

LATIN FOR THE NEW MILLENNIUM



TEACHER'S MANUAL *for*
Student Workbook

LEVEL

1

LATIN FOR THE NEW MILLENNIUM

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Teacher's Manual for Student Workbook, Level 1

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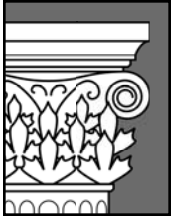
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PREFACE

This teacher's manual to the *Latin for the New Millennium* student workbook, level one, has been provided as a convenience for busy teachers.

In addition to containing the answers to all the questions in the student workbook, teachers may wish to take note of the various classical language learning standards that are addressed in the workbook.

STANDARD 1.1 STUDENTS READ, UNDERSTAND, AND INTERPRET LATIN

As well as numerous exercises in which students read Latin phrases and sentences, a number of reading passages are contained in the student workbook that are not in the student textbook. These Latin reading passages are based upon or adapted from Latin literature.

Chapter Three	Phaedrus' "Wolf and the Lamb"
Chapter Five	Letter from Terentia to Cicero
Chapter Six	About the Druids
Chapter Seven	Prose adaptations of Catullus' 3, 13, 49
Chapter Eight	Xerxes
Chapter Nine	About Jugurtha About Catiline
Chapter Ten	Prose adaptation of Vergil's Laocoön passage from <i>Aeneid</i> , 2
Chapter Twelve	Mucius Scaevola
Chapter Thirteen	Prose adaptations from Horace's <i>Odes</i> 2.7 & 3.7
Chapter Fifteen	Seneca and his Villa About the Habits of Senators
Chapter Sixteen	Selected adaptation from Pliny's "Ghost Story"
Chapter Seventeen	Selected adaptations from Suetonius' <i>Lives of Julius Caesar, Augustus, Tiberius, Caligula</i>
Chapter Eighteen	Selected adaptations from Petronius' <i>Satyricon</i>
Chapter Twenty	Selected adaptation from St. Augustine's <i>Confessions</i>
Chapter Twenty-one	Selected adaptation from Boethius' <i>Consolation of Philosophy</i>

STANDARD 1.2 STUDENTS USE ORALLY, LISTEN TO, AND WRITE LATIN

Every chapter provides exercises in which students write Latin. The teacher's manual for the level one textbook also includes exercises in which to use oral Latin.

Standards 2.1 and 2.2 which focus on the students' acquisition of knowledge about the culture of the Romans and Standards 3.1 and 3.2 that highlight making connections with other disciplines and expanding their knowledge are all met through the reading of the culturally and linguistically authentic material contained in this workbook. In the student textbook you will find the material to meet Standards 4.1 and 4.2 which center around making comparisons between the ancient and modern world.



When you see this icon, you will know that some additional information is being given only in this teacher manual and it is not included in the student workbook.

With its variety of exercises, reinforcement of vocabulary and grammar, and content questions relevant to each chapter, the workbook will provide additional support in consolidating the material presented in the student text.

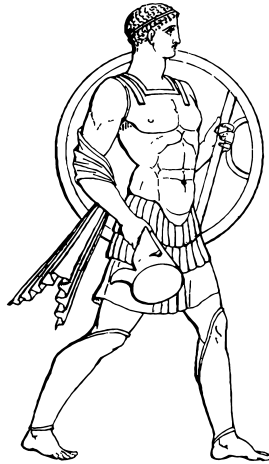


CHAPTER 1

► EXERCISE 1

Identify the part of speech of the word in bold in each sentence. The Reading Vocabulary may be consulted.

1. Rhēa Silvia **filiōs** amat. noun
2. Amūlius Rōmulum et Remum **in** aquam pōnit. preposition
3. Mars Rhēam Silviam **amat**. verb
4. Agricola **filiōs** cūrat. noun
5. Lupa Rōmulum et Remum **bene** cūrat. adverb
6. Nauta aquam **et** terram amat. conjunction



Mars, god of war and father of Romulus and Remus.

► EXERCISE 2

Identify whether the word in bold is the subject, predicate nominative, or direct object in each sentence. The Reading Vocabulary may be consulted. (The word *nōn* means “not.”)

1. Amūlius nōn est **deus**. predicate nominative
2. Puella **Rōmam** amat. direct object
3. **Lupa** filiōs cūrat. subject
4. Nauta **aquam** amat. direct object
5. **Rōmulus et Remus** Rōmam aedificant. subject
6. **Āthlēta** ambulat. subject

► EXERCISE 3

Decline the following noun.

