LATIN FOR THE NEW MILLENNIUM

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Latin for the New Millennium, Level 2, is just as mīrābile visū and mīrābile doctū as Level 1. All the strengths of LNM1 continue with LNM2. Every aspect of this book truly does take the study of Latin into the new millennium. This textbook series is not only student friendly but also teacher friendly.

The literary sections demonstrate the influence of the Latin language throughout the ages up to the current time (see p. xxvi for more on this important topic) and focus on real people facing real challenges. Students will find the stories interesting because of the diversity of the authors, time periods, and subject matter. Students will be able to relate the literary selections to their own lives (e.g., parental interference in the story of Heloise and Abelard), and to other subject areas (e.g., world history in the reading selections about Charlemagne and Christopher Columbus) and to current world events such as the crisis in the Mideast (e.g., in the Latin reading and English information about the Crusades). Essays by current practicing scholars in each review section further explore subjects that are relevant to life today, such as the development of the sciences from its ancient roots to its modern manifestation and Cicero’s influence through the ages.

What an inspired choice to include the unadapted Life of Atticus by Cornelius Nepos! Students will certainly empathize with a friend torn between two other friends as Atticus was torn between Cicero and Antony. Likewise the emotions concerning an arranged marriage are sure to elicit strong student response.

The quote, labeled memorābile dictū at the beginning of each chapter, reinforces the diversity of the Latin language and the influence which Latin has exerted throughout the centuries up to the modern age. In this section, students will become familiar with authors such as Thomas More (Chapter 11) whom they will encounter in their history and English literature classes. This also allows the student and the teacher to connect Latin with other subject areas and to engage in cross-curricula discussions.

The grammar is explained at a good pace with a reasonable amount covered in each chapter. The explanations are clear and concise. They promote student success by building on the similarities with what the students have already learned. Study tips aid students in remembering the grammar and syntax. Then what makes the concept difficult to understand is pointed out in the “By the Way” section thus limiting student frustration by alerting them to what is difficult.

The exercises in each chapter are of varying levels of difficulty. Thus drills are available for students of different ability levels and each student’s needs are met. In addition to exercises that test a student’s mastery of forms, sentences and reading passages allow students to improve their reading comprehension. This same methodology characterizes the workbook which features similar kinds of exercises as well as additional Latin readings.
Every textbook raises student questions and inquiring minds need to know. The Teacher’s Manual teaching tips enable teachers to add depth to their instruction with suggestions that encourage higher level thinking skills. Teaching tips also lessen frustration for teachers and students by pointing out how to build on previously learned materials and the exceptions to the current lesson. In addition, excellent explanations address questions that students ask about Latin such as “How did Latin survive after the Roman Empire?” This enables the teacher to use class time wisely when answering and allows beginning as well as veteran teachers to enhance instruction. In addition, many teaching tips suggest techniques such as TPR (Total Physical Response) that have proven successful in many language classrooms. This allows students to develop language skills that they can apply to learning any world language.

The general vocabulary words, which are used over and over again, are starred in each chapter alerting students to which words are needed for mastery. English derivatives from the Latin vocabulary words are used in English sentences in *Latin for the New Millennium*. The students have to analyze the context of the sentence while finding the English words derived from the Latin vocabulary words, thereby encouraging higher level thinking skills. Having students write the Latin word as well as the derivative enables the students to store the words in their long term memory and better prepares them for the vocabulary encountered on standardized tests as well as academic competitions. A special feature called “Take Note” provides unique background about certain words, sometimes about their technical use and other times—as with *pecus* and *virtus*—about the evolution of the word’s meaning. These notes, like the Latin reading passages, promote cross-curricular discussion.

One of the distinctive characteristics of *Latin for the New Millennium* is the emphasis on conversational Latin. The conversational Latin dialogues reinforce the chapters’ grammar forms and vocabulary, thus improving the student’s comprehension. By providing oral and aural language learning training, the text prepares students to learn modern languages while improving their mastery of the Latin language.

Teachers today not only have to teach, they have to document that they have adhered to the national standards in teaching their subject. By including national standards correlations to all the aspects of this series, *Latin for the New Millennium* easily allows teachers to teach and to fulfill all the demands made on them in writing and implementing standards-based lesson plans and providing individualized student instruction. Students benefit when teachers’ energies focus on maximizing classroom instruction and interaction with students.

The series also encourages the incorporation of technology on a daily basis in the classroom, another demand of the new millennium. The resources at the *Latin for the New Millennium* website provide a constant stream of teaching and learning ideas for classroom activities and student assessments. They also provide teachers with a means to publish student work online in the Student Project Gallery. Students and teachers are encouraged to join eClassics, to play *Carpe Praedam*, and to listen to MP3 recordings of the Latin readings. A dedicated Quia test bank provides teachers and students with quiz, test, and review options with instant feedback. Electronic flash cards allow students to learn their vocabulary with their iPods while traveling to school.
As with Level 1, a review section follows every three chapters. A set of review exercises reinforces mastery. The mythology essays introduce the major classical heroes and their stories while a background essay discusses a major topic of the post-ancient world such as the medieval university. Throughout the text, vibrant full color illustrations with captions that instruct enrich the lessons and show the ongoing influence of the Romans and their descendants. Essays by current scholars reveal how practices, customs, thoughts, and words from previous eras have taken root in modern society. This multidisciplinary approach is a boon to understanding Latin's place at the center of the history of ideas in the western world.

*Latin for the New Millennium*, Level 2, pulls together the genius and creativity of the authors along with other classical scholars and teachers throughout our great country to provide materials that will carry the importance of learning Latin well into the next century. They all deserve our greatest thanks.

Dawn LaFon  
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Learning Latin helps you learn English and other languages better, and, perhaps even more importantly, it offers you the linguistic key to the thoughts that shaped European (and therefore American) culture from the Romans to the age of the scientific revolution in early modern times. Latin was the language the leading minds of the West used to express themselves and to record their ideas in permanent, classical form for a long time after the disappearance of the ancient Western Roman Empire (see p. xxvi for more on this important topic). In this book you will learn each step of the language by using it. Doing is learning!

CHAPTER COMPONENTS

READING PASSAGES
Each chapter begins with a reading passage well supplied with notes that help you understand all elements you have not seen previously. You meet these new elements by reading them first and by seeing them in context. Often you do not need an explanation to understand how they function, because they are surrounded by everything you already know and they naturally fit into the context. The reading notes feature an alphabetical listing of the vocabulary words you have not yet learned and those words that you will need to learn later in the chapter are marked with an asterisk.

These reading passages are adapted from real works of Latin literature, and they are placed in chronological order. So, as you complete each chapter, you follow the story of Latin as a literary language and the people who used it during the Middle Ages, Renaissance, and early modern period. In the process you learn about the culture and the periods of time in which the featured reading of each chapter was produced.

LANGUAGE FACTS AND EXERCISES
In the body of each chapter you will find simple explanations of the language facts used in the chapter reading, along with many exercises that allow you to apply all the elements you are learning. By doing all the exercises in each chapter and in the student workbook, you will not only be reading and writing Latin, you’ll be speaking it too! Many of these exercises involve oral exchange with the instructor and with other students. A person who gains an active facility in any language, in addition to a reading ability, is more likely to progress quickly to a deep understanding of the language and the works written in it. If you can speak and write in a language, you will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. In this book you will build on this active oral facility begun in Level 1 as a basic part of learning the language.
CONVERSATIONAL LATIN AND NEPOS’ LIFE OF ATTICUS

Near the end of each chapter you will find a Latin dialogue in which the modern students you met in Level 1 discuss in Latin situations encountered in modern life. By the end of each dialogue these characters introduce you to reading an unadapted piece of Latin from the Life of Atticus (Cicero’s best friend) by Cornelius Nepos, who knew both Atticus and Cicero in person. These passages are completely unadapted, and they are equipped with both vocabulary words that you have not been required to learn and with notes that help you understand all new features. The vocabulary words and reading notes are in two columns by line number.

ADDITIONAL FEATURES

In each chapter you will also find many other things that will help you learn and enjoy Latin.

- **Memorābile Dictū** A famous saying labeled with this Latin phrase begins each chapter. The Latin saying is often so well known that it has become a proverb in many languages. Learning each famous saying will increase your understanding not just of Latin, but also of the thoughts and ideas which were important in the Middle Ages and the Renaissance and which have continued to play a role in modern life.

- **Study Tips** Each chapter contains rhymes, mnemonic devices, and tips that will help you master Latin.

- **By the Way** In each chapter this phrase appears to alert you to some additional information that is being presented or to an additional explanation of something that is difficult.

- **Illustrations** The text is richly illustrated with images that both complement and enhance the text. Illustrations of archaeological and historical sites, of the writers and places associated with their lives, and of artworks connected to the stories stimulate visual learning. The captions for these illustrations provide additional information about the writers and their cultural context.

- **Take Note** In the chapter reading vocabulary, words marked with a double dagger are explained with additional details (linguistic, cultural, or historical) in a Take Note section that immediately follows.

REVIEW COMPONENTS

At the end of each set of three chapters a review contains various components.

VOCABULARY TO KNOW

The Vocabulary to Learn from each of the three preceding chapters is put together to form a complete list of these words. This list is called Vocabulary to Know and is an excellent way to study the cumulative vocabulary for each set of chapters.

