



LATIN FOR THE NEW MILLENNIUM



TEACHER'S MANUAL **1**
LEVEL

LATIN FOR THE NEW MILLENNIUM

Series Information

LEVEL ONE

Student Text (2008)

Student Workbook (2008)

Teacher's Manual (2008)

Teacher's Manual for Student Workbook (2008)

ANCILLARIES

*From Romulus to Romulus Augustulus:
Roman History for the New Millennium* (2008)

*The Original Dysfunctional Family:
Basic Classical Mythology for the New Millennium* (2008)

LEVEL TWO

Student Text (2009)

Student Workbook (2009)

Teacher's Manual (2009)

Teacher's Manual for Student Workbook (2009)

ANCILLARIES

*From Rome to Reformation:
Early European History for the New Millennium* (2009)

*The Clay-footed SuperHeroes:
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(See pages 443 and 446 for detailed description)

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LATIN FOR THE NEW MILLENNIUM



TEACHER'S MANUAL **1** LEVEL

Milena Minkova and Terence Tunberg



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**Latin for the New Millennium
Teacher's Manual, Level 1**

Milena Minkova and Terence Tunberg

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CONTENTS

LIST OF ABBREVIATIONS	TM vi
PREFACE	TM vii
RESOURCE LIST	TM ix
STUDENT TEXTBOOK	i
with Exercise Answers, Standards Correlations, Oral Exercises, Oral Exercise Correlations, Workbook Exercise Correlations, Ancillary Correlations, Comprehension Questions and Answers, Teaching Tips, Teacher By the Way Notations, and How to Use This Book	



LIST OF ABBREVIATIONS

CPO

Classroom Presentation Options (e.g., black/green/white/smart board, overhead or LCD projector, PowerPoint® presentation, etc.)

ODF

Original Dysfunctional Family (classical mythology ancillary)

RRA

From Romulus to Romulus Augustulus (Roman history ancillary)



PREFACE

Latin for the New Millennium is designed as a comprehensive introduction not only to the Latin language and how it works but also to the Roman world, the cultural milieu in which the language flourished. The language and cultural elements are seamlessly woven together in the course of each chapter and then again examined in the review following every three chapters.

CHAPTER AND COURSE COMPONENTS

METHODOLOGICAL APPROACH

In writing *Latin for the New Millennium*, we have aimed at combining the best elements in the various methodologies for teaching Latin that have been commonly available until now. Modern methods of teaching Latin have been divided between two approaches: (1) the analytical or deductive method according to which students must learn rules and paradigms, and then reinforce the knowledge of these abstract principles by practice with texts and exercises; (2) the inductive or reading method that enables the student to read a text and to become aware of linguistic features (or rules) from the reading and study of the text. In *Latin for the New Millennium* we hope to have combined the advantages of each. In other words, we have striven to provide a path to a thorough and systematic knowledge of the structure of the language, the main advantage of the analytical method, together with a great deal of reading and activities related to reading that lead to a more intuitive grasp of the idiomatic qualities of the language, the main advantage of the reading method.

The layout of each chapter is the key to this combination, since the student begins each chapter with an extensive reading, and these initial passages contain, in a context understandable through induction and annotations, instances of every new element to be explored further in the same chapter. In the body of each chapter, after the introductory reading, these new elements are explained in a more analytic way, yet the explanations always refer the learner back to the reading—in ways that invite comparison with the initial passage.

CHAPTER READINGS

The principal readings in each chapter consist of passages adapted (to the level of knowledge presupposed for each chapter) from some of the most significant works of Latin literature. The introductions to each passage give considerable information about the cultural context in which each author wrote, and about the development of the Latin literary tradition. The order of the chapter readings is chronological. In Level 1, students begin with readings from Plautus and Terence and proceed through the centuries to the writings of Ammianus, Augustine, and Boethius. By completing the entire course contained in *Latin for the New Millennium*, students will gain an understanding of the entire patrimony of Latin and its effect on our culture. While Level 1 of *Latin for the New Millennium* focuses on the classic texts in Latin written by such great Roman authors as Vergil, Catullus, Cicero, and Ovid, Level 2 of the series centers on the huge and fundamental heritage of works written in Latin during the medieval, renaissance, and early modern periods—a linguistic heritage that gave us our basic vocabulary in the national languages for telling time, medicine, the natural sciences, and the academic world. The cultural information that is found in these readings and their introductions are bolstered in both levels by the Review Exercises and supplementary material pertaining to mythology, Roman history, and important Latin sayings.

ORAL LATIN AND LATIN CONVERSATION

A person who gains an active facility in any language, in addition to a reading ability, is, in our view, more likely to progress quickly to a deep understanding of the language and the works written in it. Our experience indicates that a student who learns by using a language will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. Therefore, in every chapter of *Latin for the New Millennium*, we have included a set of exercises that concentrate on an oral exchange between instructor and students. The oral exercises in *Latin for the New Millennium* can be completed without any extempore speaking ability on the part of the teacher. This is possible because the oral exercises are found only in the teacher's manual. Here not only are all the answers supplied, but every question is written out in full for the teacher, along with detailed instructions for each step of the exercise. The teacher needs only to follow the instructions and read each question aloud. The response must come from the learner.

GRAMMAR

Grammar is also a great help for acquiring a sophisticated understanding of any language, and especially a language like Latin, which is primarily studied today by people whose main goal is to read works of literature written in the original Latin language, works which were designed from the start for a cultivated audience. While we believe in the value of the reading method, and we know how active usage of a language can vastly improve and accelerate a student's learning of that language, we also recognize the utility of grammar. Therefore, while each chapter is rich in exercises and activities, we have taken care to provide explanations of all the grammar relevant to each chapter. The student who uses *Latin for the New Millennium* learns by actively using Latin, but is also asked to understand the structure of the language and apply that understanding in the exercises.

OTHER CHAPTER ELEMENTS

- **Memorabile Dictū** Each chapter features a famous saying, labeled **Memorabile Dictū**, a Latin phrase that is so well known that it has become a proverb in many languages. Learning each famous saying will increase a student's understanding not just of Latin, but also of English. These sayings invite discussion of their meaning and how they relate to the modern world and students' experiences.
- **Reading Vocabulary** All the new vocabulary in the reading passage at the beginning of each chapter is explained by copious notes. Students need not be required to learn the vocabulary that faces the reading passage. A unique feature of the **Reading Vocabulary** is that not all the verbs show in print their pronoun subject. For example, if the sentence in the reading might be "Cicero Terentiam videt," *videt* in the **Reading Vocabulary** would have as its definition "sees" rather than "he sees." This has been done to avoid the common beginner's mistake of translating the sentence as "Cicero he sees Terentia." On the other hand, if the sentence were to read "Terentiam videt," *videt* would be defined "he sees." This unique feature gradually disappears as students learn more about verbs and become more accustomed to reading Latin.
- **Vocabulary to Learn and Derivatives Exercises** Some (but not all) of these new words are repeated in the **Vocabulary to Learn** for each chapter and students should be directed to learn these. The traditional form of writing vocabulary words is followed in the **Vocabulary to Learn**: principal parts are listed from the second chapter on and nouns show the nominative and genitive singular and gender from the start.