1. *aqua, aquae, f.*

	Singular	Plural
Nominative	<u>aqua</u>	<u>aquae</u>
Genitive	<u>aquae</u>	<u>aquārum</u>
Dative	<u>aquae</u>	<u>aquīs</u>
Accusative	<u>aquam</u>	<u>aquās</u>
Ablative	<u>aquā</u>	<u>aquīs</u>

► EXERCISE 4

Identify the case and number of the following nouns. For some, more than one answer is possible. Translate each form into English.

Example: terrae

genitive singular of the land dative singular to/for the land nominative plural the lands

- nautārum genitive plural: of the sailors, sailors'
- filiae genitive singular: of the daughter; dative singular: to/for the daughter; nominative plural, the daughters
- terram accusative singular: the land
- agricolīs dative plural: to/for the farmers; ablative plural: by/with the farmers
- poētās accusative plural: the poets
- lupa nominative singular: the she-wolf
- Rōmā ablative singular: by/with/from Rome
- āthlētae genitive singular: of the athlete; dative singular: to/for the athlete; nominative plural: the athletes

► EXERCISE 5

Identify the case and number of the following nouns. Change the singular forms into plural and the plural forms into singular. For some, more than one answer is possible.

Example: puellā

ablative singular puellīs

- puellae genitive singular, dative singular, nominative plural; puellārum/puellis/puella
- puella nominative singular; puellae
- puellās accusative plural; puellam
- puellārum genitive plural; puellae
- puellis dative plural, ablative plural; puellae/puellā
- puellam accusative singular; puellās

► EXERCISE 6

Complete the following sentences by consulting the Latin reading passage and Reading Vocabulary. Make your answers grammatically correct.

Example: Mārs Rhēam Silviam amat.

1. Rhēa Silvia _____ filiōs / Rōmulum et Remum _____ amat.
2. Amūlius Rhēam Silviam / Rōmulum et Remum nōn (*not*) amat.
3. Rhēa Silvia _____ filiōs / Rōmulum et Remum _____ cūrat.
4. Amūlius Rhēam Silviam / Rōmulum et Remum nōn (*not*) cūrat.
5. Lupa _____ ad aquam _____ ambulat.
6. Lupa _____ Rōmulum et Remum _____ amat.
7. Lupa _____ Rōmulum et Remum _____ bene cūrat.



Ancient coin showing Romulus and Remus with the she-wolf.

CONTENT QUESTIONS

After completing Chapter 1, answer these questions.

1. Who were the founders of Rome?

Romulus and Remus.

2. Name the eight parts of the speech.

Noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection.

3. What three properties does every noun have?

Every noun has case, number, and gender.

4. List the names of the five cases in order.

Nominative, genitive, dative, accusative, ablative.

5. What is the usual gender of nouns of the first declension?

Feminine.

► EXERCISE 3

In the sentences below, use an appropriate noun from the first sentence to fill in the blank with a noun in the vocative case. Then translate both sentences.

Example: Poëta fābulam parat. Exspectāmus, _____ poëta _____, fābulam.

The poet is preparing a story. We are waiting for the story, poet.

1. Puer lupam timet. Nōn dēbēs, _____ puer _____, lupam timēre.

The boy fears the she-wolf. Boy, you ought not to fear the she-wolf.

2. Filius domī nōn est. Tē, _____ fili _____, exspectāmus.
tē – you (accusative)

The son is not at home. Son, we are waiting for you.

3. Vir amīcum vocat. Amīcus, _____ vir _____, nōn est domī.

The man is calling his friend. Man, (your) friend is not at home.

4. Amīcus animum bonum nōn habet. Dēbēs, _____ amīce _____, animum bonum habēre.
bonum – good (accusative singular masculine)

The friend does not have a good spirit. Friend, you ought to have good spirit.

5. Puella in agrīs ambulat. Tē, _____ puella _____, domī exspectāmus.
tē – you (accusative)

The girl is walking in the fields. Girl, we are waiting for you at home.



Modern actors in ancient garb.

► EXERCISE 4

Translate into Latin.

1. The sons do not expect Demea.

Dēmea, Dēmeae, m.

Filiī Dēmeam nōn exspectant.

2. Syrus does not fear Demea.

Syrus, Syrī, m.

Syrus Dēmeam nōn timet.

3. The sons ought not to live in the fields.

Filiī in agrīs habitāre nōn dēbent.

4. The sons walk on the roads with friends.

Filiī in viīs cum amicīs ambulant.

► EXERCISE 5

Translate this fable into English.

Phaedrus, a Roman author who lived during the first half of the first century CE, was a freed slave of the emperor Augustus. He wrote the first collection of fables in Latin literature that has come down to us. Phaedrus follows the plots of his Greek predecessor Aesop, but puts them in a poetic form. The fable below is adapted from the original.

