LATIN FOR THE NEW MILLENNIUM

Series Information

LEVEL ONE
Student Text (2008)
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:
Mythology Tales for the New Millennium (2009)

ELECTRONIC RESOURCES
(See pages 443 and 446 for detailed description)
www.lnm.bolchazy.com
Quia Question Bank
Latin-only Villa in Second Life“
Carpe Pratadam
Latin for the New Millennium
Teacher’s Manual, Level 1

Milena Minkova and Terence Tunberg

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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)
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

- Memorable Dictū Each chapter features a famous saying, labeled Memorable 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 “Terentium videt,” videt would be defined as “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**.

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**MĪRĀBILE AUDĪTŪ**
Each review ends with a section called **Mīrābile Auditū** that presents a series of Latin quotations, mottoes, phrases, or abbreviations currently used in English. The three supplementary essays and the **Mīrābile 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.

**LATIN DICTIONARIES**

**LATIN GRAMMAR**

**LATIN COMPOSITION**

**LATIN LITERATURE**

**GENERAL LANGUAGE LEARNING AND METHODOLOGIES**


**LATIN PEDAGOGY**


**CLASSROOM AIDS**


**ORAL LATIN**


**LATIN THROUGH MUSIC**


**YOUNG CHILDREN LATIN READERS**


**EASY READERS: BEGINNING LATIN**


**GRADED READERS**


**FAMILIAR CHILDREN’S BOOKS IN LATIN**


**ROMAN CULTURE AND DAILY LIFE**


**ROMAN ARCHEOLOGY, ARCHITECTURE, AND ART**


LATE EMPIRE, EARLY CHRISTIANITY, AND MIDDLE AGES


Jones, Terry. *Barbarians*.


Lee, A. D., ed. *Pagans and Christians in Late Antiquity: A Sourcebook*.


### CLASSICAL PERSPECTIVES


### MAPS, POSTERS, AND CHARTS

*Available from American Classical League TMRC. Miami University, Oxford, OH.*

- Map of Roman Empire; Map of Roman Italy; Rome, Central Archeological Area; Roma Archaiaca.
- Circus Maximus, Colosseum; Constitution Preamble; Latin Abbreviations; Latin Phrases in Common Use; Legal Terms, Pantheon; Pompeii; Promotional Posters: Latin Is.
- Derivative Tree Chart; Loan Word Chart; Romance Language Chart; Skeleton Chart.

*Available from L and L Enterprises, Elmhurst, IL.*

- Ancient Civilization Wall Map (small and large size).

Using Latin Phrases; The Fabulous Five; Latin Promotional Mini-posters; Pater Noster; Pledge of Allegiance; Roman Scenes and Proverbs; Seven Hills of Rome; Remembering the Cases.

*Available from Aims International Books, Cincinnati, OH.*

- Quo Modo Sentis Hodie Poster.

### ADDITIONAL ITEMS

*Available from Bolchazy-Carducci Publishers, Mundelein, IL.*

- Latin Buttons.

*Available from American Classical League TMRC. Miami University, Oxford, OH.*

- Latin-related CDs, DVDs, tapes, software; coins; greeting cards; games; accessories and jewelry; mimeographs; historical novels; Latin readers; and Junior Classical League items.

*Available from L and L Enterprises, Elmhurst, IL.*

- Latin-related activity books; buttons; coloring books; key chain tags; note cards; origami projects; pencils; puzzle books; rulers; stampers; stickers; stuffed animals; tattoos; tote bags; and T-shirts.

### MISCELLANEOUS

*Available from American Classical League TMRC. Miami University, Oxford, OH.*

- 2006 Updated Survey of Audio-Visual Materials and Textbooks in the Classics.

### WEBSITES

For a regularly updated list of website resources, check http://www.lnm.bolchazy.com.

### PROFESSIONAL ORGANIZATIONS

Most of these organizations offer a journal that teachers will find beneficial. Consult the organization's website to learn more.