EXERCISES

Here you will see many new exercises that will help you review the material in each unit. Often an additional reading passage in Latin will be found among the exercises and this passage will offer more information about the time period being studied and will help you understand Latin literature and its heritage today.
CLASSICAL MYTHOLOGY
This section is titled Considering the Classical Heroes. It includes in English some of the principal stories about the Greek and Roman heroes and is followed by a passage in Latin that supplies some additional information on the same topic. These stories provide some of the main themes for literature and art from classical to modern times.

ASPECTS OF MEDIEVAL, RENAISSANCE, AND EARLY MODERN LIFE
In this section, entitled Connecting with the Post-Ancient World, you will read in English about some important aspect of the history of western European culture in which Latin played a vital role.

EXPLORING THE INFLUENCE OF LATIN ON MODERN LIFE
Here you will find an essay in English on how Latin has influenced modern times. Each of these essays has been written by a university scholar with special expertise in this field of study.

MĪRĀBILE AUDĪTŪ
The final component in each review section is a list of Latin quotations, mottoes, phrases, or abbreviations used in English. These sayings relate to one of the unit topics.

COMPONENTS IN ADDITIONAL READINGS FROM NEPOS’
LIFE OF ATTICUS

UNADAPTED READINGS
Following Chapter Fifteen, you will find ten sections which are entirely devoted to segments from the Life of Atticus by Cornelius Nepos. On the page facing each Latin section, there are copious notes, both vocabulary notes and reading notes. The two types of notes are arranged in a two-column format which will allow you to read across both pages and often see in one horizontal line the vocabulary words with their definition, the information presented in the reading note, and the line of Latin text. This format has been specially designed to aid students in making the transition from their Latin I and II textbooks to the reading of continuous, unadapted Latin text.

VOCABULARY TO LEARN AND EXERCISES
Each segment of Latin is followed by vocabulary to learn and exercises that give you valuable practice in some fundamental grammatical constructions and also help you to understand the readings more thoroughly by actually using Latin.

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

M.M. and T.T.
2009

Visit www.lnm.bolchazy.com to see the electronic resources that accompany Latin for the New Millennium.
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JOINT PUBLICATIONS BY THE AUTHORS
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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 is now the author of more than ten books about the Classics.

DONNA WRIGHT
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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. Wright also served as an officer, speaker, and board member of Pompeiiana, Inc.

PILOT TEACHER

CRAIG BEBERGAL
BA Florida State University; MEd Florida Atlantic University

Craig Bebergal has taught Latin for seven years, three of which have been at his current position at the Florida State University School where he teaches Latin I–AP to eighth through twelfth graders. He has also taught as an adjunct professor for Florida Atlantic University’s College of Education. Bebergal is currently serving as co-chair of the Florida JCL speech and costume committee while working on a PhD in Humanities with a concentration in Latin Literature.
To say that Latin literature did not end with the Romans would be an understatement. In fact
the Roman contribution to Latin, however fundamental, is a mere beginning. The amount of
surviving Latin literature written in Europe since the collapse of the Western Roman Empire
in the late fifth century CE is almost inconceivably larger than the surviving corpus of literature
left by the Romans themselves.

This heritage of post-Roman Latin literature was anything but a sterile idiom reserved for a few
reclusive monks. The very pulse of western European civilization, as it developed through the
Middle Ages and the Renaissance, moved primarily to the rhythms of Latin prose and poetry.

The language of Caesar and Cicero performed new functions and came to be used in ways
unimagined by the ancient Romans. Latin became the vehicle for sciences as refined as ballistics
and hydrodynamics. Latin exclusively provided the academic and philosophical vocabulary for
the expression of Europe’s most sophisticated thoughts. Latin was the language in which funda-
mental concepts, such as gravity and the heliocentric solar system, received their first coherent
expression. Latin, along with some revived terms from ancient Greek, supplied the language of
botany and zoology. Latin was the international language of cartography, geography, history,
and ethnography, the sciences through which the discoveries of Renaissance explorers gradually
became part of the consciousness of European civilization. Latin, and not any of the nascent na-
tional tongues, was the primary linguistic vehicle for all of this before about 1750 CE.

But medieval and Renaissance Latin was not merely the language of scholars, scientists, and
philosophers; it also produced poetry, letters, satire, fiction, and many other genres—including
works widely recognized as monuments and masterpieces of world literature, ranging from
the stories of the Venerable Bede and the Carmina Burāna to Thomas More’s Útopia and Eras-
mus’ Praise of Folly. Even as the language of creative literature, Latin still rivaled the vernacular
tongues in the Renaissance.

This international and multicultural role of Latin was in some ways already anticipated in
the literature of the Roman Empire, when the peoples of the Roman provinces, especially in
the West, began using Latin and not their native tongues as their means of literary expression.
Thus Petronius and Seneca, who were from Spain, wrote in Latin just as the African Apuleius
also produced his literary work in Latin. This multicultural role for Latin was even more pro-
nounced in the Middle Ages and Renaissance, when Latin served as an international language
and a vehicle for a literary tradition which eventually extended even to the New World. More-
over, in the Middle Ages and Renaissance Latin was no longer anyone’s native tongue, and this
long-lasting phenomenon of the Latin language, based on stable written sources rather than
fluid popular usage, supporting such a vast, varied, and dynamic literature from about 450 CE
to about 1750 CE is arguably more distinctive and significant than any literature produced by
people who wrote in their native tongue.
The existence of Latin curricula in the secondary schools is often defended because Latin offers access to the origins of western civilization. The literary heritage of the Romans is certainly fundamental. But the Latin literature produced after the time of the ancient Romans is no less central to our culture, language, and institutions than the literature of the ancient Romans. If “cultural literacy” is one of the goals of our education, teachers of Latin should think seriously about broadening their perspective and consistently exploiting post-antique as well as Roman Latin.

Latin helps students build vocabulary and verbal skills in English and modern languages. Students who have taken Latin in secondary school typically earn higher verbal scores in college entrance exams than their peers who never studied Latin. However, Latin could offer even more linguistic resources and verbal power if more attention were paid to post-antique Latin in secondary school curricula. Medieval Latin lies at the basis of nearly the whole spectrum of the vocabulary for modern universities, degrees, and academic institutions (and this includes basic English words, such as “faculty,” “dean,” “chancellor,” “graduate,” etc.). Medieval and Renaissance Latin is the source for our terminology for telling time (the Romans had no mechanical clocks). The list of our word debts to post-Roman Latin would embrace physics, astronomy, botany, and many other sciences, not to mention such disciplines as philosophy and law.

Yet Latin is typically taught, and Latin teachers are typically prepared, in a way that assumes that Latin is only about the ancient Romans—and not even the entire Roman tradition (since most of Roman literature produced after about 120 CE has little place in canonical curricula). What other literary and linguistic discipline focuses so exclusively on its origins alone? It is time for a change. Both teachers and students of Latin should make the most of what the Latin tradition actually has to offer. In the long run, the place of Latin in our educational system will be more secure, if such a broadening of perspective can be achieved. Some idea of the immense contributions to our culture made by Latin after the time of the Romans, and selected readings of some of the astoundingly rich post-Roman Latin literature, should be a basic part of the teaching of Latin today at all levels. In *Latin for the New Millennium*, Level 2, we have endeavored to provide teachers and students, who are still learning the fundamentals of the Latin language, with the readings and cultural information that will help to add this wider and richer perspective to the Latin classroom.

This wider perspective added by Level 2 is in no way inconsistent with standard placement tests and activities commonly employed by Latin teachers today. In LNM Level 2 the Vocabulary to Learn is composed of a selection of words most commonly employed in such authors as Cicero and Virgil. These words remain common throughout the entire Latin tradition, and our reading selections consistently highlight this vocabulary. LNM Level 1 is filled to the brim with information on Roman authors, Roman culture, and Roman history. More information on things Roman is offered in LNM Level 2, both in the notes to each chapter, and in the concluding part of each chapter, where the reader will find unadapted readings from the *Life of Atticus* by Cornelius Nepos, a contemporary of Cicero.

Latin teaching in the new millennium should take full account of the fact that Latin literature is a phenomenon spanning the millennia.
First Conjugation Verbs: Present Active and Passive Subjunctive;
The Subjunctive Mood; Volitive and Optative Subjunctive;
Present Subjunctive of *Sum* and *Possum*

**MEMORĀBILE DICTŪ**

*Nēmō mē impūne laccsit.*
“Nobody provokes me with impunity.”

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

Englishman John White based his depiction of a female Pict on his encounter with Native Americans while serving as illustrator for Sir Walter Raleigh’s expeditions in Virginia.
Even after the Roman Empire disappeared in Western Europe, Latin remained the language of educated people throughout the continent. Yet the language spoken by those lacking education during the Roman Empire evolved into other tongues, direct ancestors of what would eventually become the national languages in various western European countries: they are known as “vernacular” languages, from the Latin word for homeborn slaves.

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

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

**DĒ BRITANNIĀ**


sōlis nōn procul à nostrā aliam īnsulam esse, cūius lītora diēbus lūcidīs aspicere solēmus. Ad eam īnsulam nāvigētis et eam occupētis!”


