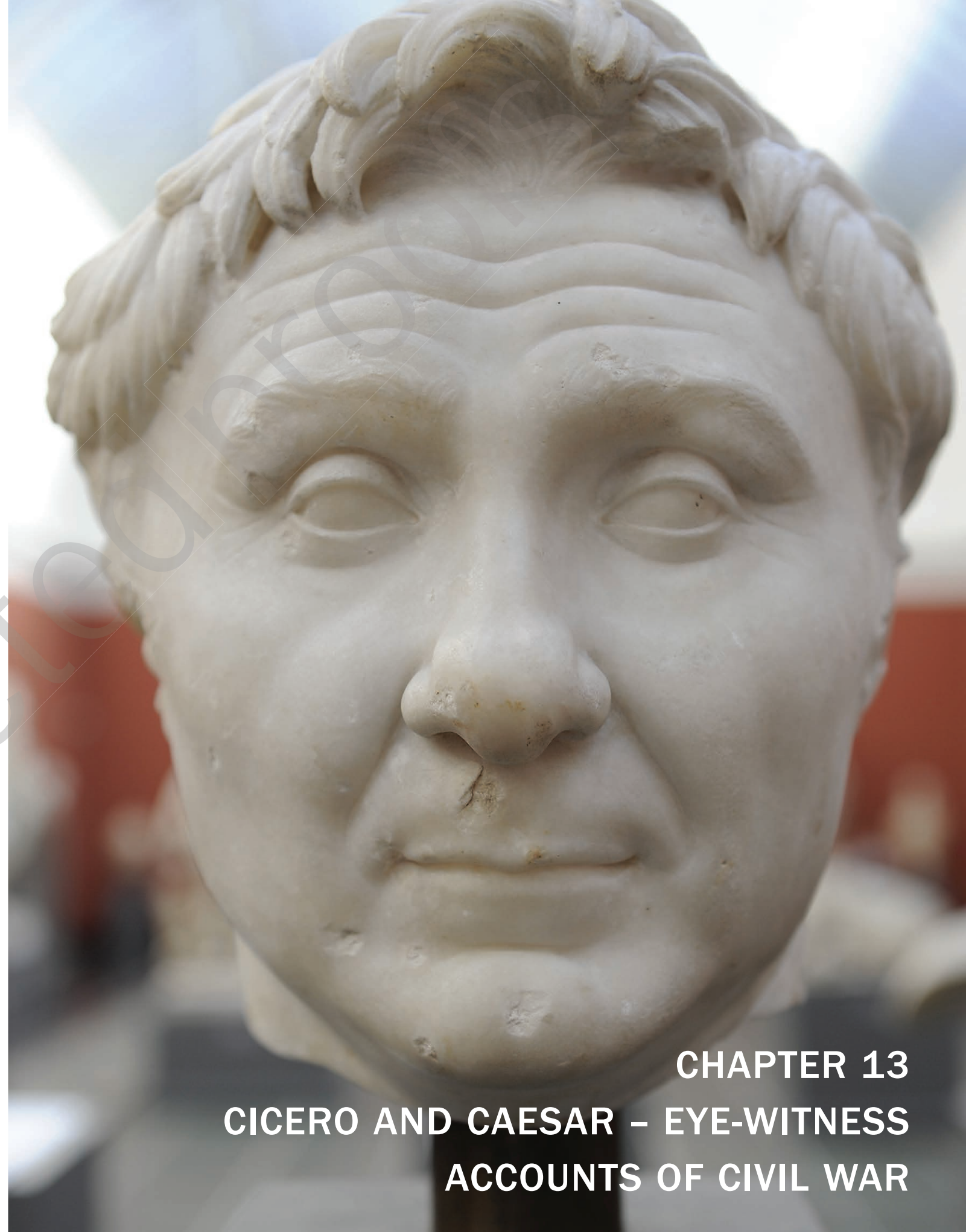


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CHAPTER 13
CICERO AND CAESAR – EYE-WITNESS
ACCOUNTS OF CIVIL WAR

CW Chapter 13: Introduction

The Latin noun *ordo* means *rank, class*. Explain the meaning of *extraordinary*.

Chapter 13 focuses on the **civil war** between **Gaius Julius Caesar** and **Gnaeus Pompeius Magnus**. As you read in Chapter 9, the civil war between Caesar and Pompey was a pivotal moment in Rome’s evolution away from the Republican principles of shared and limited power. Rome’s political structures cracked in the face of Caesar and Pompey’s rivalry; after his victory, Caesar secured a position of king-like dominance, lasting until his assassination in 44 BC.

Julius Caesar remains one of the most widely known Romans today, but in many ways **Pompey’s career was more exceptional**. If you would like to find out more about Pompey’s **extraordinary** early success, there is an additional resource on the Companion Website: **Pompey’s rise to power**.

CW



FIGURE 13.1 Bust of Pompey
Gnaeus Pompeius Magnus, better known as Pompey the Great, is shown in this early 1st-century-BC bust at around the age of fifty. His hairstyle, with defined locks of hair, was said to have imitated the hairstyle of Alexander the Great, whom Pompey admired. This bust is currently in the Ny Carlsberg Glyptotek in Copenhagen.

This period is one of the best documented in Roman history. The texts (*scripta*) for this chapter are taken from contemporary, **eye-witness accounts** of the conflict. The *scripta* are printed on pp19–35. You can read them in English alongside this Introduction and you may find the questions on p7 a useful way to think about each text.

The Latin versions for each *scripta* include grammatical forms which are introduced in the Core Language section. As you work through the chapter, there will be signposts to indicate when you could look at the *scripta* in Latin; alternatively you could wait until the end of the Core Language section and read the *scripta* then. On p36 there are questions which will help you think more broadly about the texts and aspects of their genre or literary style.