Lupus et agnus in rīvō stant. Lupus superior stat et agnus inferior. Lupus agnum vocat: “Aquam, agne, turbās.”
Agnus lupum timet: “Ego, lupe, inferior stō. Aquam nōn turbō.”

Lupus: “Tē (*accusative of tū*) nōn amō.”

Lupus agnum dēvorat.

The wolf and the lamb stand in the stream. The wolf stands higher and the lamb lower.

The wolf calls the lamb: “Lamb, you muddy the water.”

The lamb fears the wolf: “Wolf, I stand lower. I do not muddy the water.”

Wolf: “I do not like you.”

The wolf devours the lamb.

agnus, agnī, m. – lamb
dēvorō, dēvorāre, dēvorāvī, dēvorātum – to devour
inferior – lower (downstream)
lupus, lupī, m. – wolf

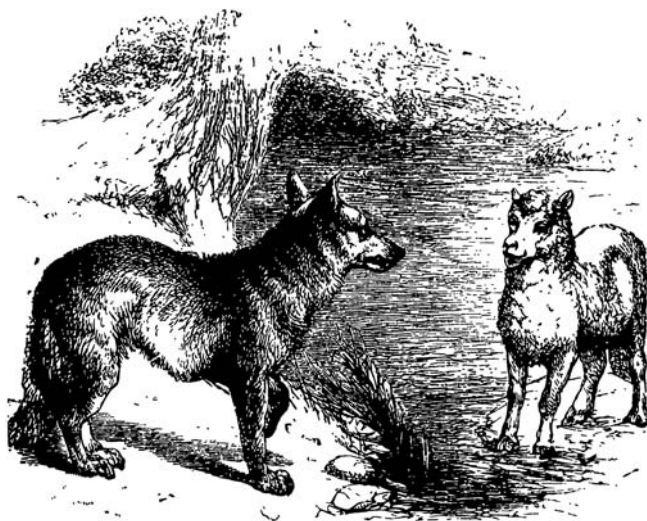
stō, stāre, stetī, statum – to stand
superior – higher (upstream)
turbō, turbāre, turbāvī, turbātum – to muddy, to stir up
(compare “turbulence”)

► EXERCISE 6

Using the Reading Vocabulary from Exercise 5, fill in the blanks with the appropriate endings.

Example: Agnus nōn est in agr ____ō____.

1. Agn ____us____ est in rīv ____ō____.
2. Agnus lup ____um____ nōn vocat.
3. Agnus aqu ____am____ nōn turbat.
4. Lupus agn ____um____ nōn amat.
5. Nōn dēbēs, lup ____e____, agnum dēvorāre.
6. Dēbēs, agn ____e____, lupum timēre.



The wolf and lamb face each other.

CONTENT QUESTIONS

After completing Chapter 3, answer these questions.

1. Why have Terence's comedies remained popular?
Because of the universal moral problems in them.

2. When is the vocative case used?
Used to address someone.

3. In what declension and what noun-type is the vocative different from the nominative? What is the ending?
Second declension, nouns in **-us**. The ending is **-e**.

Second declension, nouns in **-ius**. The ending is **-ī**.

4. With what word do we usually translate the genitive? With what mark of punctuation can the genitive also be translated?
"Of." The apostrophe.

5. What is a prepositional phrase?
A preposition with a noun in a certain case.



A sketch of an ancient mask of comedy.



CHAPTER 7

► EXERCISE 1

Decline the following phrases.

1. *longa pāx*

	Singular	Plural
Nominative	<u>longa pāx</u>	<u>longae pācēs</u>
Genitive	<u>longae pācis</u>	<u>longārum pācum</u>
Dative	<u>longae pāci</u>	<u>longis pācibus</u>
Accusative	<u>longam pācem</u>	<u>longās pācēs</u>
Ablative	<u>longā pāce</u>	<u>longis pācibus</u>
Vocative	<u>longa pāx</u>	<u>longae pācēs</u>

2. *miser amor*

	Singular	Plural
Nominative	<u>miser amor</u>	<u>miserī amōrēs</u>
Genitive	<u>miserī amōris</u>	<u>miserōrum amōrum</u>
Dative	<u>miserō amōri</u>	<u>miserīs amōribus</u>
Accusative	<u>miserum amōrem</u>	<u>miserōs amōrēs</u>
Ablative	<u>miserō amōre</u>	<u>miserīs amōribus</u>
Vocative	<u>miser amor</u>	<u>miserī amōrēs</u>

► EXERCISE 2

Translate into Latin.

