cūrēs – nihil cūrētis – nihil cūrēmus
4. esse fēlix – sum fēlix – sīs fēlix – sītis fēlicēs – sīmus fēlicēs
5. posse respondēre – possum respondēre – possīs respondēre – possītis respondēre – possīmus respondēre
6. amīcum vocāre – amīcum vocō – amīcum vocēs – amīcum vocētis – amīcum vocēmus
7. occultārī – occultor – occultētis – occultēminī – occultēmur
8. librō dēlectārī – librō dēlector – librō dēlectētis – librō dēlectēminī – librō dēlectēmur

Standards
1.1, 1.2, 4.1

Oral
Exercise 4

Standards
1.1, 1.2, 3.1,
3.2, 4.1

Workbook
Exercise 6

► EXERCISE 5

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

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

► EXERCISE 6

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

Example: Nunc ambulētis!

Nōlite nunc ambulāre!

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

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

► EXERCISE 7

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

Picts: Tandem ad terram nāvīgāvimus. Cum gaudiō exclāmēmus! Utinam hāc in īnsulā manēre possīmus!

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

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

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

Picts: Sītis amīcī! Auxilium nobis dētis!

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

Picts: Utinam bona fortuna in aliā insulā nōs expectet! Dē aliā quoque rē vōs rogāre cupimus.

Scots: You should ask now.

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

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

Picts: May your advice be good!

Scots: Prōmittitisne?

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



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

Chapter 1 • 13

**Workbook
Content
Questions**

► EXERCISE 7 ANSWERS

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

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

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

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

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

Scots: Sītis fortēs! Ex hāc insulā aspicere potestis aliam insulam. Utinam possītis locum in aliā insulā vōbīs invenire!

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

Scots: Rogētis nunc!

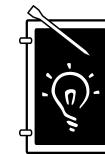
Picts: Give us women!/You should/may give us women! For we lack wives: in fact, we do not have women.

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

Picts: Utinam cōsiliū vestrum sit bonum!

Scots: Do you promise?

Picts: Prōmittimus, prōmittimus. Mulierēs nunc dētis!



TEACHING TIP

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



TEACHER BY THE WAY

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

TRANSLATION OF THE LATIN CONVERSATION

Mary: Hello, friends!

Mark, Helen, and Christy: Hello, Mary!

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

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

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

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

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

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

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

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

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

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



TEACHER BY THE WAY

Cornelius Nepos

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

Nepos wrote prolifically throughout his life. He is known to have written a chronology of Rome (*Chronica*), a series of *exempla*, and some erotic poetry. What he is best known for, however, are his biographies. Some of these, including biographies of Cato the Elder and Cicero, were stand-alone works, but many were linked in a single collection, *Dē virīs illūstribus*. While most of Nepos' works are lost, much of what remains comes from this collection. In the (at least) sixteen books of the *Dē virīs illūstribus*, Nepos depicts the lives of many famous men of antiquity. Nepos first organized his subjects by occupation, then paired a notable Roman's life story with that of a notable foreigner (usually a Greek), and finally compared the two. This practice, which Nepos likely invented, would be utilized in the works of several later works, including Plutarch's *Lives*. Nepos was also careful to judge his subjects by the standards of the society in which they lived, not simply by Roman ideals. This cultural relativism was also ahead of its time. Of his extant biographies, the one of his friend Atticus, to whom he dedicated the *Dē virīs*, is the best and most complete (A selection from the *Life of Atticus* accompanies each chapter of *Latin for the New Millennium, Level 2*. At the end of the fifteen chapters are found ten additional selections. Collectively, these twenty-five selections constitute 264 lines of unadapted classical Latin.)

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

Standards
1.1, 1.2, 2.1,
4.2, 5.2

TALKING ABOUT A READING

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

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

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

DĒ FAMILIAE MEAE ORTŪ

Marīa: Salvēte, amīcī!

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

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

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

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

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

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

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

Mārcus: Vitam Atticī quam scripsit (*wrote*) Cornēlius Nepos.

Helena: Nē sit valdē difficilis! Timeō.

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

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

THE FAMILY OF ATTICUS

CORNĒLIĪ NEPŌTIS ATTICUS, 1.1-2

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

- 1 1. Titus Pompōnius Atticus, ab origine ultimā stirpis Romānae generātus, perpetuō ā māiōribus acceptam equestrem obtinuit dignitātem. 2. Patre ūsus est diligente et, ut tum erant tempora, dītī in primisque studiōsō litterārum. Hic, prout ipse amābat litterās, omnibus
5 doctrīnis, quibus puerilis aetās impertiri dēbet, filium ērudīvit.

VOCABULARY

- 1 origō, originis, f. – origin
ultimus, a, um – farthest, most remote
stirps, stirpis, f. – stock, descent, race
2 generō, āre, āvī, ātum – to give birth, procreate;
pass. to descend from
perpetuō (adv.) – without interruption
māiōrēs, māiōrum, m. pl. – ancestors
equestris, equestre – equestrian, related to the
social class of knights
obtinēō, ēre, obtinui, obtentum – to hold
3 dignitās, dignitātis, f. – dignity, social position
pater, patris, m. – father
ūsus est + ablative – he enjoyed
diligēns, diligētis – diligent
ut – as, when, according to
diti = divite
3-4 in primis – especially, first of all
4 studiōsus, a, um + gen. – interested in
prout (conj.) – as
ipse – himself
5 doctrīna, ae, f. – learning, erudition
puerilis, puerile – related to *puer*; puerilis aetās –
boyhood
aetās, aetātis, f. – age
impertio, ire, impertivi, impertitum – to share,
provide (to give a *pars*)
ērudio, ire, ērudivi, ēruditum – to educate, in-
struct

READING NOTES

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

Chapter 1 • 15

Standards
1.1, 1.2, 2.1,
3.2

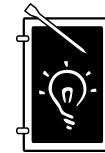
TRANSLATION OF THE FAMILY OF ATTICUS

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

HOW TO USE THIS BOOK

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

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



TEACHING TIP

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

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

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

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



TEACHER BY THE WAY

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

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

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



TEACHING TIP

The students may use the vocabulary supplied with the Atticus passage to answer the comprehension questions. Remind them that “yes” is *ita* and “no” is *minimē*.

ANSWERS TO QUESTIONS ABOUT THE TEXT

1. Ita, familia Atticī erat vetusta.
2. Atticus dignitātem equestrem habēbat.
3. Ita, māiōrēs Atticī dignitātem equestrem habēbant.
4. Pater Atticī erat diligēns et dīves.
5. Fuit dīves, ut erant tempora.
6. Pater Atticī in primīs erat studiōsus litterārum.
7. Ita, pater Atticī cupīvit filium litterīs ērudīrī.
8. Ipse pater valdē litterās amābat.

TRANSLATION OF THE CONTINUATION OF THE LATIN CONVERSATION

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

Mary: I thought your father was an astronaut.

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



QUESTIONS ABOUT THE TEXT

Answer in complete Latin sentences.

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

Standards
1.1, 1.2, 3.1,
3.2, 4.1

DĒ FAMILIAE MEAE ORTŪ CONTINUED

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

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

Mārcus: Hoc est vērūm. Tantum hominēs doctī possunt esse astronautae. Sīmus diligentēs!