**READING VOCABULARY**

aes, aeris, n. – bronze
aestās, aestātis, f. – summer (*aestāte “in the summer”*)
argentum, ī, n. – silver
*aspiciō, ere, aspexī, aspectum – to look at, catch a glimpse of*
bālaena, ae, f. – whale
Britannia, ae, f. – Britain
Britō, Britonis, m. – Briton
*cōnsilium, ī, n. – advice‡*
delphīn, delphīnis, m. – dolphin
*et . . . et . . . – both . . . and . . .*
Eurōpa, ae, f. – Europe
ferrum, ī, n. – iron
Gallia Belgica, ae, f. – Belgium
*gēns, gentis, f. – tribe, population
*gignō, ere, genuī, genitum – to produce, give birth
Hibernia, ae, f. – Ireland
*hodiē (adv.) – today
*incola, ae, m. – inhabitant
infinitus, a, um – infinite, immense
*insula, ae, f. – island
*inveniō, īre, invēnī, inventum – to come upon, find
lūcīdus, a, um – bright, clear
medius, a, um – middle
margarīta, ae, f. – pearl
*meridiēs, meridiēi, m. – south, midday
metallum, ī, n. – metal

*mōs, mōris, m. – custom, habit, pl. morals
*mundus, i, m. – world
*nāvigētis (present active subjunctive) – you (pl.) should sail
occupētis (present active subjunctive) – you (pl.) should occupy
*occupō, āre, āvī, ātum – to occupy
ōceanus, i, m. – ocean
*ortus, ortūs, m. – raising, beginning, origin
ortus sōlis – east
ostrea, ae, f. – oyster
Pictus, ī, m. – Pict‡
piscis, piscis, m. – fish
plumbum, i, n. – lead
*procul (adv.) – far, far away
*prōmittō, ere, prōmīsī, prōmissum – to promise
Scyttus, ī, m. – Scot
Scyttia, ae, f. – Scyttia‡
*septentrionālis, septentrionāle – northern
*situs, a, um – situated, located
*sōl, sōlis, m. – sun
tergum, ī, n. – back

*Words marked with an asterisk will need to be memorized later in the chapter.
‡Additional information about the words marked with the double dagger will be in the Take Note section that follows the Reading Vocabulary.
TAKE NOTE

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

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

Scythia
Today this is a territory in southern Russia.

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

LANGUAGE FACT I

FIRST CONJUGATION VERBS: PRESENT ACTIVE AND PASSIVE SUBJUNCTIVE

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

Ad eam īnsulam nāvigētis et eam occupētis!
“You should sail to that island and you should occupy it!”

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

Nāvigētis and occupētis are present active subjunctive.

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

<table>
<thead>
<tr>
<th>First Conjugation: Present Active Subjunctive</th>
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</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>First person</td>
</tr>
<tr>
<td>Second person</td>
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<tr>
<td>Third person</td>
</tr>
</tbody>
</table>
There are many different ways to translate the subjunctive and you will learn about some of them in the next section.

**EXERCISE 1**
Change the indicative verbs into the subjunctive keeping the same person, number, tense, and voice.

*Example:* nāvigō nāvigem

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

**VOCABULARY TO LEARN**

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

**VERBS**
- aspiciō, ere, aspexī, aspectum – to look at, catch a glimpse of
- gignō, ere, genuī, genitum – to produce, give birth
- inveniō, īre, invēnī, inventum – to come upon, find
- occupō, āre, āvī, ātum – to occupy
- prōmittō, ere, prōmissī, prōmissum – to promise

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

**CONJUNCTIONS**
- et . . . et . . . – both . . . and . . .
EXERCISE 2
Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word. Some of the sentences may contain more than one derivative.

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

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

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

Knowing your principal parts is critical for making these distinctions.
EXERCISE 3
Identify each of the following forms as present subjunctive (first conjugation), present indicative (second conjugation), or future indicative (third conjugation).

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

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

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


Lege librum. “Read the book!” (imperative)

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

Look at the following examples.


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

Nāvigētis. “You (pl.) should sail.” or “You (pl.) may sail.” Subjunctive: desirable or possible action.
The church nave at Lindisfarne Priory which was made famous by Cuthbert and became one of the most significant centers of early Christianity in Anglo-Saxon England. Also important were the monasteries at Jarrow and Wearmouth where Bede served. One of Bede’s major works was to rewrite the Life of St. Cuthbert.

**LANGUAGE FACT III**

**THE VOLITIVE AND OPTATIVE SUBJUNCTIVE**

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

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

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

*Rēs parēs!*

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

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

*Ad însulam nāvigēmus!*

“Let us sail to the island!”
The **optative** subjunctive indicates a wish. It is often, but not always, accompanied by the word *utinam*. The optative subjunctive is usually translated with the word “may” and *utinam* means “if only.”

*Utinam dī nōs ament!*

“May the gods love us!” or “If only the gods may love us!”

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

*Utinam nē pauper sim!*

“May I not be poor” or “If only I may not be poor!”

*Nē ad īnsulam nāvigent!*

“Let them not sail to the island!”

*Nē malae rēs nōs exspectent!*

“Let bad things not await us!”

**BY THE WAY**

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

*Nōlīte ad īnsulam nāvigāre!*

Do not sail to the island!

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

PRESENT SUBJUNCTIVE OF SUM AND POSSUM

<table>
<thead>
<tr>
<th>Present Subjunctive of sum</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>sim</td>
<td>sīmus</td>
</tr>
<tr>
<td>Second person</td>
<td>sīs</td>
<td>sītis</td>
</tr>
<tr>
<td>Third person</td>
<td>sit</td>
<td>sint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Subjunctive of possum</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>possim</td>
<td>possīmus</td>
</tr>
<tr>
<td>Second person</td>
<td>possīs</td>
<td>possītis</td>
</tr>
<tr>
<td>Third person</td>
<td>possit</td>
<td>possint</td>
</tr>
</tbody>
</table>

STUDY TIP
Remember the vowel –i– in the present subjunctive of sum and possum! That makes it simple to remember!

EXERCISE 4
Translate into English.

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

1. Fābulam illam omnibus gentibus celeriter nārrēs!
2. Nōlī procul occultāri!
3. Nē septentrionālēs gentēs terram occupent!
4. Omnibus cum incolīs pugnēmus!
5. Utinam adulēscēns, quem amō, hodiē mē amet!
6. Nē sīmus pauperēs!
7. Utinam possīmus hodiē multōs piscēs invenīre!
8. Fābulam mihi nārrēs!
9. Nē hostēs terram nostram occupent!
10. Omnibus vīribus pugnēmus!
11. Utinam fēmina, quam amō, mē amet!
12. Nē sīmus miserī!
EXERCISE 5
Translate into Latin using the various types of subjunctives you have just learned.
1. You (pl.) should think about these customs!
2. Let not/may not the world be bad!
3. You should walk far away today!
4. You (pl.) should be strong!
5. May we learn new customs on this island!
6. Let the inhabitants build new homes not far away!
7. May you be able to find what you are seeking!
8. You should prepare all the things you promised!

EXERCISE 6
Give the negative of the following sentences. Translate the negative sentences.
Example: Nunc ambulētis!
Nōlīte nunc ambulāre!
Do not walk now! You should not/may not walk now!

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

EXERCISE 7
Read the following conversation held between the Picts and the Scots after the Picts’ arrival in Ireland. Translate the English parts into Latin and the Latin parts into English.

Picts: Tandem ad terram nāvigāvimus. Cum gaudiō exclāmēmus! Utinam hāc in īnsulā manēre possīmus!
Scots: Who are you? What are you seeking in our land?
Picts: Sumus Pictī et novam patriam diū quaesīvimus. Utinam haec patria multa bona nōbīs det!
Scots: You cannot remain on this island. For it is very small and there is no space for everybody. You should sail to another island! You should prepare your ships!
Picts: Sītis amīcī! Auxilium nōbīs dētis!
**Scots**: Be brave! From this island you can catch a glimpse of another island. May you be able to find for yourselves a place on that island!

**Picts**: Utinam bona fortūna in aliā īnsulā nōs exspectet! Dē aliā quoque rē vōs rogāre cupimus.

**Scots**: You should ask now.

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

**Scots**: Mulierēs vōbis dabimus, sed hoc prōmittere débētis: tantum mulierēs erunt rēgīnae, virī nōn erunt rēgēs.

**Picts**: May your advice be good!

**Scots**: Prōmittitisne?

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

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

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

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

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

DĒ FAMILIAE MEAE ORTŪ

Maria: Salvēte, amīcī!

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

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


Maria: Hoc nōn est prorsus (*completely*) vērum. Prīmae tantum mulierēs ex Hiberniā vēnerunt. Posteā novae mulierēs nātae sunt (*were born*) in Calēdoniā, nōn in Hiberniā.


Christīna: Cūr dīcitis vōs esse Pictōs, Scottōs, Britonēs? Nōs omnēs nunc sumus Americānī!

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

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

Helena: Nē sit valdē difficīlis! Timeō.