The **Vocabulary to Learn** is followed by **Derivative Exercises**. Students who carefully learn all of the **Vocabulary to Learn** will quickly acquire a vocabulary based on words most commonly encountered in classical literary texts and, in the **Derivative Exercises** they will be exposed to English words based on Latin and thus bolster their vocabulary in English.

DIALOGUES ON DAILY LIFE

In the latter part of each chapter of Level 1, readers will find a dialogue labeled **Talking** in which a group of modern students are the participants. The same group of students is featured in every chapter, and they encounter most of the typical situations that young people experience in modern daily life. All the necessary vocabulary is explained, so the users of *Latin for the New Millennium*, if they so wish, may conduct simple Latin conversations like those in the model dialogues. These dialogues have been designed for the benefit of those teachers who are especially interested in making use of the oral element of language learning in their classes, and who want to introduce a colloquial element to the Latin their students learn. This colloquial element can become a bridge between the lives of modern students and the thoughts of the ancient, medieval, or renaissance authors who wrote in Latin—a bridge constructed of the same basic language, Latin.

VISUAL LEARNING

The Latin language and Roman culture have not only inspired writers throughout the ages and influenced modern life but have also left their legacy in the visual arts. Throughout the text, reproductions of paintings, drawings, sculptures, and other artworks demonstrate how Roman historical events and the tales of the gods and goddesses have inspired artists through the ages. *Latin for the New Millennium* presents an abundance of images of archaeological sites, buildings, objets d’art, and artifacts carefully chosen to represent the ethnic and geographic diversity that marked the Roman world. These full color illustrations represent a visual panorama of the Roman world and support the written word in pictorial form, thus stimulating the imagination and memory for a more vibrant recollection of the text’s content. Teachers are strongly encouraged to mine the illustrations as though a documentary of the Roman world and its later influence.

REVIEW COMPONENTS

After each set of three chapters there is a Review and supplementary readings.

REVIEW EXERCISES

The Review provides additional exercises to help the students give continued attention to the material in each unit. The review also includes a summary list of all the **Vocabulary to Learn** found in the chapters of each unit. This section features even more material to help the student understand Latin literature and its heritage today.

CLASSICAL MYTHOLOGY

A passage on Mythology, entitled **Considering the Classical Gods**, introduces the reader to stories about the Greek and Roman gods and heroes. A related passage in Latin about the gods reinforces the Latin lessons of the three chapters.

ASPECTS OF ROMAN LIFE

An English background essay, called **Connecting with the Ancient World**, discusses an important aspect of Roman daily life which connects to related material presented in the three chapters preceding the review.

EXPLORING ROMAN AND MODERN LIFE

Scholars from various universities throughout the United States graciously agreed to provide short essays that reflect upon the role that Latin and its culture play in our modern lives. The title of these essays always starts with the word **Exploring**.

MIRĀBILE AUDĪTŪ

Each review ends with a section called **Mirābile Auditū** that presents a series of Latin quotations, mottoes, phrases, or abbreviations currently used in English. The three supplementary essays and the **Mirābile Auditū** section are designed to elicit classroom discussion about similarities and differences between the world of the Romans and America in the twenty-first century.

Milena Minkova wrote the Introduction; Chapters 1, 2, 3, 5, 7, 9, 13, 14, 17, 18, 20; Reviews 1, 3, 5, 6, and 7; the glossaries; and the appendices. Terence Tunberg wrote the Preface, Chapters 4, 6, 8, 10, 11, 12, 15, 16, 19, 21, and Reviews 2 and 4. Both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M.M. and T.T.
2008

Visit www.lnm.bolchazy.com to see the electronic resources that accompany *Latin for the New Millennium* and to share ideas in the online teachers’ lounge with other teachers using this series.



RESOURCE LIST

EDITORS' NOTE

We have attempted to assemble a comprehensive, representative resource list paying special attention to those topics or areas often less familiar. To that end, we provide an especially larger listing for the Late Empire, Early Christianity, and Middle Ages section. By no means is this resource list exhaustive. Teachers are encouraged to share titles they have found useful through the www.lnm.bolchazy.com website.

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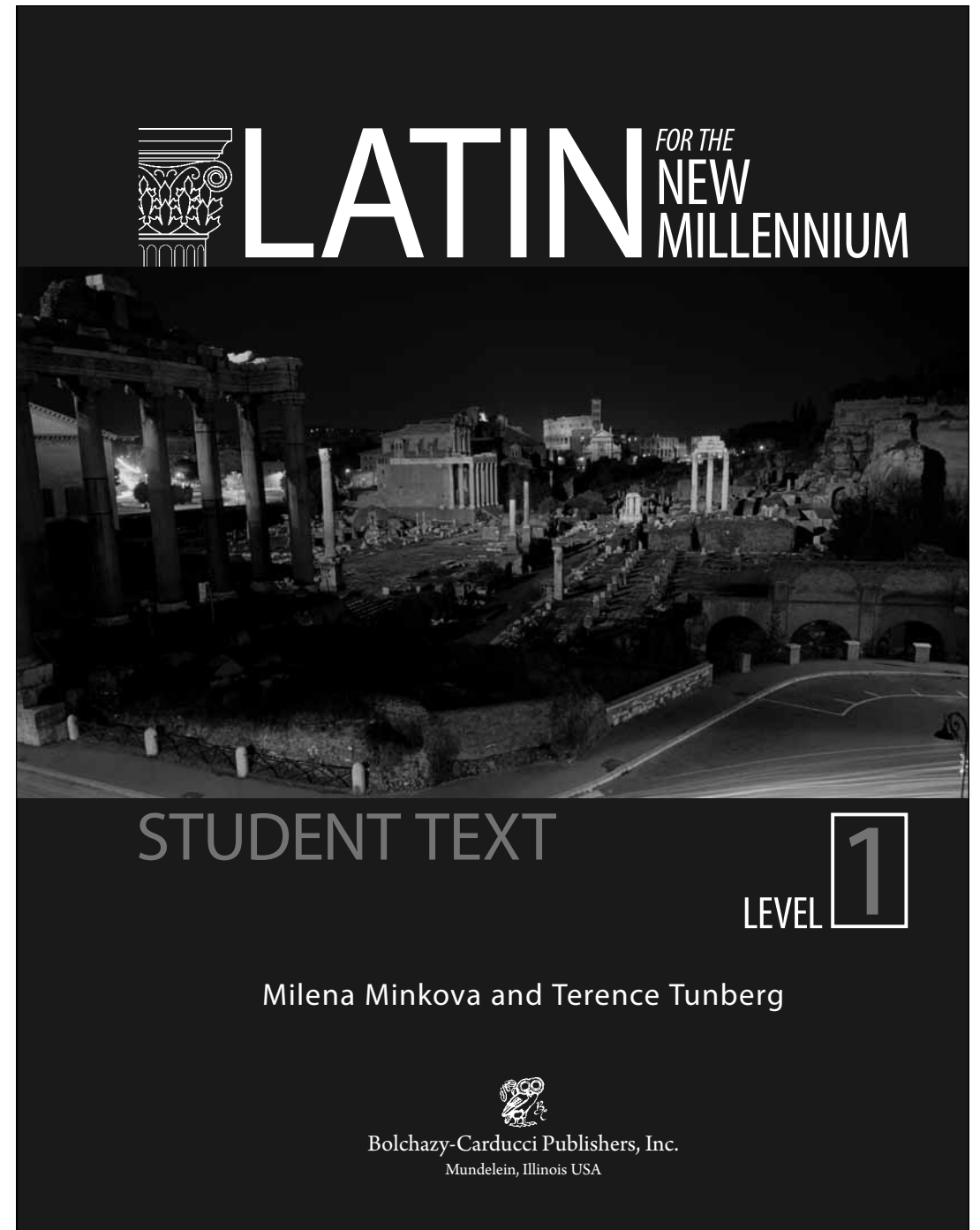
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**Latin for the New Millennium
 Student Text, Level 1**