Caesar and Pompey: an alliance disintegrates

During his early career, **Pompey had amassed huge personal power** as a talented military leader, winning a series of significant victories which included exceptional campaigns in the Mediterranean and the east. Caesar and Pompey’s remarkable achievements made them rivals, but they had not always been enemies. In 60 BC, **Caesar and Pompey** had formed an **unofficial alliance with Crassus**, the richest man in Rome at that time, combining their wealth, political power and influence to steer the Republic’s decisions in their own interests.

During the 50s, however, **relationships between these three men deteriorated**. Caesar was away in Gaul and Crassus died after a crushing military defeat at the Battle of Carrhae in 53 BC. In addition, Pompey’s

wife – Caesar’s daughter, Julia – had died in childbirth in 54 BC; this ended an important personal connection between Pompey and Caesar. Pompey remained in Rome, able to influence Rome’s political decisions in person, but the mechanics of government were becoming increasingly strained by corruption, coercion and intimidation.

Rome descends into violence

By 52 BC **the Republic was in freefall**. Mob violence on the streets of Rome had disrupted the elections and Pompey had been established as *sole* consul in an attempt to regain political order. **Julius Caesar knew that returning from Gaul to Rome could be dangerous** for him: without the legal protection of a military command or a political role, his opponents could move against him via criminal trials in the law courts. He needed to secure a seamless transition from the *imperium* of provincial command to the *imperium* of political office. In 52 BC he secured a law granting him permission to **stand for the consulship in absentia** at the end of his time in Gaul, thus protecting him from a potentially dangerous return to Rome.

Unfortunately for Caesar, by 50 BC hardline members of the senate, such as Cato the Younger, who feared Caesar’s growing personal power, were demanding that **Caesar disband his legions** now that his conquest of Gaul was complete. Moreover, the decision to allow him to stand for the consulship *in absentia* was also revoked. Caesar argued that he would only disband his armies if Pompey – who held military power over the legions in Africa and Spain at the time – did the same. Pompey and the senate refused. In *scripta 13.1* and *scripta 13.2* you will read about the **tension** prominent Romans felt at this time and their fear of a seemingly inevitable war between Pompey and Caesar. In *scripta 13.3* you can read Caesar’s version of his attempts to negotiate a peaceful resolution.

In early January 49 BC the senate passed the *senatus consultum ultimum*, a decree which declared the state to be in danger and gave power to the consuls to do whatever it took to protect it from further harm. In response, Caesar marched Legion XIII across the Rubicon. **Civil war** had begun.

49–48 BC: Civil war begins; Pompey leaves Italy

As news of Caesar’s declaration of war reached Rome, there was chaos and panic. In *scripta 13.4* you will read of Cicero’s indecision about whether it would be safest for his family to remain in Rome or to flee. The senate immediately looked to Pompey, as their greatest general, to save them, despite previous disputes and years of mistrust. Pompey had two legions at his disposal, but he was well aware that Caesar could be marching on Rome with ten of his own experienced legions. **Pompey made the bold decision to abandon Rome** and withdraw east. Pompey’s decision to leave Rome had huge military as well as symbolic implications.

The Latin adjective *solus* means *alone, only*. Explain the meaning of *sole*.



FIGURE 13.2 Column inscription commemorating Julius Caesar’s crossing of the Rubicon

Here we see a *cippus*, a raised stone with a flat top and an inscription. This *cippus* is intended to memorialise the moment when Julius Caesar took his army across the Rubicon river, sparking a civil war. This *cippus* is believed to have been made centuries later. It can be seen in the town of Rimini in northern Italy.

The Latin adjective *vetus* means *old* or *experienced*. Explain the meaning of *veterans*.

The man who, despite his extraordinary political career, had always claimed to put the Republic first was now seen to be abandoning it in the face of Caesar’s approaching army. In *scripta 13.5* you will read about **Cicero’s anger** at Pompey’s decision.

From a military perspective, however, abandoning the city made sense. Pompey’s newly raised soldiers would have been no match for the battle-hardened veterans of Caesar’s Gallic legions. He needed time to gather support, drawing on favours from allies and clients gained during his successful campaigns in the east, and he needed time to train his soldiers. Many of the senators chose to join Pompey in Greece rather than wait for Caesar’s arrival in Rome.

Fighting in Spain and Greece

Caesar made straight for **Brundisium** in southern Italy, the port Pompey and the senators were using to withdraw to **Greece**, but he was too late. Pompey, and many of the most influential senators of the day, including Cicero, successfully arrived in Greece. Instead of following Pompey east, Caesar went in the opposite direction. He marched to **Spain** with his army, with the aim of defeating the five Republican legions there so that Pompey would not be able to call on them at a later point in the war. In *scripta 13.6* you can read about **Caesar’s victory in Spain**.

While Caesar was campaigning in Spain, Pompey gathered a large army and fleet from all over the Mediterranean, including Greece, Egypt, Syria and Turkey. By the time Caesar arrived back in Brundisium in the winter of 49–48 BC, he was faced with a **difficult choice**: should he wait in Italy for Pompey’s inevitable spring invasion, or should he take the fight to Greece, preventing Pompey from growing any stronger, but braving a dangerous winter crossing of the Adriatic Sea? Caesar, ever the risk-taker, opted for the latter. Caesar’s fleet was not big enough to transport his whole army; he had two crossings and – despite the success of his first crossing – the Pompeians were able to delay the second, leaving Caesar stranded in Greece with only half his army. The other half of his troops were still at Brundisium under the command of Mark Antony, one of Caesar’s most loyal allies.