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

Christīna: Utinam nunc incipere (*begin*) possīmus! Nam dē Cicerōnis amīcō scīre cupiō.
Chapter 1  •  15

THE FAMILY OF ATTICUS

CORNĚLĪI NEPŌTIS ATTICUS, 1.1–2

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


VOCABULARY

1 orīgō, originis, f. – origin
ultimus, a, um – farthest, most remote
stirps, stirpis, f. – stock, descent, race
2 generō, āre, āvi, ātum – to give birth, procreate;
   pass. to descend from
   perpetuō (adv.) – without interruption
   māiōrēs, māiōrum, m. pl. – ancestors
   equestris, equestre – equestrian, related to the
   social class of knights
   obtineō, ĕre, obtinuī, obtentum – to hold
3 dignitās, dignitātis, f. – dignity, social position
   pater, patris, m. – father
   ūsus est + ablative – he enjoyed
   diligēns, diligentis – diligent
   ut – as, when, according to
dītī = dīvite
3–4 in primīs – especially, first of all
4 studiōsus, a, um + gen. – interested in
   prout (conj.) – as
   ipse – himself
5 doctrīna, ae, f. – learning, erudition
   puerīlis, puerīle – related to puer; puerīlis aetās –
   boyhood
   aetās, aetātis, f. – age
   impertiō, ire, impertiīvi, impertiītum – to share,
   provide (to give a pars)
   ērudiō, ire, ērudiīvi, ērudiītum – to educate, in-
   struct

READING NOTES

1–2 ab orīgine ultimā stirpis Romānae generātus Understand generātus with ab. Atticus was “descended from the remotest/most ancient origin of Ro-
   man stock.”
2 acceptam Perfect passive participle of accipiō – to accept, receive.

2–3 equestrem . . . dignitātem This phrase means “the social position of an equestrian/knight.”
3 ūsus est This passive looking verb has the active
   meaning “he enjoyed” and it governs the ablative
   phrase patre diligente.
   ut tum erant tempora With an indicative verb ut
   means “when/as.” This phrase means “as the times/standards then were.” In other words,
   Atticus’ father was rich by the standards of an
   earlier age.
3–4 dītī in prīmīsque studiōsō litterārum “Rich and
   especially interested in literature.”
4–5 omnibus doctrīnīs, quibus puerīlis aetās impertiī dēbet, filium ērudīvit The pronoun quibus referring to doctrīnīs is an ablative of means with the verb
   impertiī; omnibus doctrīnīs is an ablative
   of means to be taken with ērudīvit. The phrase
   quibus puerīlis aetās impertiī dēbet means “with
   which boyhood ought to be provided.”
QUESTIONS ABOUT THE TEXT
Answer in complete Latin sentences.
1. Eratne familia Atticī vetusta?
2. Quam dignitātem habēbat Atticus?
3. Habēbantne māiōrēs Atticī dignitātem equestrem?
4. Quālis (what sort of) erat pater Atticī?
5. Fuitne valdē dives?
6. Cūius reī pater Atticī erat in prīmīs studiōsus?
7. Cupivitne pater Atticī filium litterīs ērudīri?
8. Cūr hoc cupivit?

DĒ FAMILIAE MEAE ORTŪ CONTINUED
Mārcus: Meus pater quoque litterās valdē amat. Cupivit igitur mē litterīs Latinīs ērudīri.
Marīa: Putābam patrem tuum esse astronautam (astronaut).
Mārcus: Hoc est vērum. Tantum hominēs doctī possunt esse astronautae. Simus diligentēs!
Second, Third, Fourth, Conjugations and -io Verbs of Third Conjugation: Present Active and Passive Subjunctive; Place Where, Place to Which, and Place from Which with the Names of Towns

MEMORABILE DICTU

Sacrum Rōmānum imperium.

“Holy Roman Empire.”

The Holy Roman Empire continued the empire founded in 800 CE by Charlemagne, who revived the title of Roman Empire in Western Europe. Charlemagne’s successors, the Carolingians, considered the Roman Empire suspended, rather than ended, by the abdication in 476 CE by Romulus Augustus. As a phrase, “Holy Roman Empire” designated a political entity that originated with the coronation of the German king Otto I as emperor and survived until Francis II renounced the imperial title in 1806.
READING

In the eighth century much of Western Europe once again became part of a substantial empire—this time that of the Franks, a German tribe who, after invading the Roman Empire centuries earlier, were recovering from many years of division and strife. This recovery had resulted from the unifying leadership of a new dynasty called the “Carolingians,” which derived its name from Carolus, the Latin name of its greatest ruler Charles the Great or, as he is called in French, Charlemagne. Leo III, who was Pope from 795–816 CE, a highly astute leader from relatively humble beginnings who had risen through the ranks of the Roman church, regarded Charles as a great ally and protector. In a ceremony held on Christmas Day 800 CE in St. Peter’s Basilica, Leo actually crowned Charles Roman Emperor of the West. In a sense, then, Charlemagne’s coronation revived the Western Roman Empire. Once again, after an interval of three centuries, an emperor in the west seemed to be the counterpart of the eastern emperor in Constantinople: we must not forget that the eastern Roman Empire never fell, but continued to exist without interruption from the fourth century CE onwards.

Charlemagne’s rule was of particular cultural importance because he made Latin the official language of his empire. As he needed an educated class of administrators capable of expressing themselves in Latin, at his court in Aachen, known in French as Aix-la-Chapelle, Charlemagne patronized a group of the greatest Latin writers, scholars, and teachers of his day.

The biography of Charlemagne by Einhard (775–840), of the German region known as Franconia, furnishes much information about the reign of the emperor. In certain respects the biography resembles the lives of ancient Roman emperors written by the biographer Suetonius in the second century CE.

DĒ CAROLŌ MĂGNŌ


“Veniātis omnēs et mēcum natētis.” Interdum centum hominēs cum eō ūnā natābant. Vestis ēius erat simplex, ut Francī gerēbant. Gladiō semper accingēbātur, cūius capulus erat ex aurō vel ex argentō factus. Vīnum nōn amābat nec hominēs ēbriōs tolērābat. Dum comedēbat,

**READING VOCABULARY**

- accingō, ere, accinxī, accinctum – to gird on, arm
- aliquot (indeclinable indefinite pronoun/adjetive) – some, a few
- *altus, a, um – tall, deep
- *annus, i, m. – year
- Aquīsgrānī – at Aachen
- Aquīsgrānum, ī, n. – Aachen‡
- *argentum, ī, n. – silver
- assiduus, a, um – diligent, dedicated
- assus, a, um – roasted
- Augustīnus, ī, m. – Augustine‡
- *aurum, ī, n. – gold
- *brevis, breve – short
- calēns, calentis – hot;
  - aquae naturāliter calentēs – hot water springs
- cānus, a, um – grey (for hair)
- capillus, ī, m. – hair
- capulus, ī, m. – handle, hilt
- Carolus, ī, m. – Charles
- centum (numeral) – one hundred
- cervīx, cervīcis, f. – neck
- *clārus, a, um – clear, distinguished
- *custōs, custōdis, m. – guard
- ēbrius, a, um – drunk
- ēlixus, a, um – boiled
- *eques, equitis, m. – horseman
- febris, febris, f. – fever
- *finis, finīs, m. – end
- Francus, ī, m. – Frank
- *gerō, ere, gessī, gestum – to wear, carry
- *gravis, grave – heavy, serious
- historicus, i, m. – historian
- induō, ere, induī, indūtum – to put on (a piece of clothing)
- *interdum (adv.) – sometimes
- *interpellō, āre, āvī, ātum – to interrupt
- invitō, āre, āvī, ātum – to invite
- *lis, litī, f. – dispute, quarrel
- *māne (adv.) – in the morning
- medicus, ī, m. – doctor
- natō, āre, āvī, ātum – to swim
- nātūrāliter (adv.) – naturally
- *odium, ī, n. – hatred;
  - odiō habeō + accusative – I hate somebody
- prōiciō, ere, prōiectum – to send forth; (in passive participle) protruding
- rēgia, ae, f. – royal palace
- simplex, simplicis – simple
- *sinō, ere, sīvī, situm + accusative + infinitive – to allow somebody to do something
- tolerō, āre, āvī, ātum – to tolerate, bear
- ultimus, a, um – last
- *ut (conj.) – as
- *valeō, ēre, valui, — – to be in good health
- vapor, vapōris, m. – steam, vapor
- vegetus, a, um – lively, vigorous
- *vel (conj.) – or
- vēnātor, vēnātōris, m. – hunter
- veniātis – present active subjunctive of veniō
- venter, ventris, m. – stomach, belly
- *vestis, vestis, f. – clothes, attire
- vīnum, ī, n. – wine
- *vōx, vōcis, f. – voice
- *vultus, vultūs, m. – face

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

‡Additional information about the words marked with the double dagger will be in the Take Note section that follows the Reading Vocabulary.
TAKE NOTE
Aquīsgrānum  Called Aachen in German or Aix-la-Chapelle in French, this town is in western Germany and was a seat of the Holy Roman Empire. The town was known for its mineral waters as the root “aqu” in the name indicates.

Augustīnus  You learned about Augustine in Chapter 20 of Level 1.

COMPREHENSION QUESTIONS
1. Why did Charlemagne dislike doctors?
2. What were Charlemagne’s favorite pastimes?
3. Of which customs did Charlemagne approve during mealtime and of which did he disapprove?

Charlemagne spent several months traveling through Italy with his son Pippin in 800. In November he arrived in Rome resolved to strengthen his position and his alliance with Pope Leo III. Charlemagne was crowned in the basilica built by Constantine, which, unlike the Renaissance St. Peter’s (pictured here on the right with its impressive dome), would have blended into its surroundings.
LANGUAGE FACT 1
SECOND, THIRD, FOURTH, CONJUGATIONS AND -IŌ VERBS OF THE THIRD CONJUGATION: PRESENT ACTIVE AND PASSIVE SUBJUNCTIVE

In the text above, you encountered the form veniātis, “May you all come!” which is a present subjunctive of the verb veniō.