Milena Minkova and Terence Tunberg

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CONTENTS

FOREWORD	xi
PREFACE	xiii
AUTHORS	xvii
EDITORS, CONSULTANTS, AND PILOT TEACHERS	xix
INTRODUCTION	xxiii
Alphabet	
Pronunciation of Latin	
Overview of Roman History	
Beginnings of Latin Literature	
CHAPTER 1	1
Reading: “Romulus and Remus”	
Language Facts: Parts of Speech; Nouns: Number, Gender, Case (Nominative and Accusative); First Declension Nouns	
Talking: Saying Hello	
CHAPTER 2	15
Reading: Plautus, “The Menaechmi Twins”	
Language Facts: First and Second Conjugation Verbs; Principal Parts; Properties of Verbs: Number, Person, Tense, Stem; Infinitive; Subject and Verb Agreement	
Talking: Getting Acquainted	
CHAPTER 3	29
Reading: Terence, “Two Brothers”	
Language Facts: Second Declension Masculine <i>-us, -er, -ir</i> Nouns; Genitive Case; Vocative Case; Prepositional Phrases	
Talking: In the Classroom	
REVIEW 1: CHAPTERS 1–3	43
Considering the Classical Gods: Mars, Jupiter, Juno	
Connecting with the Ancient World: Slavery in Ancient Rome	
Exploring Roman Comedy: Roman Productions and Modern Renditions by William S. Anderson, Professor of Classics Emeritus, University of California Berkeley, Berkeley, California	
Mirabile Auditū: Phrases and Quotations Relating to the Comic Tradition	

• v •

CHAPTER 457

Reading: Cicero, "The Deserter Wants a Reward"
Language Facts: Second Declension Neuter Nouns; Dative Case; First and Second Declension *-us, -a, -um* Adjectives; Agreement of Nouns and Adjectives
Talking: Discussing Homework

CHAPTER 569

Reading: Cicero, "Cicero Writes to Terentia"
Language Facts: First and Second Conjugation Verbs: Present Passive Tense, Present Passive Infinitive; Ablative of Agent; First and Second Declension *-er* Adjectives
Talking: Discussing Occupations

CHAPTER 681

Reading: Caesar, "The Druids"
Language Facts: Present Tense and Present Infinitive of *Sum* and *Possum*; Complementary Infinitive; Transitive and Intransitive Verbs
Talking: Preparing for a Test

REVIEW 2: CHAPTERS 4–693

Considering the Classical Gods: Neptune, Pluto, Vesta, and Ceres
Connecting with the Ancient World: Roman Marriage
Exploring Roman Families: Parents and Children Then and Now by *Jacqueline Carlon, Assistant Professor of Classics, University of Massachusetts, Boston, Massachusetts*
Mirabile Auditū: Phrases, Mottoes, and Abbreviations Relating to Life in the Twenty-First Century

CHAPTER 7111

Reading: Catullus, "My Girl's Sparrow"
Language Facts: Third Declension Masculine and Feminine Nouns; Indirect Statement: Accusative and Infinitive
Talking: In the Cafeteria

CHAPTER 8123

Reading: Nepos, "Themistocles Saves the Greeks"
Language Facts: Third Conjugation Verbs: Present Active and Passive Tense, Present Active and Passive Infinitive; Ablatives of Manner, Instrument, Separation, Place from Which, Place Where; Accusative of Place to Which
Talking: After School Activities



CHAPTER 9135

Reading: Sallust, "The Catilinarian Conspiracy"
Language Facts: Fourth Conjugation Verbs: Present Active and Passive Tense, Present Active and Passive Infinitive; Third Declension Neuter Nouns; Third Declension *I*-Stem Nouns
Talking: Getting Dressed for a Party

REVIEW 3: CHAPTERS 7–9149

Considering the Classical Gods: Apollo
Connecting with the Ancient World: Roman Attire
Exploring Roman Government: Politics in Greece, Rome, and the United States by *Josiah Ober, Professor of Classics and Political Science, Stanford University, Stanford, California*
Mirabile Auditū: Phrases and Mottoes Relating to Government and Democracy

CHAPTER 10163

Reading: Vergil, "The Trojan Horse"
Language Facts: Third Conjugation *-iō* Verbs: Present Active and Passive Tense, Present Active and Passive Infinitive; Third Declension Adjectives; Substantive Adjectives
Talking: The Morning Before a Test

CHAPTER 11177

Reading: Vergil, "Queen Dido of Carthage"
Language Facts: Imperfect Active and Passive Tense of All Conjugations; Imperfect Tense of *Sum* and *Possum*; Enclitics
Talking: Traveling to School

CHAPTER 12191

Reading: Livy, "Mucius Scaevola"
Language Facts: First, Second, and Third Person Personal Pronouns; First and Second Person Possessive Adjectives; Declension of *vis*
Talking: Discussing the Weather

REVIEW 4: CHAPTERS 10–12205

Considering the Classical Gods: Mercury
Connecting with the Ancient World: Roman Food
Exploring the Myth of the Trojan Horse: Never Look a Gift Horse in the Mouth by *Bonnie A. Catto, Professor of Classics, Assumption College, Worcester, Massachusetts*
Mirabile Auditū: Phrases and Quotations Relating to War and Peace

CHAPTER 13. 219

Reading: Horace, "An Encounter with a Boor"
Language Facts: Present Tense Positive and Negative Imperatives; First and Second Person Personal Pronouns, Genitive Case; Third Person Possessive Pronoun and Adjective
Talking: Late for School

CHAPTER 14. 233

Reading: Ovid, "Pyramus and Thisbe"
Language Facts: First and Second Conjugation Verbs: Future Active and Passive Tense; Future Tense of *Sum* and *Possum*; Relative Pronouns; Relative Clauses
Talking: Chatting on the Internet

CHAPTER 15 245

Reading: Seneca, "Reflections on Growing Old"
Language Facts: Third and Fourth Conjugation Verbs: Future Active and Passive Tense; Interrogative Pronouns and Adjectives
Talking: A Trip to the Country

REVIEW 5: CHAPTERS 13–15 259

Considering the Classical Gods: Minerva, Diana, Venus
Connecting with the Ancient World: Roman Cities and Roads
Exploring Roman Law: The Justice System in Ancient Rome by *James G. Keenan, Professor of Classics, Loyola University Chicago, Chicago, Illinois*
Mirabile Auditū: Phrases and Quotations Relating to Legal Matters

CHAPTER 16 273

Reading: Pliny the Younger, "The Eruption of Vesuvius"
Language Facts: Perfect Tense Verbs; Perfect Stem, Perfect Active Tense of All Conjugations; Perfect Tense of *Sum* and *Possum*; Dative of Possession
Talking: Relaxing at the Beach