Caesar’s position in Greece was precarious; he was at **half strength** and in **hostile lands** with limited access to supplies. Pompey knew that **delaying a battle** would make Caesar weaker and allow himself to grow stronger. Over the coming months, Caesar made several attempts to engage with Pompey and seek peace, but Pompey refused.

Eventually, however, Pompey’s delaying tactics **backfired**: Mark Antony successfully crossed the Adriatic with the other half of Caesar’s army and joined his commander.

The end of the civil war: the Battle of Pharsalus

Caesar now believed he was in a position to take **direct action** against Pompey. He attacked by laying siege to Pompey’s camp in **Dyrrhachium** in modern-day Albania. Pompey maintained a defensive position for a few weeks and then launched a successful attack, **forcing Caesar to retreat**. Instead of pursuing him immediately, however, as many of his allies urged, Pompey ordered his army to remain where it was. Plutarch records that Caesar remarked that ‘today victory would have been with the enemy, if they had a winner in command’. Caesar had suffered his first significant defeat of the civil war but Pompey’s caution meant that Caesar lived to fight another day.

In due course, Pompey pursued Caesar across northern Greece and the two armies fought each other near **Pharsalus**. Caesar’s victory in this battle proved to be a turning point in the civil war. In *scripta 13.7* you can read about the end of this battle, Caesar’s decisive attack on Pompey’s camp and Pompey’s night-time escape.

What happened next?

Caesar’s success in the Battle of Pharsalus tipped the balance of power firmly in his favour. Pompey attempted to **continue** the war, fleeing to **Egypt** where he hoped that his ties with the previous Egyptian king Ptolemy XII would be enough to earn the support of his son

The Latin noun *signum* means *sign* or *signal* and the Latin verb *facio* means *make*. Explain the meaning of *significant*.

The Latin verb *teneo* means *hold, keep*. Explain the meaning of *continue*.



FIGURE 13.3 Julius Caesar crossing the Adriatic Sea

Pictured here is an artist’s rendition of Julius Caesar crossing the Adriatic Sea in pursuit of Pompey. In this image, created in 1938, Caesar wears distinctive red boots and a billowing red cloak. Caesar appears to be alone except for one man steering the boat. There is no sign of the fleet which carried his army in stages to Brundisium.



FIGURE 13.4 Coin of Pompeius Magnus

After the death of Pompey the Great in 48 BC, his sons used his image to capitalise on his fame. This denarius, minted in 44–43 BC, combines the image of Pompey along with symbols of Neptune (a trident and a dolphin) on the obverse, and a ship in full sail on the reverse. These images were employed by Pompey the Great’s son to promote his own naval abilities.

The Latin verb *resisto* means *stand against*. Explain the meaning of *resistance*.

Ptolemy XIII, brother of Cleopatra. These hopes soon proved false; as you read in Chapter 10, the treacherous boy-king Ptolemy XIII had Pompey killed in an attempt to earn the approval and respect of Caesar. Although the outcome of the Civil War was now clear, **Caesar** still spent the following years campaigning. In Egypt, he supported Cleopatra’s claim to the throne against her brother before marching north to defeat the King of Pontus. Finally, he tackled the last pockets of Roman *resistance* in Africa and Spain before he returned to Rome triumphant.

In 49 BC, **Caesar was elected dictator** for the first time; each year the appointment was renewed until 44 BC when he was declared dictator for life. This was too much for some of the senators and a month or so later **Caesar was assassinated** on the grounds that he had become too much like a king. As you read in Chapter 11, Caesar’s death set in motion a chain of events that led to another triumvirate which in turn collapsed into another civil war, this time between Mark Antony and Caesar’s adopted son Octavian. Octavian would eventually defeat Mark Antony and Cleopatra at the Battle of Actium in 31 BC, end the decades of civil war, establish a long-lasting period of Roman peace and become the first Roman emperor, Augustus. In Chapter 15 you will read about how rule-by-emperor changed Rome.