Verbs of the second, third and fourth conjugation form the present subjunctive by adding the vowel –a– to their verbal stem, and then the same endings as the verbs of the first conjugation. Third conjugation –iō verbs resemble verbs of the fourth conjugation in their present subjunctive.

tene-a-m  |  tene-a-r
pet-a-m    |  pet-a-r
audi-a-m   |  audi-a-r
cap-ia-m   |  cap-ia-r
**STUDY TIP**
You can easily remember what vowels are used in the present subjunctive with this mnemonic:

He Fears a Giant Liar

<table>
<thead>
<tr>
<th>Second Conjugation: Present Active Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>teneam</td>
<td>teneāmus</td>
</tr>
<tr>
<td>Second person</td>
<td>teneās</td>
<td>teneātis</td>
</tr>
<tr>
<td>Third person</td>
<td>teneat</td>
<td>teneant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Conjugation: Present Passive Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>tenear</td>
<td>teneāmur</td>
</tr>
<tr>
<td>Second person</td>
<td>teneāris</td>
<td>teneāmini</td>
</tr>
<tr>
<td>Third person</td>
<td>teneātur</td>
<td>teneantur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Conjugation: Present Active Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>petam</td>
<td>petāmus</td>
</tr>
<tr>
<td>Second person</td>
<td>petās</td>
<td>petātis</td>
</tr>
<tr>
<td>Third person</td>
<td>petat</td>
<td>petant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Conjugation: Present Passive Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>petar</td>
<td>petāmur</td>
</tr>
<tr>
<td>Second person</td>
<td>petāris</td>
<td>petāmini</td>
</tr>
<tr>
<td>Third person</td>
<td>petātur</td>
<td>petantur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Conjugation: Present Active Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>audiam</td>
<td>audiāmus</td>
</tr>
<tr>
<td>Second person</td>
<td>audiās</td>
<td>audiātis</td>
</tr>
<tr>
<td>Third person</td>
<td>audiat</td>
<td>audiānt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Conjugation: Present Passive Subjunctive</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>audiar</td>
<td>audiāmur</td>
</tr>
<tr>
<td>Second person</td>
<td>audiāris</td>
<td>audiāmini</td>
</tr>
<tr>
<td>Third person</td>
<td>audiātur</td>
<td>audiāntur</td>
</tr>
</tbody>
</table>
**BY THE WAY**

Since there are several ways of translating the subjunctive, depending on whether it is in a main or in a subordinate clause, and depending on its meaning, no translation is given with the conjugation of these subjunctive verbs.

**STUDY TIP**

The present subjunctive of fourth conjugation verbs and the -īō verbs of the third conjugation look the same: audiam – capiam.

**BY THE WAY**

All forms of the present subjunctive of third conjugation verbs (except in the first person) resemble the present indicative of first conjugation verbs. Compare: amās – petās; amāris – petāris.

▶ **EXERCISE 1**

Change the indicative verbs into the subjunctive keeping the same person, number, tense, and voice. Give the basic meaning of the verb.

**Example:** valētis valeātis to be well, be strong

1. sinuntur
2. geris
3. prōmittitur
4. gignō
5. aspicimini
6. invenimur
7. occupātur
8. gignimus
9. doceor
10. invenit
11. movēris
VOCABULARY TO LEARN

NOUNS
annus, ī, m. – year
argentum, ī, n. – silver
aurum, ī, n. – gold
custōs, custōdis, m. – guard
eques, equitis, m. – horseman
finis, finis, m. – end
lis, litis, f. – dispute, quarrel
odium, ī, n. – hatred
vestis, vestis, f. – clothes, attire
vōx, vōcis, f. – voice
vultus, vultūs, m. – face

ADJECTIVES
altus, a, um – tall, deep
brevis, breve – short
clārus, a, um – clear, distinguished
gravis, grave – heavy, serious

VERBS
gerō, ere, gessī, gestum – to wear (you already know the meaning “carry”)
sinō, ere, sivi, situm + accusative + infinitive – to allow somebody to do something
valeō, ère, valui, — – to be in good health

ADVERBS
interdum – sometimes
māne – in the morning

CONJUNCTIONS
ut – as
vel – or

PHRASE
odiō habeō + accusative – I hate somebody

EXERCISE 2
Write the Latin word from the Vocabulary to Learn on which each derivative is based.

final litigator gesture gravity clarity brevity
altitude equestrian custody infinity annual vocal
valor odious valedictorian vocative litigation

EXERCISE 3
Give the first and second principal part and the conjugation of the verb from which each form comes and identify whether the form is present indicative, present subjunctive, or future indicative. Give the basic meaning of the verb.

Example: accūset accūsō, āre first conjugation present subjunctive to accuse

1. gignet
2. occupet
3. prōmīttrt
4. aspiciat
5. accipiet
6. valet
7. exspectat
8. sinat
9. faciat
10. fugiat
11. occupat
12. gerat
13. gerit
14. valeat
15. inveniet
16. invideat
17. prōmīttrt
18. intret
19. mittat
20. moveat
21. occultet
22. sinet
EXERCISE 4
Read the following dialogue between Charlemagne and his doctor. Find all the imperatives and subjunctives and identify each by type. The Reading Vocabulary may be consulted.

Example:
Medicus: Salvus (healthy) sis (salvus sīs = salve; a greeting), rēx praeclāre!
sis – optative subjunctive

Carolus Māgnus: Salvē, medice!
Medicus: Utinam possīs per multōs annōs bene valēre et rēx Francōrum esse!
Carolus Māgnus: Prō certō erō. Cūr hoc dīcis?
Medicus: Corpus tuum nōn iam est forte et febribus corripitur. Čōnsilia bona tibi dabō. Ita corpus curāre poteris. Audiās!
Carolus Māgnus: Audiāmus (kings sometimes talk in the plural to enhance their majesty)! Dicās ea quae dicere cupīs.
Medicus: iam carnēs assās comedere nōn dēbēs, sed tantum carnēs ēlixās.
EXERCISE 5

The following dialogues are held in Charlemagne’s dressing room and at his table. Translate the following Latin sentences into English, and the English sentences into Latin. The Reading Vocabulary may be consulted.

Custōs: Licetne intrāre, rēx? Sunt enim duō (two) virī, inter quōs est līs.
Carolus Māgnus: Let them enter!
Custōs: Intrētis et rem vestram rēgī nārrētis!
Vir primus: This man takes fruit from my tree. Punish him, just king!
Vir secundus (second): Mihi crēdās, rēx! Arbor est mea, nōn ēius.
Carolus Māgnus: Quō locō est arbor?
Virī ambō (both): Invenītur in fine agrī meī.
Carolus Māgnus: Et tibi et tibi ex illā arbore pōma capere licēbit. Nunc mē relinquātis! Nam vestīmenta induere dēbeō.
Carolus Māgnus: Comedāmus! Nē exspectēmus! Venter meus vocat.
Servus (servant): Everything is prepared.
Carolus Māgnus: Carnēs in mensam (table) pōnās, sed nōlī pōnere vīnum! Nōn enim amō hominēs ēbriōs.
Servus: Say, king! Which book do you want to hear today? One of Cicero’s (Cicero, Cicerōnis, m.)?
Carolus Māgnus: Nē nōmen Cicerōnis audiātur! Augustīnum legāmus!
Amīci: May we be pleased by the book of Augustine! For sure we will be pleased by the meats, but we will not be pleased by the water.

LANGUAGE FACT II

PLACE WHERE, PLACE TO WHICH, AND PLACE FROM WHICH WITH NAMES OF TOWNS

In the text above, you read that Charlemagne had built a royal palace Aquīsgrānī (in Aachen). The form Aquīsgrānī is not a genitive of Aquīsgrānum, as it may seem. It is a locative. The locative is a case which had died out in very early Latin, but a few forms remained in use.

You have learned that Latin uses in with the ablative to express place where.

Vivō in pulchrā terrā.
“I live in a nice land.”

However, “place where” with the names of cities, towns, and small islands is expressed with a special case form called the locative. The ending of the locative singular for the first declension
is –ae and for the second declension is –ī. The locative looks exactly like the ablative in 3rd declension singular and in 1st, 2nd, and 3rd declension plurals. (There are no such nouns belonging to the fourth and the fifth declensions.)

*Vivō Rōmae.* – “I live in Rome.”

*Carolus vivit Aquīsgrānī.* – “Charles lives in Aachen.”

*Vivō Athēnīs.* – “I live in Athens.” (Athēnae, ārum, f. pl. – Athens)

*Hannibal vivēbat Carthāgine.* – “Hannibal lived in Carthage.” (Carthāgō, Carthāginis, f. – Carthage)

Note these special forms with the noun *rūs, rūris, n.*, which means “countryside.”

*rūrī* (locative) – in the country

*rūre* (place from which) – from the country

*rūs* (place to which) – to the country

The domed octagon caps the Palatine Chapel around which the larger Cathedral of Aachen was built. Charlemagne constructed the chapel ca. 796–805 CE as part of his palace. Inspired by early Christian and Byzantine churches, many see it as a direct echo of the Emperor Justinian’s San Vitale in Ravenna.
BY THE WAY
In Level 1 you learned that domī could mean “at home.” This is actually the locative singular form of domus.