CHAPTER 17. 287

Reading: Tacitus, "The Fire at Rome"
Language Facts: Pluperfect Active Tense of All Conjugations; Pluperfect Tense of *Sum* and *Possum*; Fourth Declension Masculine, Feminine, and Neuter Nouns
Talking: Recovering from an Accident

CHAPTER 18 301

Reading: Apuleius, "Cupid and Psyche"
Language Facts: Future Perfect Active Tense of All Conjugations; Future Perfect Tense of *Sum* and *Possum*; Fifth Declension Nouns
Talking: Going to the Dentist

REVIEW 6: CHAPTERS 16–18 315

Considering the Classical Gods: Bacchus
Connecting with the Ancient World: Gladiatorial Games
Exploring Roman Disasters: Earth, Air, Fire, and Water by *John E. Thorburn, Associate Professor of Classics, Baylor University, Waco, Texas*
Mirabile Auditū: Quotations Relating to Attitudes toward and Coping with Misfortunes

CHAPTER 19 331

Reading: Ammianus, "The Huns"
Language Facts: Perfect Passive Participle; Perfect Passive Tense of All Conjugations; Review of Principal Parts of Verbs; Demonstrative Pronoun and Adjective *Hic*
Talking: Cleaning the House

CHAPTER 20 349

Reading: Augustine, "An Adolescent Thief"
Language Facts: Pluperfect Passive Tense of All Conjugations; Perfect Active and Passive Infinitives; Demonstrative Pronoun and Adjective *Ille*
Talking: Going Shopping

CHAPTER 21 361

Reading: Boethius, "The Wheel of Fortune"
Language Facts: Future Perfect Passive Tense of All Conjugations; Future Active Participle; Future Active Infinitive
Talking: A Birthday Party

REVIEW 7: CHAPTERS 19–21 375

Considering the Classical Gods: Vulcan
Connecting with the Ancient World: Roman Education
Exploring Roman Libraries: Public Libraries and Their Books by *T. Keith Dix, Associate Professor of Classics, University of Georgia, Athens, Georgia*
Mirabile Auditū: Phrases, Quotations, and Abbreviations Relating to Schools, Libraries, and Books



APPENDIX A 389
 Chronological List of the Authors and Works Studied

APPENDIX B. 391
 Additional State Mottoes

APPENDIX C. 393
 Grammatical Forms and Paradigms

APPENDIX D 405
 Latin Syntax

APPENDIX E. 411
 Historical Timeline

ENGLISH TO LATIN GLOSSARY. 415

LATIN TO ENGLISH GLOSSARY. 421

BIBLIOGRAPHY. 429

PHOTOGRAPHY CREDITS 431

INDEX 435

LIST OF MAPS

Map of the Roman World xxxii

Map of the Travels of Aeneas 187

Map of the City of Rome 227



FOREWORD

The *aurea mediocritās* of Latin textbooks has arrived! Not a grammar-translation nor a reading approach book, *Latin for the New Millennium* is a blend of the best elements of both.

The key to *Latin for the New Millennium*, Level 1, is the emphasis on reading Latin at the beginning of each chapter and using conversational Latin at the end of each chapter, or, as the authors indicate in the Preface, ‘it (Latin) offers you the linguistic key to the minds that shaped European (and therefore American) culture from the time of the Romans to the modern scientific revolution . . . In this book you will learn about the language, step by step by using it.’

The reading passages at the opening of each chapter are based on Latin literature and proceed in chronological order from Plautus to Boethius. Each reading is supported by pre-reading and facing page vocabulary. Grammar is introduced using sentences already seen in the reading passage and, *mirābile dictū*, there are plenty of exercises. The Vocabulary to Learn, chosen from the adapted reading passage, thus contains some Advanced Placement literature-based words and is reiterated consistently in the exercises and other short reading passages.

Something not seen in most Latin textbooks is the conversational dialogue at the end of each chapter. This will pique the student’s interest in the Latin version of modern-day activities and meet certain classical language standards directly. The authors, Milena Minkova and Terence Tunberg, professors at the University of Kentucky at Lexington, are the directors of the hugely popular *Conventiculum Lexintoniense*, the annual summer program that has been running for more than ten years. They are also on the faculty of the *Conventiculum Bostoniense*, a similar program that draws participants to experience conversational Latin in different geographical settings. At the 2007 American Classical League Institute at Vanderbilt University, I participated in a conversational Latin workshop presented by Minkova and Tunberg. Though the participants were seasoned Latin teachers, most were experiencing for the first time the tried and true methods these two experts were using to inspire us to speak Latin. By the end of the workshop, we could converse in familiar Latin phrases and saw how useful this could be for our own students. Tunberg’s and Minkova’s leadership in these summer programs made them uniquely well suited to design the conversational dialogues in *Latin for the New Millennium* and the copious oral exercises that are contained only in the teacher manual, thus allowing teachers to pick and choose which exercises best meet the needs of their own students.

This book with its range of offerings will appeal to all types of language students and will allow teachers to bring the many facets of the Roman and post-Roman world into the classroom. How wonderful it is to see a passage of adapted Plautus in Chapter 2, a prose adaptation of Catullus’ *passer* poem in Chapter 7, of Horace’s satire on the boor in Chapter 13, and even of Tacitus’ description of the great fire in Rome in Chapter 17. Roman culture is embodied in each of these passages, thus meeting another classical language standard. Accompanying each passage is a quotation or motto, connected to the passage or chapter.

All of this said, *Latin for the New Millennium* is student friendly. Study tips, rhymes, and mnemonics abound in each chapter and little sections called “By the Way” offer additional information for those who always want to know more.

The unit review sections are truly gems! After three chapters, a Latin review chapter provides not just the complete list of Vocabulary to Learn and plentiful exercises but often another piece of adapted literature to read—snippets of Martial or Petronius and more.

But this is not all. A section called “Considering the Classical Gods” offers high-interest readings in both English and Latin on the pantheon of classical gods. Another section, entitled “Connecting with the Ancient World,” provides in English additional information on a particular aspect of Roman life contained within the unit.

Capping each review unit is a distinctive essay that explores Roman and modern topics, each written by a university scholar. From the University of Massachusetts to Stanford University, and many places in between, these professors have contributed their special expertise on subject matter related to the chapters. I know of no other book that does this!

There are many useful photographs and maps appropriately placed throughout. The reproductions of fine art and photographs of archaeological sites provide a visual learning experience as well. Needless to say, there are appendices on grammar and syntax and English to Latin and Latin to English glossaries with an added section on various mottoes.

The authors, editors, consultants, and pilot teachers have done a superior job of organizing this book for maximum usefulness and effectiveness. This unique series will include the following: Level 1 Student Text, Level 1 Student Workbook, Level 1 Teacher’s Manual, and Level 1 Workbook Teacher’s Manual; Level 2 Student Text, Level 2 Student Workbook, Level 2 Teacher’s Manual, and Level 2 Workbook Teacher’s Manual. Many online and electronic resources will also accompany this series.

Latin for the New Millennium has been thoughtfully designed for and with the twenty-first century student in mind. Please join me in heralding the appearance of this unique new series that will improve and enhance the study of Latin for the twenty-first century.

PAUL PROPERZIO
Boston Latin Academy
2008



PREFACE

Learning Latin helps you learn English and other languages better, and, perhaps even more importantly, it offers you the linguistic key to the minds that shaped European (and therefore American) culture from the time of the Romans to the modern scientific revolution. Latin was the language these people used to express themselves and to record their ideas in permanent form across so many centuries. In this book you will learn about the language by using it, step by step.