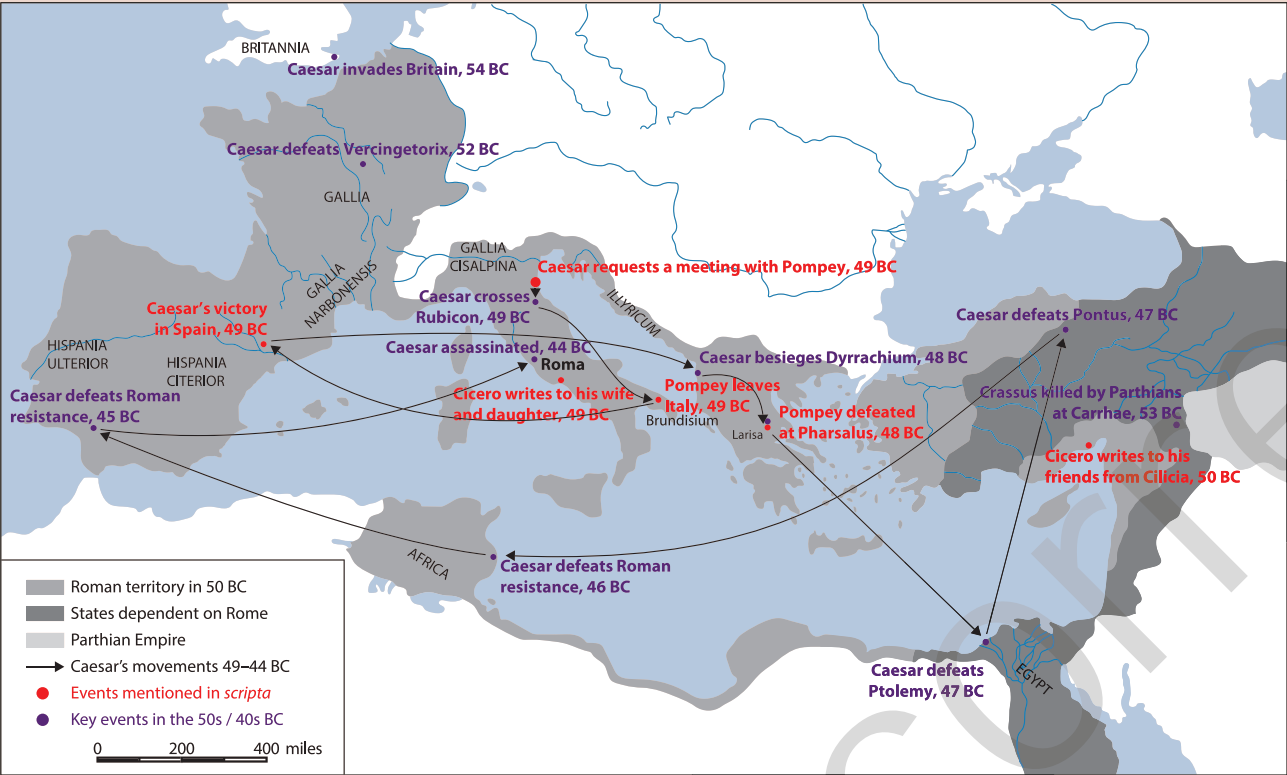


FIGURE 13.5 Map of Julius Caesar’s movements 49–44 BC

This map tracks Julius Caesar’s movements during this period; it shows the vast geographical scale of his campaigns. The arrows will help you follow him, starting from his request to meet with Pompey in 49 BC. The arrows depict the sequence of Caesar’s movements, they do not represent his route from one place to another. A bigger version of this map is available on the Companion Website.

CHAPTER 13: READ THE SCRIPTA IN ENGLISH

The texts for each scripta are printed in this book in Latin and English. These texts can be read in English, Latin or a combination of the two. The scripta texts for this chapter start on p19. They follow the Core Language section because their Latin versions contain new grammar and vocabulary from this chapter.

The questions below can be answered by reading the scripta in English. Available on the Companion Website are copies of the English version of each scripta along with the questions for each text.

scripta 13.1 in English (p21): Caelius Rufus fears the outbreak of civil war

- 1 Why does Cicero’s friend – Caelius Rufus – believe that civil war is inevitable?
- 2 Explain why Caelius Rufus finds it difficult to work out whether he should support Pompey or Caesar.
- 3 Caelius Rufus is worried about the prospect of civil war. Find as many details as you can from this letter which suggest that there are difficult times ahead.
- 4 Do you think Caelius Rufus’ letter is likely to be honest? What do you think are the factors which may have influenced what he chose to write?

scripta 13.2 in English (p23): Cicero’s loyalty to Pompey

- 1 Cicero says that Caesar’s demands are outrageous; do you think Cicero believes that the Romans will stand up to Caesar or give him what he wants? Explain your answer.
- 2 What reasons does Cicero give for choosing to support Pompey publicly? How do his private thoughts differ from his public position?
- 3 What evidence is there in this letter that Cicero thinks war should be avoided?
- 4 What impression do you get of Cicero’s character from this letter?

scripta 13.3 in English (p25): Caesar requests a meeting with Pompey

- 1 What does Caesar say about his relationship with the Republic?
- 2 What does Caesar say which suggests he is keen to avoid civil war?
- 3 How does Caesar create the impression that Pompey is aiming for war rather than peace?
- 4 Based on your knowledge of Caesar’s life-story, are you surprised by how Caesar presents himself in this text? Explain your answer with reference to details from this letter and from what you know about Caesar’s career.

CW

scripta 13.4 in English (p27): Cicero urges his wife and daughter to think of their safety

- 1 What does Cicero say are the benefits and the risks if his wife and daughter stay in Rome?
- 2 What does Cicero tell his wife and daughter to do if they stay in Rome?
- 3 What does this letter show us about Cicero’s relationship with his wife and daughter?

CW

scripta 13.5 in English (p29): Cicero is angry at Pompey’s decision to leave Italy

- 1 Cicero believes that Pompey helped Caesar become more powerful: use bullet points to list all the ways in which, according to Cicero, Pompey increased Caesar’s power.
- 2 What does Cicero believe is the worst thing that Pompey has done? Why do you think he is most angry about this?
- 3 How does Cicero convey his anger towards Pompey in this letter? What does this anger show about Cicero’s values?

CW

scripta 13.6 in English (p31): Caesar’s victory in Spain

- 1 At the start of this extract Caesar says that he and his army have acted correctly; what does he mean by this? Explain his reasons in your own words.
- 2 How does Caesar criticise Pompey in this extract?
- 3 At the end of the extract what terms does Caesar offer for peace in Spain?
- 4 Caesar was able to inspire great loyalty from his troops: what picture does this text create of Caesar as a military leader?

CW

scripta 13.7 in English (p34): Caesar wins the civil war

- 1 How does Caesar create the impression of a dramatic end to the Battle of Pharsalus?
- 2 What does Caesar do to create a negative impression of Pompey’s army?
- 3 Caesar creates a dramatic image of Pompey’s escape: how is Pompey characterised here? Do you think we should take this text as an accurate characterisation of Pompey? Explain your answer.