1. to/for the sisters sorōribus
2. to/for the old man senī
3. by means of love amōre
4. I love the sister. Sorōrem amō.
5. joy of peace gaudium pācis
6. words of the old men verba senum



Mosaic of pheasants.

► EXERCISE 3

Change the following direct statements into indirect statements using the accusative and infinitive construction.

Example: Passer manet in gremiō dominae.

Poēta videt passerem manēre in gremiō dominae.

1. Passer est dēliciae puellae.

Poēta putat passerem esse dēliciās puellae.

2. Catullus verba senum ūnīus assis aestimat.

Catullus nārrat sē verba senum ūnīus assis aestimāre.

3. Māgna praemia āthlētae dantur.

Poēta videt māgna praemia āthlētae darī.

4. Cicerō epistolās longās exspectat.

Cicerō putat sē epistolās longās exspectāre.

5. Druidēs librōs et litterās nōn amant.

Druidēs, Druidum, m. pl. – Druids

Caesar nārrat Druidēs librōs et litterās nōn amāre.

► EXERCISE 4

In one of his poems, Catullus tells about the death of his girl's sparrow. Translate into English the following adaptation of this story.

Passer puellae est mortuus. Puella dē passere valdē dolet. Multae lacrimae sunt in oculis puellae. Nam puella putat sē amicum bonum nunc nōn habēre. Passer in tenebrīs ambulat. Passer ad puellam nunc ambulāre nōn potest et in gremiō puellae tenērī nōn potest. Catullus nārrat sē quoque dē passere dolere. Nam putat oculōs puellae esse turgidōs.

The sparrow of the girl is dead. The girl really grieves about the sparrow. There are many tears in the eyes of the girl. For the girl thinks that now she does not have a good friend. The sparrow is walking in the shadows. The sparrow cannot walk to the girl and cannot be held on the girl's lap. Catullus tells that he is also hurting (mourning) about the sparrow. For he thinks that the eyes of the girl are swollen.

mortuus, mortua, mortuum – dead
quoque – also
turgidus, turgida, turgidum – swollen



This passage is an adaptation of Catullus 3.

► EXERCISE 5

In this poem, some believe that Catullus is mocking Cicero. Translate the following adaptation of this poem into English. Then change all the sentences into indirect statements by beginning with *Catullus nārrat*.

Ego sum valdē malus poēta et Cicerō est valdē bonus orātor. Verba Cicerōnis sunt semper pulchra. Cicerōnem tamen ūniūs assis aestimāre solēō.

Cicerō, Cicerōnis, m. – Cicero
orātor, orātōris, m. – orator

Translation: I am a very bad poet and Cicero is a very good orator.

Indirect Statement: Catullus nārrat sē esse valdē malum poētam et Cicerōnem valdē bonum orātōrem.

Translation: Cicero's words are always nice.

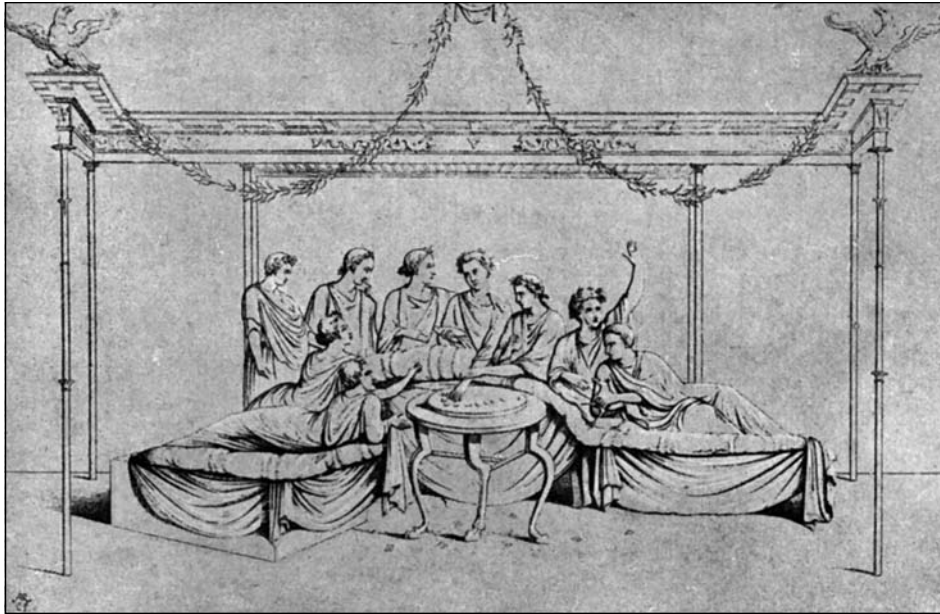
Indirect Statement: Catullus nārrat verba Cicerōnis esse semper pulchra.