CHAPTER COMPONENTS

READING PASSAGES

Each chapter begins with a Reading Passage and notes on the facing page that will help you understand any linguistic elements you have not previously seen. These notes feature vocabulary words in an easy to follow alphabetical listing, providing you the exact meaning needed to understand the reading passage but not the full lexical entries at this point. By reading and seeing these new elements in their natural context, often you will need no explanation to understand how they function, because they appear with words you already know. The Reading Passages are adapted from authentic works of Latin literature, and they are presented in chronological order. As you complete each chapter, you will be tracing the story of Latin as a literary language and the stories of the authors who used it. In addition, you will learn about Roman culture over the periods of time in which the featured reading of each chapter was produced.

VOCABULARY TO LEARN

The Vocabulary to Learn repeats some words encountered in the Reading Passage for each chapter, but in this section the words are listed by parts of speech instead of alphabetically and here the full lexical entry is given. These are words you will need to memorize in order to recognize and use them throughout the remainder of the book. In order to aid you in recognizing connections between Latin words and the English words derived from or related to them, a derivative exercise follows each Vocabulary to Learn.

LANGUAGE FACTS AND EXERCISES

In the body of each chapter you will find simple explanations of the Language Facts featured in the chapter reading passage, along with many different exercises that allow you to *use* all the information you are learning. By doing the exercises in each chapter and in the student workbook, you will not only be reading and writing Latin, you’ll be speaking it! Some exercises involve oral exchanges with the teacher and with other students. Because Latin communicates thought, it is a living thing. Therefore, a person who gains an active working knowledge in the language, along

with a reading ability, is more likely to progress quickly to a deeper understanding of the language and the enjoyment of its literature. If you have an oral facility and can write in a language, you will not need to be reminded about forms and grammatical rules so often. In this book you will acquire that active facility as a basic part of learning the language.

CONVERSATIONAL LATIN

Toward the end of each chapter there is a Latin dialogue in which a group of modern students are the participants. They discuss, in Latin, situations often encountered in our daily lives. In these dialogues, you will find a bridge between our lives and the thoughts of the ancient, medieval, or renaissance authors who wrote in Latin—a bridge constructed of the same basic language, Latin.

OTHER FEATURES

In each chapter you will find other interesting matter that will help you learn and enjoy Latin.

- **Memorabile Dictū** The first page of each chapter features a famous saying labeled *Memorabile Dictū* (A Memorable Thing to Say), a Latin phrase so well known that it has become an often repeated proverb or quotation. Learning each famous saying will increase your understanding not just of Latin, but of the thoughts and ideas that were important to Romans and have continued to be an integral part of modern life.
- **Study Tips** Each chapter contains sayings, rhymes, mnemonic devices, verses, or other information that will help you remember the various things you are learning.
- **By the Way** You will see this phrase repeated throughout every chapter. When you see this label, you will know that additional information is being presented.

REVIEW COMPONENTS

At the conclusion of every set of three chapters, there is a review containing various components:

VOCABULARY TO KNOW

This is a complete list of all the Vocabulary to Learn words presented in the three chapters, arranged by parts of speech.

EXERCISES

Here you will see many new exercises that will help you review and reinforce the material in the three preceding chapters. In the review exercise section there is often an additional reading passage to help you understand more about Latin literature and its heritage today.

CLASSICAL MYTHOLOGY

This section, entitled *Considering Classical Mythology*, includes passages on mythology, one in English and one in Latin, which tell some of the principal stories about the Greek and Roman gods. These stories reflect many of the main themes seen in literature and art from classical to modern times.

ASPECTS OF ROMAN LIFE

Next you will find a reading in English on an important aspect of Roman daily life. This section, entitled *Connecting with the Ancient World*, will present additional information on a topic encountered in the previous chapters.

EXPLORING ROMAN AND MODERN LIFE

Following the section on daily life, there will be a short essay in English that compares and contrasts some aspect of Roman and American life and illustrates a way in which Latin is a part of our life today. Each of these essays has been written by a university scholar with special expertise in this field of study.

MIRĀBILE AUDĪTŪ

Each review chapter concludes with a list of Latin quotations, mottoes, phrases, or abbreviations used in English. These sayings relate to one of the unit topics.

The Latin language and Roman culture have not only inspired writers throughout the ages and influenced modern life but have also left their presence in art and archaeology. In this volume, reproductions of paintings, drawings, sculpture, mosaics, frescoes, and other artifacts from antiquity through the present abound with depictions of and references to the stories and lives of the Romans. Likewise, views of archaeological sites remind us of what Rome and its area of influence was like in ancient times. The illustrations throughout the text support the written word in visual form, thus offering you a vivid recollection of the chapter content.

Each author of this book has written different sections of the textbook but both authors have benefited, throughout the composition of the textbook, from continuous mutual advice and support.

M.M. and T.T.
2008

Visit www.lnm.bolchazy.com to see the electronic resources that accompany *Latin for the New Millennium*.



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• xvii •



JOINT PUBLICATIONS BY THE AUTHORS

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INTRODUCTION

ALPHABET

The Latin alphabet was derived from the Etruscan alphabet some time before the seventh century BCE. The Etruscans were a people in pre-Roman Italy.

Their alphabet owes much to the Greek alphabet. In turn, the Greek alphabet was derived from the Phoenician alphabet. Phoenician traders had spread their system of writing throughout the Mediterranean region. The Phoenician alphabet itself can be traced to the North Semitic alphabet, which was used in Syria and Palestine as early as the eleventh century BCE, and is considered to be the earliest fully developed alphabetic writing system.



An Etruscan couple reclining on a funeral sarcophagus.

Standard
4.1

INTRODUCTION

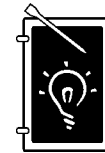
EDITOR'S NOTE

The comprehension questions and answers as well as some of the **Teaching Tips** and **Teacher by the Way** notations in this teacher 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

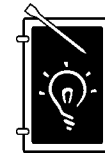
Please note that the pertinent national Classics standards are listed in the margin to the left or right on the same page as the reproduction of the student text.

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.lnm.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 p. xxxii to find Etruria on the map.



TEACHING TIP

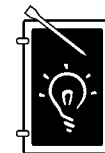
The teacher may wish to discuss with the students the term “Romance languages.” Many modern languages come from the language used by the ancient Romans: French, Italian, Portuguese, Spanish, Romanian, etc. Romansch (spoken by the descendants of the Raetians and one of the four official languages of Switzerland)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



TEACHER BY THE WAY

Based on archeological 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. xxiii. 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.



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
- *Pŷthia* – Pythia (name of Apollo’s priestess)
- *iēcī* – I threw
- *fēlix* - happy
- *ignis* – fire
- *mūtō* – I change



Look at the English alphabet in the left column, and at the Latin alphabet in the right one. The Latin alphabet is accompanied by the names of the Latin letters (in parentheses).