Chapter 13: Core Language Vocabulary List

CW

Some of the words listed here look very different from those you have met so far. This will be explained later in the chapter.

conor	conari, conatus sum	try
miror	mirari, miratus sum	wonder at; admire
videor	videri, visus sum	seem; appear
loquor	loqui, locutus sum	speak; talk
egredior	egredi, egressus sum	go out
ingredior	ingredi, ingressus sum	enter
morior	mori, mortuus sum	die
patior	pati, passus sum	suffer; endure
progredior	progredi, progressus sum	advance
proficiscor	proficisci, profectus sum	set out
regredior	regredi, regressus sum	go back; return
sequor	sequi, secutus sum	follow
tollo	tollere, sustuli, sublatum	raise; lift up; hold up
aufero	auferre, abstuli, ablatum	take away; carry off; steal
offero	offerre, obtuli, oblatum	offer
refero	referre, rettuli, relatum	bring / carry back; report; tell
coepi	coepisse	began
malo	malle, malui	prefer
domus	domus, f	home
domi		at home
exercitus	exercitus, m	army
manus	manus, f	hand; group of people
dies	diei, m	day
res	rei, f	thing; matter; event
spes	spei, f	hope
alter	altera, alterum	the other; another; one (of two); the second (of two)
nonnulli	nonnullae, nonnulla	some; several
solus	sola, solum	alone; lonely; only; on one’s own

totus	tota, totum	whole
idem	eadem, idem	the same
ipse	ipsa, ipsum	myself, yourself, himself, herself, itself etc.
quidam	quaedam, quoddam	one; a certain; some
sine	+ ablative	without
sub	+ accusative / ablative	under; beneath

4th and 5th declension nouns

So far, you have met case endings for the 1st, 2nd and 3rd declensions.

Latin also has a 4th and a 5th declension. You can recognise a 4th or 5th declension noun as follows:

exercitus, exercitus, m 4th declension, stem = exercit-
res, rei, f 5th declension, stem = r-

There are no 4th or 5th declension adjectives; the endings from the 4th and 5th declensions are used only for nouns.

The endings for the 4th and 5th declensions are as follows:

	4th declension	5th declension
nominative sg	exercit-us	r-es
accusative sg	exercit-um	r-em
genitive sg	exercit-us	r-ei
dative sg	exercit-ui	r-ei
ablative sg	exercit-u	r-e
nominative pl	exercit-us	r-es
accusative pl	exercit-us	r-es
genitive pl	exercit-uum	r-erum
dative pl	exercit-ibus	r-ebus
ablative pl	exercit-ibus	r-ebus

Both the 4th and the 5th declension contain masculine and feminine nouns, but there are no neuter nouns in the 5th declension. Only a small number of 4th declension neuter nouns exist; their endings are given in the Reference Grammar, on p220.

The noun *domus*, *domus*, *f* has unusual endings; see the Reference Grammar, p255.

Remember,
masculine and
feminine nouns
within a declension
share the same
endings.

Consolidation: case endings

Case endings are a difficult part of Latin grammar: the same spellings appear for different cases and it is easy to get confused. It is helpful to learn the endings grouped together by case so that the patterns within a set of endings are clear. For example:

	1st	2nd	3rd	4th	5th
accusative sg	-am	-um	-em	-um	-em
accusative pl	-as	-os	-es	-us	-es

Remember, neuter nouns have different accusative endings. See the Reference Grammar, pp219–220.

	1st	2nd	3rd	4th	5th
ablative sg	-a	-o	-e / -i	-u	-e
ablative pl	-is	-is	-ibus	-ibus	-ebus

Remember, in the 3rd declension, **-e** is the ablative sg ending typically used by **nouns** and **-i** is the ending typically used by **adjectives**.

The accusative and ablative case endings are the most important to know well because:

- **prepositions** are followed by the accusative or ablative case; it is important to recognise the accusative or ablative words which are working with a preposition and group them together as a phrase
- Latin typically puts the **accusative object** before its verb, but in English you will need to **translate the verb first**
- you will need to be able to recognise an accusative noun in order to identify an **accusative + infinitive indirect statement**, and you will need to recognise an ablative noun + participle in order to identify the **ablative absolute construction**. These constructions are very common and they will be practised further in Chapter 14.

EXERCISE 13.1

The nouns in bold are either **accusative** or **ablative** case. Identify the **case** of each one.

Note that no prepositions are used with *domus* when the meaning is *towards / away from / at home*; instead the forms *domum*, *domo* and *domi* are used (see p225).

- dux **exercitum** iussit **oppidum** incendere.
- diu in **agris** laboravi; nunc manus meae fessae sunt.
- tres **dies** senatores ab **urbe** aberant; quarto **die** redierunt.
- 'perterriti sumus!' inquiunt liberi, 'nam nullam **spem** habemus.'
- in **foro** cives de **rebus** magnis audiverunt.
- 'cur domi manebas?' rogavit mulier irata. 'cur ad **oppidum** non festinavisti?'
- diutissime milites huius exercitus fortiter pugnabant.
- incolae fortissime pugnabant sed sine **spe**.
- postquam rex ab **urbe** missus est, cives **spem** rerum meliorum habebant.
- duces illius exercitus audaciores sunt quam huius exercitus.

scripta in Latin

you could now look at the Latin version of scripta 13.1

Deponent verbs

In the vocabulary for this chapter, there are verbs of the following types:

conor	conari, conatus sum	try
videor	videri, visus sum	seem; appear
loquor	loqui, locutus sum	speak; talk
egredior	egredi, egressus sum	go out

These verbs look passive in form but their translations are active in meaning. They are known as **deponent verbs**. Because they use passive rather than active forms, they have no perfect active stem. This means that they only have three principal parts: the present tense, the infinitive and the perfect tense.

conor (I try), conari (to try), conatus sum (I tried)

The **infinitives** for deponent verbs look different from the infinitives you have met so far. This is because they are the passive form of the infinitive. You will learn more about passive infinitives in Chapter 14.