- American Classical League (ACL)
- American Classical League: Teaching Materials and Resource Center (TMRC)
- *ACL Sponsored Activities:
  - Junior Classical League
  - National Committee for Latin and Greek
  - National Greek Exam
  - National Junior Classical League
  - National Latin Exam
  - National Senior Classical League
  - National Mythology Exam
- American Council on the Teaching of Foreign Languages (ACTFL)
- American Philological Association (APA)
- Archeological Institute of America (AIA)
Classical Association of Canada
Classical Association of New England (CANE)
Classical Association of the Atlantic States (CAAS)
Classical Association of the Middle West and South (CAMWS)
Classical Association of the Pacific Northwest (CAPN)
Classical Association of the Southwestern United States (CASUS)
Computer Assisted Language Instruction Consortium (CALICO)
Joint Association of Classical Teachers (JACT)
Vergilian Society

In addition, many states and cities have classics-related organizations.
STUDENT TEXTBOOK

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
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Mythology Tales for the New Millennium (2009)

ELECTRONIC RESOURCES
(See page 445 for detailed description)
www.lnm.bolchazy.com
Quia Question Bank
Latin-only Villa in Teen Second Life™
Carpe Praedam
The *aurae medicius* 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, 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.
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, oftentimes 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
with a reading ability, is more likely to progress quickly to a deeper understanding of the lan-
guage 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.
- **Memorable Dictū** The first page of each chapter features a famous saying labeled Memorable
  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 understand-
ing 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 in-
  formation 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, ar-
ranged 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 pas-
sage 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 sec-
tion, 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 con-
trasts 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.

MĪRĀBILĒ AUDĪTŪ
Each review chapter concludes with a list of Latin quotations, mottos, 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 an-
tiquity 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 influ-
ence 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 ben-
eted, 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.
MILENA MINKOVA
MA and PhD, Christian and Classical Philology, Pontifical Salesian University, Rome, Italy; MA and PhD, Classics, University of Sofia, Bulgaria
Associate Professor of Classics, University of Kentucky, Lexington, Kentucky
Milena Minkova has studied, conducted research, and taught in Bulgaria, Switzerland, Germany, Italy, the Vatican City, and the USA. Minkova has authored three book monographs: The Personal Names of the Latin Inscriptions from Bulgaria (Peter Lang, 2000); The Protean Ratio (Peter Lang, 2001); and Introduction to Latin Prose Composition (Bolchazy-Carducci, 2007, reprint; Wimbledon, 2001). She has also published numerous articles on Latin medieval philosophy, Latin literature, Latin composition, and Latin pedagogy.

TERENCE TUNBERG
BA and MA, Classics, University of Southern California; Postgraduate researcher, and doctoral student, Medieval Studies, University of London, England; PhD, Classical Philology, University of Toronto, Canada
Professor of Classics, University of Kentucky, Lexington, Kentucky
Terence Tunberg has taught in Belgium and Canada, as well as in the USA. He is a specialist in Latin composition, and an expert in the history of the approaches to writing Latin prose from antiquity to early modern times. His works include an edition of collection of Medieval Latin speeches, commentaries on Latin works, and numerous studies of the history of imitation in Latin writing. In addition, for more than a decade he has offered summer seminars designed to introduce people to the use of spoken Latin.
JOINT PUBLICATIONS BY THE AUTHORS
Minkova and Tunberg have coauthored the following books: Readings and Exercises in Latin Prose Composition (Focus, 2004); Reading Livy’s Rome. Selections from Livy, Books I–VI (Bolchazy-Carducci, 2005); Mater Anserina. Poems in Latin for Children (Focus, 2006). They are the directors of the Institute for Latin Studies at the University of Kentucky, in which students study the history of Latin from ancient to modern times, and take part in seminars in which Latin is the working language of all activities. Both Minkova and Tunberg are elected fellows of the Rome-based Academia Latinitati Fovendar, the primary learned society devoted to the preservation and promotion of the use of Latin.

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Elisa Denja taught Latin at North Chicago High School and Baker Demonstration School in Evanston, Illinois for many years while concurrently teaching classical mythology at Loyola University of Chicago and in the gifted-distance learning program at Northwestern University. Elisa was awarded the Illinois Latin Teacher of the Year award in 1992 and the Illinois Lifetime Achievement Award in 2007.

LEAANNA OSBURN
BA Monmouth College, Illinois; MA Loyola University Chicago
While teaching Latin for many years at Barrington High School in Barrington, Illinois, LeaAnn served as both vice-president and president of the Illinois Classical Conference. LeaAnn received the Illinois Latin Teacher of the Year award in 1989, the Illinois Lt. Governor’s Award in 1990, and the Classical Association of the Middle, West, and South Good Teacher Award in 1996.