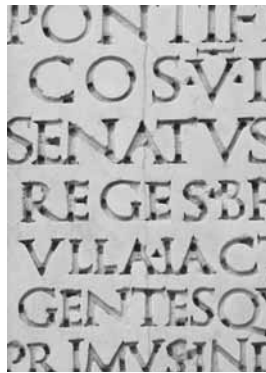
English Alphabet		Latin Alphabet		
Uppercase	Lowercase	Uppercase	Lowercase	Letter Name
A	a	A	a	(a “āh”)
B	b	B	b	(be “bay”)
C	c	C	c	(ce “cay”)
D	d	D	d	(de “day”)
E	e	E	e	(e “ēh”)
F	f	F	f	(ef)
G	g	G	g	(ge “gay”)
H	h	H	h	(ha “hah”)
I	i	I	i	(i “ee”)
J	j			
K	k	K	k	(ka “kah”)
L	l	L	l	(el)
M	m	M	m	(em)
N	n	N	n	(en)
O	o	O	o	(o “ōh”)
P	p	P	p	(pe “pay”)
Q	q	Q	q	(qu “koo”)
R	r	R	r	(er)
S	s	S	s	(es)
T	t	T	t	(te “tay”)
U	u	U	u	(u “oo”)
V	v	V	v	(u consonant)
W	w			
X	x	X	x	(ix “eex”)
Y	y	Y	y	(upsilon)
Z	z	Z	z	(zeta “dzayta”)

The English alphabet is derived directly from the Latin alphabet. This accounts for the great similarities between the two alphabets. There are 26 letters in the English alphabet and 24 in the Latin. The differences are the following:

- The letter **W, w** (which is the doubled letter **v**) is missing in the Latin alphabet.
- The letter **J, j** is a more recent invention. In fact, it appears in Latin texts written during the Middle Ages and the Renaissance, as well as in many modern editions of ancient Latin texts. It is used to indicate the semi-vowel *i*, sometimes called consonantal *i*. The consonantal *i* is

the *i* at the beginning of a word before a vowel, or *i* between two vowels. According to this method, for example, *Iūlius* is written *Jūlius*, and *Āiax* is written *Ājax*. In this book, the letter *J, j* will not be used.

- The distinction between the vowel *U, u* and the consonant *V, v* also belongs to later times. Initially, there was only one letter *V, v* used both for the vowel and the consonant, e.g., *Vrbs*, “The City,” (i.e., Rome), or *uictor*, “the winner.”
- However, in accord with the prevailing practice of expressing the vowel with *U, u*, and the consonant with *V, v*, in this book the two letters will be distinguished.



The Latin words *senātus*, *rēgēs*, *ulla*, *gentēs*, and *primus* are engraved on this stone.



Sign from Pompeii carved on stone with Latin letters.

PRONUNCIATION OF LATIN

VOWELS

There are six vowels in Latin and their pronunciation is as follows:

Long Vowel Sound	Short Vowel Sound
<i>ā</i> is pronounced as in “father”: <i>ōrātor</i> “orator”	<i>a</i> is pronounced as in “alike”: <i>amō</i> “love”
<i>ē</i> is pronounced like the <i>a</i> in “rave”: <i>nēmō</i> “nobody”	<i>e</i> is pronounced as in “pet”: <i>bene</i> “well”
<i>ī</i> is pronounced like the double <i>e</i> in “seen”: <i>līmes</i> “boundary”	<i>i</i> is pronounced as in “pit”: <i>nihil</i> “nothing”
<i>ō</i> is pronounced as in “stove”: <i>videō</i> “(I) see”	<i>o</i> is pronounced as in “often”: <i>rosa</i> “rose”
<i>ū</i> is pronounced as in “moon”: <i>ūnus</i> “one”	<i>u</i> is pronounced as in “put”: <i>tum</i> “then”
<i>y</i> comes from Greek and is pronounced in length somewhere between the <i>i</i> in “hit” and the <i>u</i> in “mute”: <i>Pýramus</i> “Pyramus”	<i>y</i> comes from Greek. Its sound, whether long or short, lies in between the sounds of <i>i</i> and <i>u</i> much as in the French “sûr,” but the sound of short <i>y</i> is less drawn out than that of long <i>y</i> : <i>lyricus</i> “lyrical”

Introduction • xxv

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXIII–XXV

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. xxv). Find at least three Latin words. List an English word you believe is based on the Latin word.

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

Standards
1.2, 4.1



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

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

► EXERCISE 2

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



BY THE WAY

Everywhere in this book long vowels are indicated by macrons, i.e., *ā, ē, ī, ō, ū, ŷ*, while above the short vowels there are no signs. Sometimes two words differ from each other only in the length of the vowel. For example, *mālum*, with a long *a* means “apple,” while *malum* with a short *a* means “bad thing.”

► EXERCISE 1

Repeat these words aloud after your teacher pronounces them.

- | | | | |
|------------|-----------|-----------|-------------|
| 1. alō | 7. lēnis | 13. probō | 19. sūtor |
| 2. alumnus | 8. sēdēs | 14. nota | 20. ūsus |
| 3. rāna | 9. iter | 15. pōnō | 21. syllaba |
| 4. rādō | 10. timeō | 16. dōnum | 22. Pýrēnē |
| 5. teneō | 11. nītor | 17. ululō | |
| 6. petō | 12. mīrus | 18. lupus | |

DIPHTHONGS

Diphthongs are two vowels combined in one syllable and pronounced together as one sound. There are six diphthongs in Latin:

- *ae* much like the *y* in “sky”: *laevus* “left”
- *au* pronounced as *ou* in “our”: *aurum* “gold”
- *ei* pronounced as *ei* in “feign”: *oiei!* “alas!”
- *eu* pronounced *eo*, much as if in the two words “grey blue” you were to subtract the “gr-” and the “bl-” and combine the two vowel sounds: *Eurōpa* “Europe”
- *oe* pronounced as *oy* in “boy”: *proelium* “battle”
- *ui* pronounced nearly like “we”: *hui!* “oh!”

It is believed that quite early, still in ancient times, the diphthongs *ae* and *oe* began to be pronounced as *e*. If you encounter them written *āē* or *aē*, and *oē* or *oē*, this means that they are not diphthongs and the letters should be pronounced separately: *āēr*, *poēta*.

The diphthongs are always long.

► EXERCISE 2

Repeat these words after your teacher pronounces them.

- | | | |
|-----------|------------|------------|
| 1. aestās | 7. seu | 13. aēneus |
| 2. aequō | 8. moenia | 14. poēma |
| 3. raeda | 9. neu | 15. hei |
| 4. laudō | 10. poena | 16. huic |
| 5. aut | 11. neuter | |
| 6. aula | 12. Poenus | |