There are deponent verbs in each conjugation. You can recognise the conjugation from the deponent verb's principal parts.

conor, conari	1st conjugation
videor, videri	2nd conjugation
loquor, loqui	3rd conjugation
egredior, egredi	mixed conjugation
4th conjugation deponent verbs are very rare; see Reference Grammar p233.	

Deponent verbs change their forms in line with other verbs in their conjugation; the only difference is that their form will be passive, but their meaning active.

Examples are given below.

conantur	they try
videbitur	he / she / it will seem
loquebamur	we were speaking
locutus es	you (sg) spoke
egressi erant	they had gone out

EXERCISE 13.2: DEPONENT VERBS ONLY

- conabamur** patrem matremque invenire.
- puellae magnum templum **miratae sunt**.
- cras ex urbe **regrediar** et ducem alterum **sequar**.
- fratres sororesque cum parentibus **profecti sunt**.
- cur haec pessima in bello **passus es**? hostesne saevi erant?
- nonne cum duce huius exercitus **locutus es**?
- multi prope flumen **moriuntur**; nunc magnopere lacrimamus.
- quamquam in nave solus eram, fortiter ad insulam **profectus sum**.
- hi socii audaciores **videbantur** quam illi.
- numquam Romani ducem meliorem **secuti erant**; spem enim pacis eis dedit.

The **deponent** verbs are in bold. Identify the **tense** and **person** of each one.

Look at the verbs in bold: which are **deponent** verbs? Which are **passive** forms of **non-deponent** verbs?

EXERCISE 13.3: DEPONENT VERBS AND PASSIVE VERBS

1. omnia de periculo **narrata sunt** quod nuntius diu **loquebatur**.

2. ubi navis **conspecta est**, nautae ad mare **profecti sunt**.

3. omnes aurum **mirabuntur** quod nunc in templum **portatur**.

4. postquam urbem **ingressi sumus**, prope portas convenimus.

5. ubi pax **nuntiata est**, coniunx maritum invenire **conata est**.

6. cives, qui graviter **vulnerati sunt**, mortem pessimam **patientur**.

7. quamquam parentes **servati sunt**, soror vestra de fratre desperare **videbatur**.

8. prima luce **progressus es** sed mox **interficieris**.

9. tandem loqui de consilio constituerunt quod servi **venditi erant**.

10. quamquam domum regredi volebat, poeta in forum **tractus est**.

scripta in Latin

you could now look at the Latin version of scripta 13.2

Consolidation: **fero**

fero is one of Latin’s most important **irregular verbs**. Its forms are listed in full in the Reference Grammar on p252.

Like most irregular verbs, **fero** only has unusual forms for its present tense, imperative and infinitive; all its other forms have the usual endings for a 3rd conjugation verb.

Its principal parts, however, can be easy to forget because its stems are very different from each other. It is important to learn these carefully.

fero, ferre, tuli, latum – bring, carry, bear

Compounds of **fero**

Like other very common verbs such as **eo, ire, ivi / ii, itum**, prepositions are often combined with **fero** to form a **compound verb**.

In the vocabulary for this chapter there are three of these compound verbs.

aufero	auferre, abstuli, ablatum	take away; carry off; steal
offero	offerre, obtuli, oblatum	offer
refero	referre, rettuli, relatum	bring / carry back; report; tell

Notice how the spelling of the preposition prefix changes along with the stem of **fero**.

tollo

tollo is a regular 3rd conjugation verb, but its stems look very different from each other and it can be easily confused with **fero**. It is worth learning these verbs as a pair in order to avoid confusing them.

tollo	tollere, sustuli, sublatum	raise; lift up; hold up
fero	ferre, tuli, latum	bring; carry; bear

EXERCISE 13.4

1. quamquam omnes cenam consumere volebant, nauta crudelis cibum **abstulit**.

2. cur his poetis praemia non **obtulisti**?

3. ubi per flumen currebat, mater audax liberos parvos **sustulit**.

4. socii pecuniam duci **rettulerunt**.

5. ‘quando,’ inquit cives, ‘consilium nobis **offeret**? periculum magnum adest et perterriti sumus.’

6. fratres sororesque aurum e templo **auferre** nolebant; nam iram deorum timebant.

7. tandem nuntius **rettulit** Romanos pacem habere.

8. coniunx, quamquam irata erat, cibum marito **obtulit**.

9. mulieres nonnullae a militibus saevis **auferuntur**.

10. ad portas urbis clamores a turba civium iratorum **tollebantur**.

scripta in Latin

you could now look at the Latin version of scripta 13.3 and 13.4

Look at each of the verbs in bold: is it from **tollo, fero** or from a **compound** of **fero**?

New irregular verbs: *malo, coepi*

malo is an irregular verb whose present tense forms are very similar to *volo*.

I prefer	<i>malo</i>
you (sg) prefer	<i>mavis</i>
he / she / it prefers	<i>mavult</i>
we prefer	<i>malumus</i>
you (pl) prefer	<i>mavultis</i>
they prefer	<i>malunt</i>

The forms of *malo* are listed in full in the Reference Grammar on p251.

coepi is known as a **defective verb**; this is because it only exists in certain forms. It has no present stem. *coepi* is its perfect tense; its endings are like all other perfect tense verbs.