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BA Loyola University Chicago; MAT St. Xavier University
Virginia Anderson taught Latin for thirty years in private and public high schools and middle schools in the Chicagoland area. In 1999 she was awarded the Lt. Governor’s Award for Enhancement of the Teaching Profession and in 2003 was named Illinois Latin Teacher of the Year.

JILL M. CROOKER
BA University of Illinois; MEd Nazareth College of Rochester, New York
Jill Crooker taught Latin for many years at Pittsford-Mendon High School in Pittsford, New York. She has served as the College Board Advisor to the AP Latin Test Development Committee and in 1996 received the Morton E. Spillenger Award for Distinguished Leadership to the Classical Association of the Empire State. In 2003 she received the ACL Merita Award and in 2006 an Ovatio from the Classical Association of the Atlantic States.

JUDITH PELLER HALLETT
BA Wellesley, MA, PhD Harvard University
In addition to studying at the American Academy in Rome, the Institute of Classical Studies in London, and the University of Maastricht in Holland, Judith Hallett is a former president of the Classical Association of the Atlantic States and Vice-President for Outreach of the American Philological Association. She was named a Distinguished Scholar-Teacher in 1992 by the University of Maryland.

SHERWIN LITTLE
BA University of Cincinnati; MA University of Colorado
Sherwin Little has taught Latin from sixth grade through Latin AP at Indian Hill Exempted Village School District since 1983. Sherwin has received an Ovatio from CAMWS as well as the CAMWS Good Teacher Award and the Hildesheim Vase Award from the Ohio Classical Conference in 1986 and 2007. Sherwin holds National Board Certification in World Languages Other than English and has been both Vice President and President of the American Classical League.

SHERRILYN MARTIN
BA Wilson College; MA, PhD University of Cincinnati
Sherrilyn Martin was named Illinois Latin Teacher of the Year in 1993, was a recipient of the Lt. Governor’s Award for Foreign Language Teaching in 2001, and was named a Claes Nobel Teacher of Distinction in 2007. She is a past president of the Illinois Classical Conference and is active in the Rockford Society of the Archaeological Institute of America. Sherrilyn spent a year in independent study at the University of Thessaloniki, Greece.

MARY PENDERGRAFT
AB, PhD University of North Carolina, Chapel Hill
After teaching at UNC-Greensboro and Duke University, Mary Pendergraft began teaching classics full-time at Wake Forest. Mary is a former President of the North Carolina Classical Association and participated in the focus group that wrote the North Carolina Standard Course of Study for Latin.

JOHN TRAUPMAN
BA Moravian College; MA, PhD Princeton University
John Traupman is professor emeritus from St. Joseph’s University in Philadelphia where he taught for thirty-eight years. Among his many awards, John received the Distinguished Teaching Award from St. Joseph’s University in 1982, a certificate of appreciation from the Pennsylvania Department of Education in 1990, and the Special Award from the Classical Association of the Atlantic States in 1996. John Traupman is especially well-known as the author of \textit{Conversational Latin} and \textit{The New College Latin and English Dictionary}.

CYNTHIA WHITE
BA Chestnut Hill College; MA Villanova University; PhD Catholic University of America
Cynthia White is the Director of the Undergraduate Latin Program and supervises teacher training and K-12 Latin Teacher Certification at the University of Arizona. She regularly teaches at the \textit{Istituto Internazionale di Studi Classici di Orvieto}, the Classics Department’s Study Abroad Program in Orvieto, Italy and has studied in Rome with the Papal Latinist Reginald Foster, O.D.C.
ROSE WILLIAMS
BA Baylor University; MA University of North Carolina, Chapel Hill
In addition to postgraduate work in Latin and Humanities at the University of Dallas and the University of Texas at Arlington, on a Rockefeller Grant Rose Williams did research at the Bodleian Library, Oxford University in England and at the University of Pisa. She taught Latin for over thirty years at both high school and university levels in Texas and now is the author of more than ten books about the Classics.

DONNA WRIGHT
BA, MA Ball State University
After teaching Latin at Carmel High School, Donna Wright currently teaches at both Lawrence North and Lawrence Central High Schools in Indianapolis, Indiana. She has been an active member of the Indiana Classical Conference, being named Creative Latin Teacher of the Year in 1976. She has also been active in the American Classical League, sponsoring a JCL chapter, and leading Italy trips for nearly twenty years. Donna also served as an officer, speaker, and board member of Pompeiana, Inc.