Translation: I, however, am not accustomed to care a bit for Cicero.

Indirect Statement: Catullus nārrat sē Cicerōnem tamen ūniūs assis aestimāre solēre.



Teachers should note Catullus' irony or sarcasm in this adaptation of Catullus 49: according to some, he apparently says the reverse of what he actually means in the first sentence.



The typical number of nine diners on three couches is shown in this drawing of Romans at a dinner party.

► EXERCISE 6

In one of his poems, Catullus sends a dinner invitation to his friend, but it turns out to be quite a surprising invitation. Translate into English.

Dēbēs ambulāre ad casam meam, Fabulle, et cenāre mēcum. Putō nōs posse bonam cēnam habēre. Sed dēbēs multum cibum portāre. Nam Catullus pecūniam nōn habet et nōn putat sē posse cēnam parāre. Sed Catullus potest Fabullō mūnera pulchra dare. Itaque Catullus et puella Fabullum exspectant.

You have to walk to my cottage, Fabullus, and dine with me. I think that we can have a good dinner. But you have to
bring lots of food. For Catullus does not have money and does not think that he can prepare a dinner. But Catullus
can give to Fabullus nice gifts. And so Catullus and the girl are expecting Fabullus.

cēna, cēnae, f. – dinner
cēnō, cēnāre, cēnāvī, cēnātum – to dine
cibus, cibī, m. – food
Fabullus, Fabullī, m. – Fabullus
mēcum – with me

mūnera (accusative plural) – gifts
nōs (accusative) – we
pecūnia, pecūniae, f. – money
portō, portāre, portāvī, portātum – to carry



This passage is an adaptation of Catullus 13.

CONTENT QUESTIONS

After completing Chapter 7, answer these questions.

1. To what group of poets did Catullus belong?

Neoterics, or new poets.

2. What trend in Latin literature did Catullus start?

Catullus started the trend of love elegy.

3. With what word did Catullus and the elegiac poets after him typically describe the woman they adored?

Domina or mistress.

4. What is characteristic of the nominative singular of the nouns of third declension?

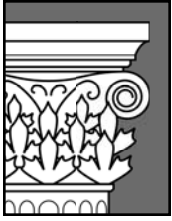
It follows no regular pattern of formation.

5. What kinds of verbs introduce an indirect statement?

Verbs of saying, thinking, and observing.

6. With what conjunction is the indirect statement usually translated in English?

With the conjunction "that."



CHAPTER 16

► EXERCISE 1

Conjugate the following verbs in the perfect active and translate each form.

1. *deleō, delēre, delēvī, delētum*

Perfect Active: *dēleō*

Singular

First person	<u>dēlēvī</u>	<u>I destroyed, did destroy, have destroyed</u>
Second person	<u>dēlēvistī</u>	<u>you destroyed, did destroy, have destroyed</u>
Third person	<u>dēlēvit</u>	<u>s/he/it destroyed, did destroy, has destroyed</u>

Plural

First person	<u>dēlēvimus</u>	<u>we destroyed, did destroy, have destroyed</u>
Second person	<u>dēlēvistis</u>	<u>you destroyed, did destroy, have destroyed</u>
Third person	<u>dēlēvērunt</u>	<u>they destroyed, did destroy, have destroyed</u>

2. *discēdō, discēdere, discessī, discessum*

Perfect Active: *discēdō*

Singular

First person	<u>discessī</u>	<u>I left, did leave, have left</u>
Second person	<u>discessistī</u>	<u>you left, did leave, have left</u>
Third person	<u>discessit</u>	<u>s/he/it left, did leave, has left</u>

Plural

First person	<u>discessimus</u>	<u>we left, did leave, have left</u>
Second person	<u>discessistis</u>	<u>you left, did leave, have left</u>
Third person	<u>discessērunt</u>	<u>they left, did leave, has left</u>

3. *veniō, venīre, vēnī, ventum*

Perfect Active: *veniō*

Singular

First person	<u>vēnī</u>	<u>I came, did come, have come</u>
Second person	<u>vēnistī</u>	<u>you came, did come, have come</u>
Third person	<u>vēnit</u>	<u>s/he/it came, did come, has come</u>