CONSONANTS

- **c** is pronounced as in “come”: *clārus* “bright,” *censeō* “(I) deem,” *cārus* “dear.”
- When **b** is followed by **s**, as in *urbs* “city,” the sound of **b** approaches that of **p**: a sound we might represent as *urps*.
- **g** is pronounced as in “get”: *gaudium* “joy,” *gignō* “(I) beget, (I) bear,” *grātia* “favor, agreeableness.”
- Some think that the Romans of Cicero’s time (first century BCE) pronounced the two consonants **ng** as **ngn**: for example, the adjective *māgnus* “great,” would have been pronounced in a way that we might represent as *mangnus*.
- **k** is a very rare consonant. In fact, it appears only in two words: *Kalendae* “the first day of every month in the Roman calendar,” and in the personal name *Kaeso*.
- **q** appears always in combination with **u** and the combination **qu** is pronounced as in “queen”: *quattuor*, “four.”
- **v** has a sound similar to **w** (as in the word “wife”): *videō* “I see.”
- The consonant **u** in the combination **su** sounds like the English **w** in the following four words: *suēscō*, “(I) become accustomed”; *Suēvi*, a name of a German tribe; *suādeō*, “(I) advise”; *suāvis*, “sweet.”
- The letter **r** is trilled slightly. The sound has no exact equivalent in English, but is heard in many other European languages. The best way to make this sound is to pronounce **r** as in “rope,” but vibrate the end of the tongue slightly as you say it.
- **x** is a double consonant (equivalent to **cs** or **gs**) that sounds much like the **x** in “six.”
- **z** is another double consonant (equivalent to **dz**) and sounds almost like **z** in “zebra.” It begins with a slight **d** sound first, so in pronouncing this letter you should hear **dz**.
- **ph** sounds like **p** in “pen,” but with the addition of a slight breath of air represented by the **h**; **th** sounds like **t** as in “Tom,” but with the addition of a slight extra breathing represented by the **h**; **ch** sounds nearly like the combination **kh**. These consonants are borrowed from Greek and appear in Greek words: *zephyrus* “western breeze,” *chorus* “chorus,” *theātrum* “theater.” When **p** and **t** are not accompanied by **h**, this slight aspiration is absent.
- When consonants are doubled, as in the verb *aggredior*, the consonantal sound is lengthened slightly.

► EXERCISE 3

Repeat these words after your teacher pronounces them:

- | | | |
|------------|-----------------|--------------|
| 1. cibus | 7. glōria | 13. phasēlus |
| 2. capiō | 8. Zeus | 14. charta |
| 3. cumulus | 9. bibliothēca | 15. cēlō |
| 4. crēscō | 10. philosophia | 16. antiquus |
| 5. gemma | 11. zōna | |
| 6. Gallus | 12. theōrēma | |

Introduction • xxvii



TEACHER BY THE WAY

Historical evidence can be cited for reading the first syllable of “*māgnus*” 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 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

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



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. legō
2. rēgis
3. imperātor

Underline the penult in each word.

1. causa
2. pūnitum
3. armātus

Underline the antepenult in each word.

1. vulnerō
2. tetigī
3. sublātum

Underline the penult if it is long.

1. pōnō
2. spēlunca
3. pauperis

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

1. ōrāculum
2. petitum
3. cōnstantia
4. exstinctum
5. vulneris
6. solitus



ACCENT

A Latin word is made up not just of letters, but also of syllables. A Latin word has as many syllables as it has vowels or diphthongs (a diphthong works like a single vowel, since it is made up of two vowels pronounced together [see diphthongs, above]).

You will need to know the following terms, when learning about accent.

- ultima the last syllable in a word
- penult the second-to-last syllable in a word
- antepenult the third-to-last syllable in a word

So, in the word *ze-phy-rus* the vowel *u* is the ultima, *y* is the penult, and *e* is the antepenult.

RULES ABOUT THE STRESS ACCENT IN LATIN

1. The stress accent in Latin falls on either the penult or the antepenult.
2. The accent falls on the penult, if the penult is long. If the penult is short, the accent falls on the antepenult.
3. How to determine whether the penult is long or short.
 - a. If the penult contains a long vowel (or any diphthong), the penult itself is long. You often need to learn whether the vowel in the penult is long or short as a basic element in learning a new word. A macron above the vowel will tell you that the vowel is long, while the absence of a macron will indicate a short vowel. Pronouncing the word can help you remember the vowel lengths. For example, *vi-de-ō*, "I see," is pronounced *vi' deō*; while *au-rō-ra*, "dawn," is pronounced *aurō'ra*; and *po-pu-lus*, "people" is pronounced *po'pulus*.
 - b. If the vowel in the penult is followed by two or more consonants, the penult is long, **no matter whether the vowel in the penult is long or short**, and the accent necessarily falls on the penult. For example, *do-cu-men-tum*, "document," is pronounced *documen'tum*.



BY THE WAY

The consonant *x* is double (*cs* or *gs*) and counts as two consonants when determining whether the penult is long.

- c. There is one exception to 'b' above. Sometimes, even when there are two consonants between the penult and the ultima, they still do not determine that the penult is long. This happens when the two consonants are a mute and a liquid.

The mutes are *p, b, d, t, g, c*.

The liquids are *l, r*.

So, in the word *pal-pe-bra*, "eyelid," the antepenult is accented (*pal'pebra*); the vowel of the penult is short, since it is followed by a mute and a liquid. Of course, rule 'a' still applies: in the word *the-ā-trum*, "theater," the penult is accented (*theā'trum*), since it is naturally long, something we learn from the macron.

► EXERCISE 4

Repeat each sentence aloud after your teacher reads it. Pay attention to the pronunciation and stress accent of each word.

What it is Like to Live Over a Bathhouse!

(Adapted from Seneca, *Moral Letter 56*)

Ecce undique clāmor sonat! Suprā ipsum balneum habitō! Prōpōne nunc tibi omnia genera vōcum odiōsa! Fortiōrēs exercentur et manūs plumbō gravēs iactant, cum aut labōrant aut labōrantem imitantur. Gemitūs audiō, quotiēns spīritum remisērunt. Sunt quoque ūctōrēs et tractātōrēs. Audiō crepitem manuum umerōs ferientium: sonus quoque ictuum mūtātur: nunc enim manus pervenit plāna, nunc concava. Audiō clāmōrēs, sī fūr est in balneō dēprehēnsus.

Look, there is noise sounding all around! I live above the bathhouse itself! Imagine to yourself now all the hateful types of voices! The stronger ones exercise themselves and swing their hands loaded with lead weights, while they work out—or imitate a person working out. I hear moans, every time they let go a <pent-up> breath. There are also anointers and masseurs. I hear the slap of hands hitting shoulders and the sound of the blows changes: for sometimes the hands come flat, sometimes cupped. I hear shouting, if a thief is caught in the bathhouse.

A pool from inside the Roman Baths in Bath, England.



Introduction • xxix

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

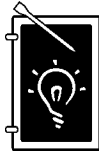
Baths were often constructed on locations having hot or mineral springs, such as Bath in England and Bāiae, a resort town on the Bay of Naples.

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.

Archeological 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 p. 386 of this teacher's manual.



TEACHING TIP

The teacher may wish to instruct the students to find the Tiber River, which is pictured here, on the map on p. xxxii.

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGE XXX–XXXI

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. 411–414.



Standards
2.1, 3.1, 3.2

OVERVIEW OF ROMAN HISTORY

According to legend, Romulus and his twin brother Remus were set adrift on the Tiber River. A she-wolf nursed the boys until a shepherd rescued them. Upon reaching manhood, in 753 BCE, the twins founded a new city near the place where they had been found by the she-wolf, on the basis of an *augustō auguriō*, “a favorable sighting of birds.” But Romulus killed Remus in a dispute over who would rule the new city and became its first king.



A view of the Tiber River as it flows through the city of Rome.

Six other kings ruled after Romulus: Numa Pompilius, Tullus Hostilius, Ancus Martius, Tarquinius Priscus, Servius Tullius, and Tarquinius Superbus (Tarquin the Proud). After the last of these seven kings was overthrown in 509 BCE, Rome became a republic, with a representative form of government headed by two consuls, elected annually. By 451 BCE, the first corpus of Roman law, known as the Twelve Tables, was created.