PILOT TEACHERS

JEREMY M. WALKER
AB Wabash College; MA Indiana University
Jeremy Walker has taught Latin at Crown Point High School in Crown Point, Indiana since 1995. He has served as the Co-Chair of the Indiana Junior Classical League and Membership and Public Relations Chair of the National Junior Classical League. In addition to studying in Italy at the Intercollegiate Center for Classical Studies and in Greece at the American School for Classical Studies, he was president of the Indiana Classical Conference. In 2003, Jeremy was recognized as the Latin Teacher of the Year in Indiana, and in 2004 was recognized by the Indiana State Teachers Association as a Torch of Knowledge Recipient.

LANETTA WARRENBURG
BA Indiana University; MAT Indiana University-Purdue University, Indianapolis
Lanetta Warrenburg has taught high school English and Latin for thirty-three years at schools in Indiana and Illinois. Her last twenty-four years of teaching Latin were at Elgin High School in Elgin, Illinois. While teaching Latin there, she served as the Illinois Classical Conference chairperson for Chicago Classics Day, as co-chair for the Illinois Certamen League since 1993, and as state chair for the Illinois Junior Classical League from 1999–2001. Lanetta was honored as the Illinois Latin Teacher of the Year in 2001 and was president of the Chicago Classical Club from 2005–2007.
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.
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).

<table>
<thead>
<tr>
<th>English Alphabet</th>
<th>Latin Alphabet</th>
<th>Letter Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>a (ah)</td>
</tr>
<tr>
<td>B</td>
<td>b</td>
<td>(bey)</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
<td>(cey)</td>
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<tr>
<td>D</td>
<td>d</td>
<td>(dey)</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>(eh)</td>
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<tr>
<td>F</td>
<td>f</td>
<td>(ef)</td>
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<tr>
<td>G</td>
<td>g</td>
<td>(gy)</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td>(ha)</td>
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<tr>
<td>I</td>
<td>i</td>
<td>(i)</td>
</tr>
<tr>
<td>J</td>
<td>j</td>
<td>(jay)</td>
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<tr>
<td>K</td>
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<td>(kay)</td>
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<td>L</td>
<td>l</td>
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<tr>
<td>M</td>
<td>m</td>
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<tr>
<td>N</td>
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<tr>
<td>O</td>
<td>o</td>
<td>(oh)</td>
</tr>
<tr>
<td>P</td>
<td>p</td>
<td>(pey)</td>
</tr>
<tr>
<td>Q</td>
<td>q</td>
<td>(qu)</td>
</tr>
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<td>R</td>
<td>r</td>
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<tr>
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<tr>
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<td>(eta)</td>
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<tr>
<td>X</td>
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<td>(eks)</td>
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<tr>
<td>Y</td>
<td>y</td>
<td>(ope)</td>
</tr>
<tr>
<td>Z</td>
<td>z</td>
<td>(zet)</td>
</tr>
</tbody>
</table>

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

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
- rōber – red
- ēgī – I have done
- famīlia – family
- carō – flesh
- dēcernō – I decide
- herba – plant
- Kalendae – Kalends (first day of the month)
- quōque – also
- timor – fear
- Pīthia – Pythia (name of Apollo’s priestess)
- iēcī – I threw
- fēlīx – happy
- ignis – fire
- mātō – I change

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the ĭ at the beginning of a word before a vowel, or ĭ between two vowels. According to this method, for example, lîlius is written lîlius, and āiînas is written āiînas. 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, u, used both for the vowel and the consonant, e.g., Vrbs, "The City." (i.e., Rome), or victor, "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.