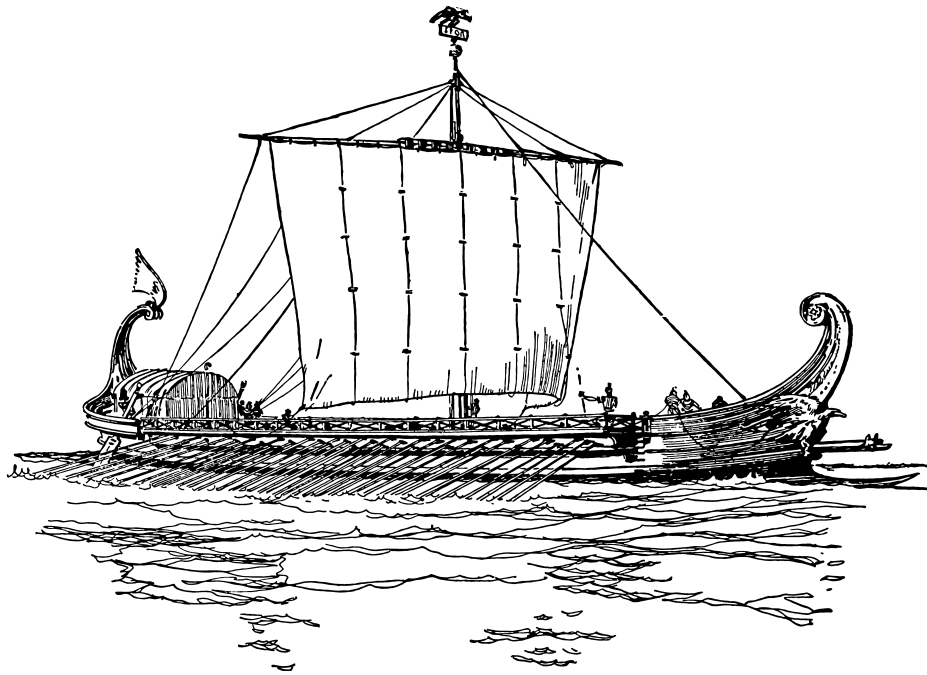
Plural

First person	<u>vēnimus</u>	<u>we came, did come, have come</u>
Second person	<u>vēnistis</u>	<u>you came, did come, have come</u>
Third person	<u>vēnērunt</u>	<u>they came, did come, have come</u>

► EXERCISE 2

Translate into Latin.

- | | |
|---|---------------------------------|
| 1. They waited for the old man. | <u>Senem expectāvērunt.</u> |
| 2. He said nothing. | <u>Nihil dixit.</u> |
| 3. We understood everything (all things). | <u>Omnia intellēximus.</u> |
| 4. You did not send the letter. | <u>Epistulam nōn misistī.</u> |
| 5. They saw the sea. | <u>Mare vidērunt.</u> |
| 6. You (pl.) never answered. | <u>Numquam respondistis.</u> |
| 7. You ordered the soldier to speak. | <u>Iussistī militem dīcere.</u> |
| 8. He left the shore. | <u>Litus reliquit.</u> |
| 9. Stones fell from the mountain. | <u>Saxa ē monte cecidērunt.</u> |
| 10. The conflagration destroyed ships. | <u>Incendium nāvēs delēvit.</u> |



A square-rigged Roman ship.

► EXERCISE 3

Change the imperfect active verbs into the corresponding perfect active, keeping the same person and number. Translate the changed form.

Example: sentiēbātis

sēnsistis you (pl.) felt *or* did feel *or* have felt

1. tangēbat	<u>tetigit</u>	<u>s/he/it touched, did touch, has touched</u>
2. habitābāmus	<u>habitāvimus</u>	<u>we inhabited, did inhabit, have inhabited</u>
3. agēbātis	<u>ēgistis</u>	<u>you (pl.) did, did do, have done</u>
4. dabam	<u>dedi</u>	<u>I gave, did give, have given</u>
5. docēbāmus	<u>docuimus</u>	<u>we taught, did teach, have taught</u>
6. stābam	<u>steti</u>	<u>I stood, did stand, have stood</u>
7. faciēbant	<u>fēcērunt</u>	<u>they made, did make, have made</u>
8. dēbēbās	<u>dēbuisti</u>	<u>you owed, did owe, have owed / you had to</u>
9. dīcēbās	<u>dixisti</u>	<u>you said, did say, have said</u>

► EXERCISE 4

Fill in the blanks with the correct form of the perfect tense and translate the completed sentence.

Example: Nōs saxa et cinerēs in lītore vidēre potuimus. (posse)

We were able (could) to see the stones and ashes on the shore.