You have learned that Latin uses in or ad with the accusative to express place to which.
However, “place to which” with the names of cities, towns, and small islands is expressed with a simple accusative without a Latin preposition.

*Mīlitēs Rōmam, Aquisgrānum, Athēnās, Carthāginem dūcō.*
“I lead soldiers to Rome, Aachen, Athens, Carthage.”

You have learned that Latin uses ab, dē, or ex with the ablative to express place from which.
However, “place from which” with the names of cities, towns, and small islands is expressed with a simple ablative without a Latin preposition.

*Rōmā, Aquisgrānō, Athēnīs, Carthāgīne veniō.*
“I am coming from Rome, Aachen, Athens, Carthage.”

<table>
<thead>
<tr>
<th>Place Constructions</th>
<th>Without a Preposition</th>
<th>With a Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ablative – Place Where</td>
<td>Carthāgīne - in Carthage</td>
<td>in Graeciā – in Greece</td>
</tr>
<tr>
<td>Locative – Place Where</td>
<td>Rōmæ – in/at Rome</td>
<td>———</td>
</tr>
<tr>
<td>Accusative – Place to Which</td>
<td>Athēnās – to Athens</td>
<td>ad Eurōpam – to Europe</td>
</tr>
<tr>
<td>Ablative – Place from Which</td>
<td>Carthāgīne – from Carthage</td>
<td>ā Šiciliā – from Sicily</td>
</tr>
</tbody>
</table>

► EXERCISE 6
For each of the cities listed, compose three sentences that will start with:

Cupiō vivere . . . (place where)
Amīcōs dūcere cupiō . . . (place to which)
Veniō . . . (place from which)

Example: Novum Eborācum
Cupiō vivere Novī Eborācī (New York).
Amīcōs dūcere cupiō Novum Eborācum.
Veniō Novō Eborācō.

1. Vasintōnia, ae, f. – Washington
2. Sicāgum, ī, n. – Chicago
4. Bostōnia, ae, f. – Boston
5. Cincinnātī, ōrum, m. pl. – Cincinnati
6. Dallasia, ae, f. – Dallas
TALKING ABOUT A READING
ABOUT A EUROPEAN TRIP AND UNADAPTED LATIN: ATTICUS EXCELS IN SCHOOL

DĒ ITINERE IN EURŌPAM FACTŌ


Maria: Utinam mihi liceat Lutetiam petere, turrim Eiffeliānam (Eiffel Tower) vidēre, Lutetiae ambulāre atque dēlectāri! Dūcēsne mē, Mārce, Lutetiam?

While Mary is speaking, Helen goes away. Mark runs after her.

Mārcus: Ego, Helena, cupiō unā tēcum esse Lutetiae. Sī unā erimus Lutetiae, quāsdam rēs (some things) ibi tibi dicam.

Helena: Ego cupiō quoque Rōmam, imperii (empire) Rōmāni caput, vidēre.

Mārcus: Poterimus etiam Aquisgrānum petere, quod erat imperii Rōmāni caput novum. Tēcum omnī locō erō fēlix!

Helena: Redeāmus (let us return) ad aliōs!

Helen and Mark return to the others.

Mārcus: Satis superque (more than enough) dē itineribus diximus. Nunc librum dē Atticō Cicerōnis amicō scriptum legāmus.

Maria: Erant tamen in illō librō multa verba difficilia. Relinquātur ille liber!

Helena: Nōlī, Maria, hoc dicere! Et ego timēbam, sed nōn iam. Audiās nunc!
ATTICUS EXCELS IN SCHOOL

CORNELIī NEPŌTIS ATTICUS, 1.3–4

Atticus did better in school than many boys of more noble origin. In doing so, he gave incentives to his classmates to strive even harder in their studies. During this period of childhood and early youth, he made a number of friendships that would be lifelong, including his friendship with Cicero.

3. Erat autem in puerō praeter docilitātem ingenīi summa suāvitās ōris atque vōcis, ut nōn sōlum celeriter acciperet, quae trādēbantur, sed etiam excellenter prōnūntiāret. Quā ex rē in pueritiā nōbilis inter aequālēs ferēbātur clāriusque exsplendēscēbat, quam generōsī condiscipulī animō aequō ferre possent. 4. Itaque incitābat omnēs studiō suō. Quō in numerō fuērunt L. Torquātus, C. Marius fīlius, M. Cicero; quōs cōnsuētūdine suā sic dēvīnxit, ut nēmō hīs umquam fuerit cārior.
**VOCABULARY**

1. praeter + accusative – besides, in addition to
docilitātis, docilitātis, f. – aptness for being taught, docility
summus, a, um – supreme
suavītās, suavītātis, f. – sweetness

2. trādō, ere, trādidī, trāditum – to give, teach

3. excellenter (adv.) – in an excellent way
prōnūntiō, āre, āvī, ātum – to pronounce
pueritia, ae, f. – childhood
nōbilis, nōbile – noble, distinguished

4. ferēbātur – was told, was regarded, was said
clārius . . . quam . . . possent . . . – more brilliantly . . . than . . . they were able . . .
explendēscō, ere, exsplenduī, — – to shine forth, be famous
generōsus, a, um – of noble birth

5. condiscipulus, ī, m. – classmate
ferō, ferre – to carry, bear
incitō, āre, āvī, ātum – to stimulate, instigate

6. studium, ī, n. – zeal, eagerness
L. = Lūcius, Roman first name
C. = Gāius, Roman first name
numerus, ī, m. – number

7. quō in numerō = et in eo numerō
sic (adv.) – in such a way
M. = Mārcus, Roman first name
cōnsuētūdō, cōnsuētūdinis, f. – custom, companionship
dēvincīo, ire, dēvīnxi, dēvincētum – to tie up, oblige, attach

**READING NOTES**

1. praeter docilitātem ingenii “in addition to an aptitude of (i.e., for) being taught” or “in addition to an ability to learn quickly.”

1–2. summa suavītās ōris atque vōcis “the utmost sweetness of mouth and voice.” I.e., Atticus modulated his words with care, the pitch of his voice was pleasing, and his delivery was good.

2–3. ut nōn sōlum . . . acciperet, sed etiam . . . prōnūntiāret “so that he would not only receive . . . but also pronounce”

3. Quā ex rē = et eā ex rē; “On account of this fact.” This refers back to what has been said so far about Atticus’ qualities.

4. ferēbātur “he was said to be” or “he was regarded as.”

4–5. clāriusque exsplendēscēbat, quam . . . condiscipuli . . . ferre possent. Here the clause with its verb in the subjunctive (possent) means: “he shone forth more brilliantly than his classmates were able to bear.”

6. Quō The relative pronoun at the beginning of a sentence often translates as the demonstrative “this” or “that,” as is the case here.

7–8. cōnsuētūdine suā sic dēvīnxit, ut nēmō hīs . . . fuerit cārior Here ut introduces a clause with a verb in the subjunctive (fuerit) that expresses the result of an action or state. (See Chapter 14). The whole phrase, including the ut clause, means “<whom> he attached <to himself> through his companionship in such a way that nobody was ever dearer to them . . .”
QUESTIONS ABOUT THE TEXT
Answer in complete Latin sentences.
1. Quōmodō docēbātur Atticus?
2. Quid Atticus in scholā bene faciēbat?
3. Eratne Atticus generōsus?
4. Eratne Atticus melior quam (better than) condiscipuli generōsi?
5. Quid condiscipuli generōsi dē Atticō sentiēbant?
6. Quī erant inter amīcōs Attici?
7. Quamdiū illi Attici amīci fuērunt?

DĒ ITINERE IN EURŌPAM FACTŪ CONTINUĒD

Christina: Nōs quoque maneāmus semper amīci!
Mārcus: Ita, maneāmus!
Helena: Bene dīcitis.
MEMORĀBILE DICTŪ

Nec sine tē nec tēcum vivere possum.
“I can live neither without you nor with you.” (Ovid, Love Affairs, 3.11b.7)

A witty description of the emotional difficulties that love brings. Ovid dramatizes the eternal and irreconcilable conflicts typical of human love affairs. It emphasizes that physical beauty makes the beloved desirable not only to the lover, but to others as well; the beloved’s appearance, therefore, may also be a cause of anxiety. What is more, even if the behavior of the beloved causes resentment in the lover, it may also lead to greater desire, to the point where the lover feels subjected to the beloved, in a form of painful but welcome servitude. The reading in this chapter deals with one of the most celebrated and tragic love stories of all time.
Peter Abelard was an eminent philosopher and theologian of the twelfth century who had acquired the reputation of a free thinker. He is remembered not only for his rigorous application of logical analysis in his studies, but also for his tragic personal life. When the uncle of a learned young woman named Heloise sought out a tutor for her, Abelard—who had been eager to meet her—applied for the position. The text below narrates what happened as a result.

This reading is an adaptation of a letter to Abelard from Heloise, in which she reacts to his *Historia calamitātum meārum* (*A Story of My Sufferings*), an autobiography presented in the form of a letter.