I began	<i>coep-i</i>
you (sg) began	<i>coep-isti</i>
etc.	

Its **infinitive** – *coepisse* – means ‘to have begun’. This is a perfect tense infinitive. You will meet other examples of these in Chapter 14.

The verbs in bold are from *malo* and *coepi*. Translate each one.

EXERCISE 13.5

- ‘cur maritum meum amare **mavis**?’ rogavit mulier irata.
- non **malumus** pugnare quam domum redire.
- ubi de exercitu audiverunt, incolae fugere **coeperunt**.
- quod cives multi iam in foro aderant, poeta tacere **malebat**.
- nautae, ubi navis progredi **coepit**, laetissimi erant.
- milites in illo bello multa passi sunt sed etiam tum ducem defendere **malebant**.
- ‘o parentes, conati sumus esse boni,’ inquiunt liberi, ‘sed irati esse **mavultis**.’
- prima luce milites urbem oppugnare **coeperunt**.
- socii spem pacis habere **malebant**.
- ‘quam partem libri mei **maluisti**?’ rogavit poeta.

scripta in Latin

you could now look at the Latin version of *scripta* 13.5

Pronouns: *idem, ipse, quidam*

In the vocabulary for this chapter there are three new pronouns.

<i>idem</i>	<i>eadem, idem</i>	the same
<i>ipse</i>	<i>ipsa, ipsum</i>	myself, yourself, himself, herself, itself etc.
<i>quidam</i>	<i>quaedam, quoddam</i>	one; a certain; some

Two of these are **compounds**: *idem* is a compound of *is, ea, id* and *quidam* is a compound of *qui, quae, quod*. As a result, it is the **start** of each word which changes.

The forms of all three pronouns are listed in full in the Reference Grammar on pp224–227.

As with the other pronouns, these words can be used with a noun or on their own.

e.g. soror **in eadem insula** habitabat. My sister lived on the **same island**.

Caesar **gentem quandam** vicit. Caesar conquered **a certain tribe**.

ipsi prope forum sedebant. **The men themselves** were sitting near the forum.

ipse is an emphatic pronoun which often expresses surprise or shock.

EXERCISE 13.6

- nonne nuntius tibi **eadem** rettulit?
- milites **quidam** ex hoc exercitu fugere conabantur.
- soror **ipsa** caput fratris sui vulneravit.
- ‘visne navem **eandem** emere?’, rogavit nauta.
- turba ad portas **ipsas** progrediebatur.
- magister **quidam** semper **eadem** docebat.
- die **eodem** multi mortui sunt.
- cur ducem **ipsum** non secutus es?
- omnes cives de **eisdem** rebus tacebant.
- in foro, poeta **quidam** pulcherrime de pace locutus est.

Look at each of the **pronouns** in bold. Is the pronoun a form of *idem, ipse* or *quidam*?

scripta in Latin

you could now look at the Latin version of *scripta* 13.6

Unusual adjectives: **alter**, **nonnulli**, **solus**, **totus**

These four adjectives are part of the vocabulary for this chapter.

alter	altera, alterum	the other; another; one (of two); the second (of two)
nonnulli	nonnullae, nonnulla	some; several
solus	sola, solum	alone; lonely; only; on one's own
totus	tota, totum	whole

They look like 2-1-2 adjectives but notice that they have exceptional genitive and dative sg endings.

	alter	nonnulli	solus	totus
genitive sg	alterius	nonnullius	solius	totius
dative sg	alteri	nonnulli	soli	toti

The same ending is used for **all genders**.

The endings for these adjectives are listed in full in the Reference Grammar on p254 and p256.

Look at each of the **adjectives** in bold. Which **noun** does it describe?

domi means 'at home' – see p9.

- prope oppidum illud, exercitus **totus** deletus est.
- mulier **sola** ad urbem progrediebatur.
- 'num de gente **altera** audivisti?' rogaverunt incolae.
- heri **nonnullae** naves a nautis iratissimis incensae sunt.
- cur senator praemia poetae **alteri** non dedit?
- uxor mariti **alterius** desperabat quod pecuniam invenire non poterat.
- domi frater erat **solus** quod parentes aberant.
- socii **nonnulli** auxilium civibus offerebant.
- ubi dux interfectus est, milites **nonnulli** magnopere lacrimabant.
- per insulam **totam** pecunia ex domibus ablata est.

scripta in Latin

you could now look at the Latin version of *scripta* 13.7

Chapter 13: scripta

CW

For guidance on how to make use of these Latin texts and their English translations, see pp.viii–ix.

On the Companion Website you will find resources to accompany these texts:

- in the **scripta in English** section you will find copies of each text in English only, with questions on each one
- in the **scripta in Latin** section you will find notes for each of the Latin texts: these contain glosses for all words not yet met in a Core Language vocabulary list, explanations to help you understand the Latin and material designed to help you build your appreciation of literary style.

Meet the *scriptores*: Cicero and Caesar

The life-stories of **Marcus Tullius Cicero** and **Gaius Julius Caesar** were central to *de Romanis* Book 2. Chapter 8 discussed Cicero's meteoric rise to power and the dramatic events during his consulship in 63 bc. Cicero's career is a good example of the role that oratory played in creating and wielding power in Rome; Cicero remains famous today partly because a large number of his speeches survive and they are still used as examples of great oratorical skill. Chapter 9 focused on Julius Caesar, his ruthless ambition, and how he used his financial and military power to achieve dominance in Rome.