1. Clādēs fuit māgna et fūnesta. (esse)
The disaster was great and deadly.
2. Eō tempore multae nāvēs prope nōs fuērunt. Postēā nihil vidēre potuimus. (esse, posse)
At that time many ships were near to us. Afterwards we were able (could) to see nothing.
3. Ego epistulam tuam lēgī; tū autem meam numquam lēgisti. (legere, legere)
I read your letter: you however never read mine.
4. Animōs fortēs habētis. Itaque ad hominēs, quī perīculum timent, nāvīgāre dēcrēvistis. (dēcernere)
You have brave spirits. So you decided to sail to the people, who fear danger.
5. Saxum nōn cōspexī. Itaque in terram cecidī. (cōspicere, cadere)
I did not see the stone. So I fell to the ground.
6. Epistulam, quam nautae mīsērunt, nōn vīdī. (mittere, vidēre)
I didn't see the letter which the sailors sent.

► EXERCISE 5

Change the following sentences so that they are constructed with the dative of possession. The object of each sentence will be the subject in the rewritten sentences. Then translate the rewritten sentences. The Reading Vocabulary may be consulted.

Example: *Māgnōs agrōs habeo.*

Māgnī mihi sunt agrī. I have big fields.

1. *Avunculus meus nāvēs habēbat.*

Nāvēs avunculō meō erant.

My uncle had ships.

2. *Villam, quae est prope montem Vesuvium, habēmus.*

Nōbīs est villa, quae est prope montem Vesuvium.

We have a country house which is near Mount Vesuvius.

3. *Nōn habuī hostēs sed multōs amīcōs.*

Nōn mihi fuērunt hostēs sed multī amīcī.

I did not have enemies, but many friends.

4. *Nautae habent epistolam, quam fēmina, quae erat in lītore, mīsit.*

Nautīs est epistula, quam fēmina, quae erat in lītore, mīsit.

The sailors have the letter, which the woman, who was on the shore, sent.

5. *Sum senex, sed corpus forte habeo.*

Sum senex, sed corpus forte mihi est.

I am an old man, but I have a strong body.

6. *Multās villās in vestrīs agrīs habētis.*

Vōbīs sunt multae villae in vestrīs agrīs.

You have many country houses in your fields.



The famous mosaic of a dog, found during the excavation of Pompeii, with the Latin words *Cavē Canem* or “Beware of the Dog.”

► EXERCISE 6

The following passage is a ghost story adapted from another letter by Pliny the Younger (Book 7.27), in which he describes a supernatural event that happened in Athens. Translate the following passage into English. New vocabulary is listed below the passage.

Erat Athēnis māgna domus sed infāmis. Noctū ibi audiēbātur vinculōrum sonus. Deinde cōspiciēbātur fōrma terribilis. Erat senex macer et squālidus. Capillus ēius horrēbat. Vincula gerēbat. Multī, quī in eō aedificiō habitābant, mortuī inveniēbantur. Nēmō causam clādis intellēxit. Tandem domus est dēserta: solum id mōnstrum ibi habitābat. Athēnodōrus, philosophus, causam malī intellegere cupīvit. Ibi noctū manēre dēcrēvit. Omnia tunc erant quiēta. Philosophus in tenebrīs manēbat librīsque studēbat. Tunc sonum audīvit vinculōrum. Erat autem Athēnodōrō animus fortis. Philosophus oculōs in librōs intēdit, nec mōnstrum cōspexit, quod ad eum appropinquāvit. Tandem fōrmam mōnstrī terribilem vīdit. Senex macer et squālidus digitō aliquid ostendere vidēbātur, deinde ēvānuit. Postrīdiē philosophus iussit locum effodī, quem umbra senis ostendit. Ibi erant ossa hominis mortuī catēnīs vīncta.

There was at Athens a large house, but of evil repute. There the sound of chains was heard at night. Then a terrible form used to be observed. It was a very emaciated and filthy old man. His hair was sticking straight out. He was carrying chains. Many who lived in that building used to be found dead. No one understood the reason for this disaster. At last the house was deserted. Only that apparition lived there. Athenodorus, a philosopher, wanted to understand the reason for the evil. He decided to stay there at night. Everything then was quiet. The philosopher waited in the shadows and studied his books. Then he heard the sound of chains. Athenodorus had a brave spirit. The philosopher concentrated his eyes on his books, and he did not look at the monster, which approached him. At last he saw the terrible shape of the apparition. The emaciated and filthy old man seemed to show something with his finger, then he vanished. On the next day the philosopher ordered the place to be dug up, which the ghost of the old man showed. There were the bones of a dead man bound by chains.