In the last century BCE, the Roman Republic was shaken apart by a series of civil wars. By 31 BCE an autocratic regime headed earlier by Julius Caesar and later by his great-nephew Octavian brought the Republic to an end. The years from 27 BCE—when Octavian assumed the title of *princeps*, “chief citizen,” as well as the name Augustus—to around 180 CE are known as the early principate, or empire. During this era Rome extended her boundaries to the British Isles in the north, North Africa in the south, Spain in the west, and the Tigris and Euphrates rivers in the east.

From 180 CE onwards, in the period known as the late empire, the Roman state experienced severe economic problems and frequent invasions by Germanic tribes. Responding to the pressure of the first wave of migrations, as well as internal political unrest and economic difficulties, the emperor Diocletian (ruled 284–305 CE) had already divided the Roman Empire into an Eastern and Western half, each under its own emperor—an attempt to make the vast Roman state more manageable.

This political division of the empire actually mirrored a cultural division too: the main language of the West was Latin, while the main language of the East was Greek. Shortly afterwards the emperor Constantine (ruled 312–337 CE) established a new capital for the Eastern empire at Byzantium, which he renamed Constantinople (“the city of Constantine,” today called Istanbul). But even after this reorganization, the imperial government ultimately proved incapable of stemming the tide of the migrations, in part because the Roman army was too widely extended and could not be in so many places at once. Indeed many of the invaders were given the status of *foederāti* or “treaty troops.” In effect, they were allowed to occupy segments of the empire in return for protecting it. So when Alaric, King of the Visigoths sacked Rome in 410 CE, he actually had a title as a commander in the Roman army!

Rome was sacked again in 455 CE by the Vandals, who had already occupied the Roman province of North Africa. The pillaging of the city of Romulus by the invaders made a profound impression on contemporaries, and to this day the term “vandalism” is a word in several languages for wanton destruction. While the Eastern empire (always more stable and economically prosperous than the West) continued to exist until 1453 CE, the Western empire was extinct as a political entity by 476 CE. In its place were Germanic kingdoms and tribes: Angles and Saxons in Britain, Visigoths in Spain, Ostrogoths in Italy, Franks and Burgundians in Gaul—to name only the major groups. The combination of these new societies with the previous inhabitants, who had been Romanized to varying degrees, would one day provide the basis for the cultures of modern Europe.

But the end of the ancient Roman Empire in the West was **not** the end of Latin. On the contrary, during the next 1200 years Latin not only flourished as the major literary language in the territories of the former Western Roman Empire, the use of Latin was extended to regions the Romans had never occupied, including Ireland, Scandinavia, and even the New World.

BEGINNINGS OF LATIN LITERATURE

Very few complete works of Latin literature produced before the mid-second century BCE (i.e., before 150 BCE) have survived. One reason for this loss was the tremendous popularity of the works produced in the following century by such authors as Cicero, Vergil, and Ovid. Their writings were so widely read and copied in subsequent centuries that the authors preceding them were gradually neglected.

Among the major figures of early Latin literature was a freed slave from the Greek city of Tarentum named Livius Andronicus, who lived from 284–204 BCE. He was known for his adaptations of Greek drama for Roman audiences, and his translation of Homer’s *Odyssey* into Latin verse.

Introduction • xxxi

RRA1

Standards
2.1, 3.1



TEACHING TIP

The teacher may instruct the students to locate Byzantium/Constantinople, discussed here in the second paragraph, on the map on p. xxxii.



TEACHING TIP

The teacher may ask the students to find the dates mentioned on this page in the timeline on pp. 413–414.

HOW TO USE THIS BOOK AND ITS ANCILLARIES

Two ancillaries 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 ancillary, *From Romulus to Romulus Augustulus*, at this point.

COMPREHENSION QUESTIONS AND ANSWERS FOR PAGES XXXI–XXXIV

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’ 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.

NB: Alert students that the answers to these comprehension questions will be found on p. xxxiv.



TEACHING TIP

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

LATIN FOR THE NEW MILLENNIUM: LEVEL 1

MAP WORK – PAGES XXXII–XXXIII

1. Name three islands in the Roman world.
Crēta, Sicilia, Corsica, Sardinia, Cyprus, Ithaca, Dēlos, Britannia.
2. Name two mountains in the Roman world.
Vesuvius Mōns, Aetna Mōns, Olympus Mōns, Āppenninus Mōns.
3. Which of the Latin names in capital letters on the map are currently in use in English?
Syria, Macedonia, Africa, Asia.
4. What do you think is the Roman word for “sea”?
mare or pontus.
5. Roman rule extended over how many continents? Name them.
Asia, Eurōpa, Africa.

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

HOW TO USE THIS BOOK

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

ANSWERS TO MAP WORK – PAGES XXXII–XXXIII

1. Crēta, Sicilia, Corsica, Sardinia, Cyprus, Ithaca, Dēlos, Britannia.
2. Vesuvius Mōns, Aetna Mōns, Olympus Mōns, Āppenninus Mōns.
3. Syria, Macedonia, Africa, Asia.
4. *mare* or *pontus*.
5. Asia, Eurōpa, Africa.

Standard
3.1





A full size reproducible version of this page, without the answers, can be downloaded at www.lnm.bolchazy.com.
 The teacher may wish to have this map enlarged when reproducing it for ease of student use in completing this activity.

LATIN FOR THE NEW MILLENNIUM: LEVEL 1
MAPS AND GEOGRAPHY – PAGES XXXII–XXXIII

Label the following places on the map. Design a system that differentiates between the labelling of countries, cities, rivers, and mountains.

Aegyptus	Athēnae	Crēta	Delphi	Gallia	Hispania	Pompēii	Thermopylae
Alpēs Montēs	Carthāgō	Cyprus	Ēpirus	Germānia	Italia	Rōma	Tiberis
Asia	Corsica	Dēlos	Etrūria	Graecia	Ithaca	Rubicō	Trōia

HOW TO USE THIS BOOK

The answers to this activity can be easily seen on the two facing pages.



TEACHING TIP

Students may be encouraged to find the city of Carthage, mentioned in the second paragraph, on the map on p. xxxii.



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 nēquūquam 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 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.”



The Romans regarded Ennius (ca. 239–169 BCE) as the father of Latin literature. He wrote many kinds of literary works, including plays. His *Annālēs*, an epic poem about the early history of Rome, was particularly renowned, and perhaps the primary epic read in Roman schools before the time of Vergil. Only fragments of his writings remain.

One of Ennius’ contemporaries was the famed Cato the Censor, also known as Cato the Elder (234–149 BCE), a rigidly conservative Roman senator. Most of his treatise on agriculture, called *Dē agrī cultūrā*, survives. It is the oldest work of Latin prose; among Cato’s recommendations here are that field slaves be treated similarly to beasts of burden. Cato is also remembered for his statement *Carthāgō dēlenda est*, “Carthage must be destroyed,” evidence for the Roman fear of the Carthaginians. The Romans fought three wars, known as the Punic Wars, against the Carthaginians. The first ended before Cato was born; in the second, against Hannibal, Cato served with military distinction; the third ended in 146 BCE, as Cato had demanded, with the destruction of Carthage. On this occasion the victorious Romans were said to have plowed salt into the Carthaginian soil.

Discussions about later authors and adaptations from their writings will be presented chronologically in the chapters of this book.



Ancient ruins at Carthage in Africa.