**Pronunciation of Latin Vowels**

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

<table>
<thead>
<tr>
<th>Long Vowel Sound</th>
<th>Short Vowel Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā is pronounced as in &quot;father,&quot; rēturn &quot;return&quot;</td>
<td>ā is pronounced as in &quot;alike,&quot; vowe &quot;wove&quot;</td>
</tr>
<tr>
<td>ē is pronounced like the double ē in &quot;seen.&quot;</td>
<td>ē is pronounced as in &quot;pot,&quot; base &quot;base&quot;</td>
</tr>
<tr>
<td>ī is pronounced like the double ī in &quot;hit&quot;.</td>
<td>ī is pronounced as in &quot;pot,&quot; bull &quot;burt&quot;</td>
</tr>
<tr>
<td>ō is pronounced as in &quot;stove&quot;.</td>
<td>ō is pronounced as in &quot;oom,&quot; allow &quot;alow&quot;</td>
</tr>
<tr>
<td>ū is pronounced as in &quot;moon&quot;.</td>
<td>ū is pronounced as in &quot;nook,&quot; peace &quot;pease&quot;</td>
</tr>
</tbody>
</table>
| ų comes from Greek and is pronounced like the double ī in "hit," a member "member" | ų comes from Greek and is pronounced like the double ī in "hit," a member "member"

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**Comprehension Questions and Answers for Pages XXIII–XXV**

Reproducible versions of the questions alone are available at [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com).


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
Everywhere in this book long vowels are indicated by macrons, i.e., ā, ē, ī, ō, ū, ӯ, 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, malum, with a long a means “apple,” while malum with a short a means “bad thing.”

**DIPHTHONGS**

Diphthongs are two vowels combined in one syllable and pronounced together as one sound.

- ae much like the y in “sky”: laevus “left”
- au pronounced as ou in “our”: aurum “gold”
- ei pronounced as ei in “feign”: oei! “alas!”
- eu pronounced eoo, 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 aē or aë, and oē or oë, this means that they are not diphthongs and the letters should be pronounced separately: aē, poēta.

The diphthongs are always long.

**EXERCISE 2**

Repeat these words after your teacher pronounces them.

1. aestās 7. sei 13. aēneus
2. aequō 8. moenia 14. poēma
3. raeda 9. sei 15. hei
4. laudō 10. poena 16. huic
5. aut 11. neuter 17. Poenus
6. aula 12. Poenus
CONSONANTS

- **c** is pronounced as in “come”: *clārus* “bright,” *crescō* “(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 *Kāeso*.
- **q** appears always in combination with **u** and the combination **qu** is pronounced as in “queen”: *quattuor*, “four.”
- The consonant **u** in the combination **su** sounds like the English **w** in the following four words: *suēscō*, “(I) become accustomed”; *Suēvī*, a name of a German tribe; *suadeō*, “(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. cībus
2. capitō
3. cumulus
4. crēscō
5. gemma
6. Gallus
7. glōria
8. Zeus
9. bibliothēca
10. philosophia
11. zōna
12. theōrēma
13. phasēlus
14. charta
15. cēlō
16. antīquus

**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
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-phyrus*, 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-o*, "I see," is pronounced *vi´de-o*; while *au-r-o-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*.
   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-a-trum*, "theater", the penult is accented (*theā´trum*), since it is naturally long, something we learn from the macron.

### 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.
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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)

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.

TEACHER 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 calidarium, frigidarium, tepidarium, and sudarium 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 Baiae, 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 calidarium (hot bath), tepidarium (warm bath), and frigidarium (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.
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 *augusto 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.

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/B.ONE brought the Republic to an end. The years from 27 BCE—when Octavian assumed the title of *prīnceps*, "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.

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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 foederati 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.

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

2. What was Ennius’ most famous work? Its subject matter?
   Annales 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. Locate five islands in the Eastern world.
   Creta, Sicilia, Corsica, Sardinia, Cyprus, Ithaca, Dēlos, Britannia.

2. Name two mountains in the Eastern world.
   Vesvius Mōns, Aetna Mōns, Olympus Mōns, Appennīnus Mōns.

3. Which of the Latin names in capital letters on the map are currently in use in English?
   Syria, Macedonīa, 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, Europæ, Africa.

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
4. mare or pontus.
5. Asia, Europæ, Africa.
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.

HOW TO USE THIS BOOK
The answers to this activity can be easily seen on the two facing pages.
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.

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: Qui ipse sibi sapiēns prōdesse nequīt nēquī quam sapit (A man who himself is wise but unable to be useful to himself is wise for nothing);
- the famous description of Fabius Maximus: Únus homō nobis cāinctandō restituit rem (One man by delaying restored the state for us);
- and the line on Manius Curius: Quem nēmō fērō potuit superārei nec auriā (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 flētā
faxit. Cār? 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.”