aedificium, aedificiī, n. – building
aliquid – something
appropinquō, appropinquāre, appropinquāvī,
appropinquātum – to approach
Athēnis – in Athens
Athēnodōrus, Athēnodōrī, m. – Athenodorus
capillus, capillī, m. – hair
catēna, catēnae, f. – chain
dēsertus, dēserta, dēsertum – deserted
domus, domūs, f. – house
effodiō, effodere, effodī, effossum – to dig up
ēvānescō, ēvānescere, ēvānuī, ——— – to vanish
horreō, horrēre, horruī, ——— – to stick straight out
infāmis, infāme – of evil repute
intendō, intendere, intendī, intentum – to focus on, to
concentrate on

inveniō, invenīre, invēnī, inventum – to discover
macer, macra, macrum – emaciated, very thin
mōnstrum, mōnstrī, n. – monster, apparition
mortuus, mortua, mortuum – dead
nēmō (nominative) – no one
noctū (adv.) – at night
os, ossis, n. – bone
philosophus, philosophī, m. – philosopher
postrīdiē (adv.) – on the next day
quiētus, quiēta, quiētum – quiet
sōlus, sōla, solum – only, alone
sonus, sonī, m. – sound
squālidus, squālida, squālidum – filthy
terribilis, terribile – terrible, fearful
umbra, umbrae, f. – shadow, ghost
vīnctus, vīncta, vīnctum – bound



This mosaic of a skull, found in Pompeii, is shown hanging from a plumb line which in turn hangs from a carpenter's level. On one side of the skull (not seen in this photograph) is purple material and a sceptre, which both represent wealth and power. On the other side (cut off in this photograph) is rough material and a beggar's sack, both representing poverty. This balancing of the skull between symbols of wealth and poverty is a reminder that all people from all walks of life die. The butterfly and the wheel below the skull represent the fleeting nature of human life.

CONTENT QUESTIONS

After completing Chapter 16, answer these questions.

1. What was Pliny the Younger's position and what are his best known writings?

Pliny the Younger was an imperial administrator and he is best known for

his collection of letters.

2. Who was Pliny's uncle?

Pliny's uncle was a commander in the imperial navy and the author of a treatise

on natural history.

3. From what principal part of each verb is the perfect tense formed?

The third principal part.

4. What are the two meanings of the perfect tense?

The perfect tense either refers to a time completed in the past, or a event that happens

just before the present.

5. Is there any difference in the endings of the perfect active tense for each conjugation?

The endings of the perfect active tense are the same for all conjugations.

6. What two ways to express possession have been studied in this chapter?

We can express possession either with the verb *habeō*, or with dative of possession. In the latter

situation, the person possessing is expressed by the dative and the thing possessed is in the nominative case.

The verb is always a form of *esse*.



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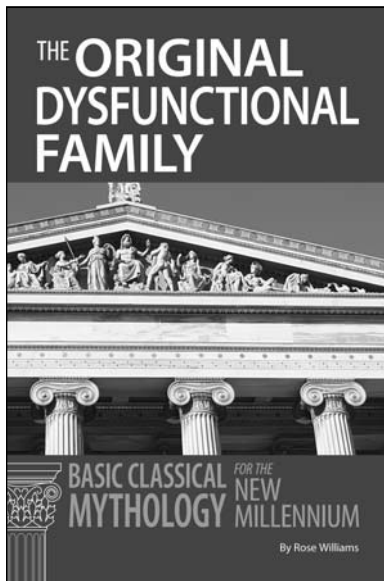
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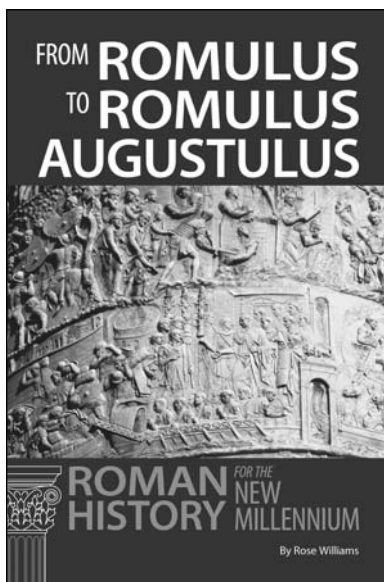
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A longtime Latin instructor at the high school and university level, Rose Williams holds a BA from Baylor University and an MA from the University of North Carolina, Chapel Hill, with post graduate work in Latin and the Humanities at the University of Dallas and the University of Texas in Arlington. On a Rockefeller Grant she did research at Bodleian Library of Oxford University in England and at the University of Pisa. She is the author of numerous classics textbooks and teaching guides as well as humorous books of Latin phrases. She serves on various classics consultant boards and maintains a website, www.roserwilliams.com, devoted to Latin teaching materials.



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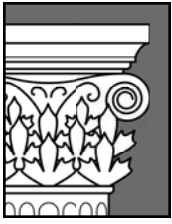
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