**HELOĪSA AD ABAELARDUM**

1. Abaelardō dominō (immō patrī), coniugī (immō frātrī) Heloīsa ancilla (immō filia), uxor (immō soror) salūtem dīcit.


†The parents gave their offspring the unorthodox name Astralabe which is the name of an instrument for measuring the stars. Astralabe, son of Abelard, seems to have followed a career in the church but not much is known about the details of his life or death.
READING VOCABULARY

Abaelardus, i, m. – Abelard
ancilla, ae, f. – female servant
*at (conj.) – but
avunculus, i, m. – (maternal) uncle
calamitās, calamitātis, f. – calamity, disaster
carmen, carminis, n. – poem, song
clam (adv.) – secretly
*coniūnx, coniugis, m./f. – spouse
*discipula, ae, f. – student (female)
*discō, ere, didicī, — – to learn
*dominus, ī, m. – master, lord
et . . . et – both . . . and
*fāma, ae, f. – fame, name, reputation
*frāter, frātris, m. – brother
Heloisā, ae – Heloise
immō (conj.) – on the contrary, nay rather
*improbus, a, um – bad, wicked
*iungō, ere, iūnxī, iūnctum – to join
*magister, magistrī, m. – teacher (male)
*mātrimōnium, ī, n. – marriage

monasterium, ī, n. – monastery
nārrārēs – imperfect subjunctive of nārrō
*nē (conj. + subjunctive) – in order not to, lest
*nusquam (adv.) – nowhere
*pariō, ere, peperi, partum – to give birth to
pater, patris, m. – father
perderēs – imperfect subjunctive of perdō
*perdō, ere, perdidi, perditum – to lose, waste
*salūs, salūtis, f. – health, welfare
salūtem dicō + dative – I greet (a customary way to
begin a letter)
*scribō, ere, scripsi, scriptum – to write
ūnicus, a, um – only one
*ut (conj. + subjunctive) – in order to, so that
uterque – each (of two)
*uxōrem dūcō – to marry (a woman), take as a wife
vulnerārent – imperfect subjunctive of vulnerō

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

COMPREHENSION QUESTIONS

1. What has prompted Heloise to write to Abelard?
2. Why did Heloise’s uncle arrange for Abelard to be attacked?
3. Where are Abelard, Heloise, and their son during the time Heloise is writing the letter?

The astrolabe is a two-dimensional model of the celestial sphere elaborately inscribed on a brass disc. Its portability and usefulness made it the most used, multipurpose astronomical instrument until the seventeenth century. Conceived by the ancient Greeks, perfected by the Muslims, the astrolabe was introduced to Europe from Islamic Spain in the twelfth century.
LANGUAGE FACT I

IMPERFECT ACTIVE AND PASSIVE SUBJUNCTIVE OF ALL CONJUGATIONS

In Heloise’s letter you encounter two new forms of verbs you already know: the forms nārrārēs and vulnerārent from the verbs nārrō and vulnerō. These forms belong to the imperfect subjunctive.

Find one more imperfect subjunctive in the Latin reading passage at the beginning of the chapter.

The imperfect subjunctive is easily formed by adding the endings of the present subjunctive to the present infinitive. You can recognize in the forms above the present infinitive: nārrāre, vulnerāre.

| First Conjugation: Imperfect Active Subjunctive |         |         |
| First person | parārem | parārēmus |
| Second person | parārēs | parārētis |
| Third person | parāret | parārent |

| First Conjugation: Imperfect Passive Subjunctive |         |         |
| First person | parārer | parārēmur |
| Second person | parārēris | parārēmini |
| Third person | parārētur | parārentur |

| Second Conjugation: Imperfect Active Subjunctive |         |         |
| First person | tenērem | tenērēmus |
| Second person | tenērēs | tenērētis |
| Third person | tenēret | tenērent |

| Second Conjugation: Imperfect Passive Subjunctive |         |         |
| First person | tenērer | tenērēmur |
| Second person | tenērēris | tenērēmini |
| Third person | tenērētur | tenērentur |

| Third Conjugation: Imperfect Active Subjunctive |         |         |
| First person | peterem | peterēmus |
| Second person | peterēs | peterētis |
| Third person | peteret | peterent |
### Third Conjugation: Imperfect Passive Subjunctive

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### Fourth Conjugation: Imperfect Active Subjunctive

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### Fourth Conjugation: Imperfect Passive Subjunctive

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### -iō Verbs of Third Conjugation: Imperfect Active Subjunctive

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### -iō Verbs of Third Conjugation: Imperfect Passive Subjunctive

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<td>Second person</td>
<td>caperēminī</td>
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<tr>
<td>Third person</td>
<td>caperentur</td>
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</tbody>
</table>

**BY THE WAY**

The imperfect subjunctive of the third conjugation verbs and of the –iō verbs of the third conjugation look the same:

$peterem – caperem.$
STUDY TIP
Remember that –re– before the endings is often a clue for the imperfect subjunctive! Similarly, if you see an infinitive with a verb (personal) ending, you know you’re looking at the imperfect subjunctive!

The irregular verbs *sum* and *possum* form the imperfect subjunctive in the same manner as the other verbs.

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**EXERCISE 1**
Change the present or imperfect indicative verb forms into the present or imperfect subjunctive, keeping the same tense, person, number, and voice. Give the basic meaning of the verb.

**Example:** discit – discat  to learn

1. iungēbātur  7. occupāmini
2. perduntur  8. gignuntur
3. discis      9. valeō
4. aspiciēbam  10. sinimus
5. prōmittitis 11. gignimus
6. inveniēbant
VOCABULARY TO LEARN

NOUNS
coniūnx, coniugis, m./f. – spouse
discipula, ae, f. – student (female)
dominus, i, m. – master, lord
fāma, ae, f. – fame, name, reputation
frāter, frātris, m. – brother
magister, magistrī, m. – teacher (male)
mātrimōnium, i, n. – marriage
salūs, salūtis, f. – health, welfare

ADJECTIVES
improbus, a, um – bad, wicked

VERBS
discō, ere, didicī, — – to learn
iungō, ere, iūnxī, iūnctum – to join
pariō, ere, peperi, partum – to give birth to
perdō, ere, perdidi, perditum – to lose, waste
scribō, ere, scripsī, scriptum – to write

ADVERBS
nusquam – nowhere

CONJUNCTIONS
at – but
nē + subjunctive – in order not to, lest . . . should
ut + subjunctive – in order to, so that

PHRASE
salūtem dicō + dative – I greet (a customary way to begin a letter)
uxōrem dūcō – to marry (a woman), take as a wife

EXERCISE 2
Find the English derivatives based on the Vocabulary to Learn in the following sentences. Write the corresponding Latin word. Some of the sentences may contain more than one derivative.

1. After the delivery of a child, a postpartum depression may occur.
2. There has been conjugal discord between this husband and wife recently.
3. Matrimonial happiness depends on the husband and wife’s tolerance of each other’s habits.
4. You need to salute when you meet a superior officer.
5. In my college years, I belonged to a fraternity.
6. He is an expert in his discipline.
7. Drive one mile to the junction and then turn right.
8. When I grow up, I will become famous.
9. After the conquests of Alexander the Great, his dominion stretched from the Mediterranean Sea all the way to India.
10. You will readily recognize the master among his disciples.
EXERCISE 3
Change the present subjunctive forms into the imperfect subjunctive, keeping the same person and number.

Example: sint essent

1. possim 7. sītis
2. sīs 8. sim
3. possītis 9. sit
4. simus 10. possīs
5. possit 11. possīmus
6. possint

LANGUAGE FACT II
PURPOSE CLAUSES; SEQUENCE OF TENSES

In her letter, Heloise says to Abelard:

Lēgī epistulam quam ad amīcum scripsēras ut dē calamitātibus tuīs nārrārēs.
“I read the letter which you had written to your friend in order to tell about your calamities.”

The clause ut dē calamitātibus tuīs nārrārēs is a purpose clause, which explains the purpose of Abelard’s writing a letter.

In Latin, purpose is very often expressed with a clause introduced by the conjunction ut with the subjunctive.

Ut in a purpose clause is usually translated “in order to” (or its shortened form “to”) or “so that.”

An engraving depicts Heloise in the garb of a nun at her desk in the convent. Having read a page of a letter from her beloved Abelard, she has dropped it from her hands. Note the skull on the desk, a reminder of mortality. The Roman home often had such a memento mori as well.
BY THE WAY

You have seen *ut* with the indicative meaning “as.” However, the *ut* that introduces purpose clauses always requires the subjunctive.

The subjunctive used in a purpose clause is either present or imperfect. The **present** subjunctive is used after a primary tense main verb. The present, the future, and the future perfect are primary tenses. The **imperfect** subjunctive is used after a secondary tense main verb. The imperfect, the perfect, and the pluperfect are secondary tenses. This relation between the tense of the main verb and the tense of the subjunctive verb depending on it is called the **sequence of tenses**.

Heloise asks Abelard to write a few lines:

> Epistulam mittās *ut sciam* tē bene valēre!
> “Send a letter so that I know that you are well!”

Heloise wants to know that Abelard is well. *Sciam* is a present subjunctive because the verb *mittās* is present tense.

**Negative** purpose is expressed with the conjunction *nē* and the subjunctive.

Heloise remembers:

> Mē tamen uxōrem diū nōn dūcēbās, nē fāmam tuam perderēs.
> “However, for a long time you were not taking me as a wife, lest you should lose your reputation.”

*Nē* in the negative purpose clause is translated “in order not to” or “lest.”

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<tr>
<th>Sequence of Tenses – Shortened Version</th>
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<tr>
<td>Independent (Main) Clause (Verb)</td>
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<tr>
<td><strong>Primary Tense Verb/Primary Sequence</strong></td>
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<tr>
<td>Present, Future, Future Perfect Indicative</td>
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<td><strong>Secondary Tense Verb/Secondary Sequence</strong></td>
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<td>Imperfect, Perfect, Pluperfect Indicative</td>
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Find one more purpose clause in the Latin reading passage at the beginning of the chapter. Explain whether it is positive or negative, and whether a present or an imperfect subjunctive is used in it.

Heloise and Abelard’s letters would have looked similar to this script. The most popular ink, brown made from iron and oak leaves, would be applied to sheets of vellum or parchment made from the skins of animals. Today’s calligraphers are masters of the various medieval fonts.
EXERCISE 4

Fill in the first blank with either *ut* or *nē* according to the sense of the sentence. Fill in the second blank with the correct form of the verb in parentheses. Translate each sentence. The Reading Vocabulary may be consulted.

**Example:** Heloīsa ad Abaelardum scribit _____ dē dolōre suō eī __________. (nārrō)
Heloīsa ad Abaelardum scribit *ut* dē dolōre suō eī nārret.
Heloise writes to Abelard in order to tell him about her pain.

1. Heloīsa ad Abaelardum scribēbat _____ dē gravi dolōre suō eī __________. (nārrō)
2. Māne Abaelardus magister ad domum Heloīsae discipulæ venit _____ eam _________. (doceō)
3. Māne Abaelardus magister ad domum Heloīsae discipulæ vēnit _____ eam _________. (doceō)
4. Hodiē Abaelardus et Heloīsa in monasteria mittuntur _____ ūnā _________. (sum)
5. Abaelardus et Heloīsa in monasteria sunt missī _____ ūnā _________. (sum)
6. Filius Heloīsae cum sorōre Abaelardī per multōs annōs manet _____ ab illā _________. (cūrō)
7. Filius Heloīsae cum sorōre Abaelardī manēbat per multōs annōs _____ ab illā _________. (cūrō)

The arched windows and the barrel vaulted ceiling of the monastery dormitory bear witness to their Roman roots and give this style the name Romanesque. Founded in 1146, Thoronet Abbey in southern France is contemporaneous with Heloise and Abelard’s time in the convent and the monastery.
▶ EXERCISE 5
Construct from each pair of sentences a complex sentence that contains a purpose clause. Translate the new sentences. The Reading Vocabulary may be consulted.

Example: Librōs legō. Rēs discō.
Librōs legō ut rēs discam.
I read books in order to learn things.

1. Abaelardus ad amīcum scrībit. Dē rēbus suis nārrat.
2. Abaelardus et Heloīsa occultābantur. Avunculus dē amōre nōn discēbat.
3. Abaelardus et Heloīsa sunt tandem sēpārātī. Ûnā nōn erant.
4. Abaelardus ad Heloīsam nōn scrībit. Ėius animus est in pāce.

▶ EXERCISE 6
Find all the subjunctives and imperatives, both positive and negative, in the Latin reading passage at the beginning of the chapter. Identify what type of subjunctive or imperative each is.

A Gothic-revival tomb with two full-length figures of a monk and a nun atop a sarcophagus protects the remains of Heloise and Abelard. The French honored their story through the ages and in 1804, Napoleon and Joséphine Bonaparte brought the lovers’ remains to Paris for final resting at Père-Lachaise cemetery in 1817.
TALKING ABOUT A READING

ABOUT LOVE AND UNADAPTED LATIN: ATTICUS GOES TO ATHENS

DĒ AMŌRE

Helen and Mark are alone.

Mārcus: Dum epistulam Heloīsae legēbāmus, dē tē, Helena, cōgitābam.
Helena: Cūr? Putāsne mē esse tam doctam quam (as) Heloīsam?
Mārcus: Nōn sōlum putō tē esse tam doctam et pulchram quam Heloīsam, sed quoque intellegō Abaelardi amōrem.
Helena: Tūne Marīam amās? Saepe enim cum eā verba facere solēs et gaudium hāc ex rē capitāris.
Mārcus: Audiās mē, Helena! Marīa est bona amīca. At est alia puella, quam uxōrem dūcere cupiō.
Helena: Quam?
Mārcus: Nōnne (don’t you) intellegis?
Mārcus: Idem (the same) nōmen habet quod mulier quae fuit belli Trōiānī causa.
Helena (blushing): Dēbeō tamen aliōs nunc vocāre . . . . Veniātis, amīcī!
Marīa: Cūr venire dēbēmus?
Helena: Venire dēbētis ut dē Atticō únā legāmus.
Marīa: Legās tū, Helena!
Athens had long served as an intellectual capital in the ancient world. Romans went there to study with scholars in much the same way as modern students go away to university. Intellectual debates regularly took place in the agora (depicted above), the central gathering place of Athens. The temple of Hephaestus overlooks the agora.
ATTICUS GOES TO ATHENS

CORNELII NEPOTIS ATTICUS, 2.1–2

Atticus grew up in a period of civil strife in which Marius was the leader on one side and Sulla on the other. Not wishing to take sides and make enemies of people in the opposing party, Atticus decided to move to Athens, which was in any case an appropriate place for him to complete his studies.

VOCABULARY

1 matūrē (adv.) – early
dēcēdō, ere, décessi, dēcessum – to die
adulēscentulus, ī, m. – very young man
affinitātēs, affinitātēs, f. – relationship by marriage

2 P. = Pūblius
tribūnus, ī, m. plēbī – tribune of the plebs
interfi  ciō, ere, interfēcī, interfectum – to kill
expers, expertīs + genitive – devoid of, free from
illīus (gen.) – of that

3 namque = nam
consōbrīna, ae, f. – cousin
nūbō, ere, nūpsī, nūptum + dat. – to marry (a man)

4 posteāquam = postquam
Cinnānus, a, um – related to Cinna, ae, m.

5 civitās, civitātis, f. – city, community of citizens, state
perturbō, āre, āvī, ātum – to throw into confusion

6 quīn . . . off  endet – without offending
alteruter, alterutra, alterutrum – either of two

7 aliī . . . alii . . . – some . . . others . . .
Sullānus, a, um – related to Sulla, ae, m
faveō, ĕre, fāvī, fātum + dative – to favor

8 Athēnæ, ārum, f. pl. – Athens
sē contulit – went
neque = nec

8–9 neque eō sētius – nevertheless

9 Marius, ī, m. – civil war leader against Sulla
iūvō, ĕre, iūvī, iūtum – to help
opēs, opium, f. pl. – resources, money

10 fuga, ae, f. – flight
pecūnia, ae, f. – money
sublevō, ĕre, āvī, ātum – to support, help

READING NOTES

1–2 propter affinitātēm P. Sulpiciūs “because of his relationship with Publius Sulpicius.” Latin uses the genitive with affinitās whereas an English speaker would use the preposition “with.”

2 qui tribūnus plēbī “who as a tribune of the plebs.” A tribune of the plebs was a magistrate elected to defend the rights of the lower class.

3–4 Itaque interfectō Sulpiciō “after Sulpicius was killed.” This ablative absolute, a construction you will learn later in this book, means the same as postquam Sulpicius est interfectus or “after Sulpicius was killed.”

4–5 posteāquam vidit Cinnānō tumultū civitātem esse perturbātam “after he saw that the state had been thrown into confusion because of the uproar by Cinna.” Cinna, a leader in the Roman civil wars, was on Marius’ side.

5–6 facultās ( facultātis, f.) prō dignitāte vivendī “a possibility of living according to one’s dignity.”

6 quīn alterutram partem off  enderet “without offending either of the two sides.”

6–7 dissociātēs animīs civium “<with> the minds of the citizens having been put at odds.”

7–8 idōneum tempus ratus studiīs obsequendī suīs “having deemed the time appropriate for attending to his studies.”

7 Sullānīs Sulla was a major leader in the Roman civil wars and later a celebrated Roman dictator. partibus This noun which ordinarily means “part,” here means “party.”

9 adulēscentem Marium hostem iūdicātum “the young man Marius having been judged (who had been judged) an enemy.”
QUESTIONS ABOUT THE TEXT
Answer in complete Latin sentences.
1. Vīxitne diū pater Atticī?
2. Eratne Atticus in perīculō?
3. Cūr Atticus erat in perīculō?
4. Quid tunc Atticus fēcit?
5. Cūr Atticus Athēnās sē contulit? (answer with a purpose clause containing the verb discō)
6. Eratne eō tempore Rōmae pāx?
7. Inter quōs erat bellum?
8. Cūr timēbat Atticus?
9. Quem tamen iūvit Atticus?
10. Cūr Atticus Marium iūvit?

DĒ AMĪRE CONTINUED
Maria: Cūr patriam reliquit Atticus? Hoc est malum.
Helena: Atticus hoc fēcit ut sē servāret. Nam ēius vita in perīculō erat. At poterat Athēnīs litterīs studēre.
Christīna: Ego cupiō Rōmae esse ut litterīs Latinīs studeam.
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