Both men recorded their own careers in different ways. Many of **Cicero's** speeches were published in written form during his lifetime. These speeches highlight Cicero's political career and the power struggles of the day, many of which were played out in the law courts as one noble tried to score political points over another by accusing him of some sort of illegal act. In addition, Cicero also wrote a large number of **private letters** which were collected and published after his death; 900 of these still survive today and the collection includes letters written to Cicero by his friends. Some of the *scripta* for this chapter are taken from Cicero's private letters. These letters offer a more personal view of events in Rome at this time and reveal the fear, uncertainty and trauma caused by living in the shadow of ruthless and personal power battles.



FIGURE 13.5 Statue of Julius Caesar

This statue of Julius Caesar is outside the Parliament in Vienna. It dates from the late 19th century. The statue highlights Caesar's military and political roles. Caesar wears a military breastplate with the head of the Gorgon Medusa in the middle; his seated position and the rolled document in his hand indicates political power and importance.

Idiom means the quirks of a language which are particular to that language.

The texts written by **Julius Caesar** are rather different: referred to as **commentaries**, they present a seemingly dispassionate log of events during the Gallic and civil wars. Caesar only refers to himself in the 3rd person, a technique which creates the illusion of an objective account, appearing to be about Julius Caesar rather than by him. As you read the following texts, it will be interesting to think about how Julius Caesar is curating his own image and the choices he makes about how to describe his words, actions and intentions.

Reading original Latin note 1: Getting started

The reading passages in this chapter are lightly adapted versions of original Latin texts. They contain more **idiom** than the Latin you read in *de Romanis* Book 2. It will be useful to bear the following things in mind:

- there will be more words which you do not know and sometimes the words which you do know will have different meanings. Some of the new words are not glossed; this is because you can **work out their meaning** from context, Latin words which are similar or from English derivations.
- **adjectives** are often moved away from their noun **for emphasis**: you will need to look at their endings carefully and only translate them when you reach the noun with which they agree.
- Latin is much more concise than English; English will often need **more words** in order to make the meaning clear or to bring out the emphasis which Latin has achieved by word order.
- sometimes English will use a **different part of speech**. This is particularly common for words which convey actions. Latin might use a noun (e.g. *their departure*), but English is much more likely to use a verb (e.g. *they departed*). You will also find that Latin participles are often translated as finite verbs in English.
- **passive verbs** can be cumbersome in English; it is often better to use an **active verb** instead.
- **emphasis** is often created in Latin by unusual word order or by adding demonstratives like *hic, haec, hoc* or *ille, illa, illud*. English tends to emphasise by adding more words or by reshaping the sentence structure.

Remember that the idiomatic English translation provided may be quite different at times from the most literal translation of the Latin. You may end up thinking that a different translation would be better. If so, this is entirely constructive: critical reflection on how to translate is an excellent way of improving your understanding of both Latin and English.

Further help for a more literal translation of each passage is provided on the Companion Website. The online notes for each Latin text contain full listings of all vocabulary not yet covered by the Core Language Vocabulary Lists and guidance on how to translate.

scripta 13.1: Caelius Rufus fears the outbreak of civil war

In 50 BC, Cicero was away from Rome governing the province of Cilicia in modern-day Turkey. This text is an adapted extract from a letter written to him in August of that year by his friend Caelius Rufus.

Caelius Rufus updates Cicero on the deteriorating political situation in Rome. He fears that the disagreement between Pompey and Caesar is likely to erupt into civil war. The senate, the consuls and Pompey have all decided that Caesar must stand down from his military command in Gaul and return to Rome as a private citizen if he wishes to be elected consul for 49 BC. Caesar has said that he will only give up his military command if Pompey does the same.

In this letter, Caelius Rufus shares his uncertainty about whom to support: personal connections tie him to both men and support for one risks alienating the other.

The Latin text is adapted from Cicero’s Ad Familiares collection, VIII. 14.

Regarding the Republic, I’ve often written to you that I don’t see peace lasting another year and – because this stand-off is getting closer – the danger it poses is getting more obvious. This is what is before us: Pompey has decided that it is necessary for Caesar to hand back his army and provinces; otherwise, he will not be consul. Caesar, however, believes that he cannot be protected if he steps back from his military command. Caesar puts forward the following condition: it is necessary for both of them to hand back their armies.

de re publica saepe tibi scripsi me ad annum pacem non videre, et, quod ea contentio propius appropinquat, clarius id periculum est. propositum hoc est: Cn. Pompeius constituit necesse esse Caesari exercitum et provincias tradere; aliter consul non fiet. Caesar autem credit se tutum esse non posse, si ab exercitu recesserit. fert illam tamen condicionem: necesse ambobus exercitus tradere.

ad annum	‘to the end of the year’, i.e. peace will not last for another year
contentio, contentionis, f	disagreement
propositus -a -um	(having been) put in front of
aliter	adverb from <i>alius</i>
fiet	‘will become’
recesserit	‘steps back’
ambo (dative = <i>ambobus</i>)	both

And so it is that those best friends of old and their distasteful alliance is breaking down into outright conflict. When it comes to my own situation, I do not know what to do: indeed I think that you too are worried by the same conundrum. I am bound to these men by friendship and old ties: what’s more, it’s their disagreement I hate, not the men themselves.

sic illi amores et invidiosa coniunctio ad bellum se erumpit. neque mearum rerum consilium invenio – puto quidem te quoque hac deliberatione esse perturbatum. nam mihi cum hominibus his et gratia et necessitudo; tum causam illam, non homines odi.

invidiosus -a -um	distasteful
coniunctio, coniunctionis, f	union, partnership
consilium, consilii, n	plan
gratia, gratiae, f	influence, friendship
necessitudo, necessitudinis, f	connection, association
odi	‘I hate’

In this conflict, I see that Pompey has with him on his side the senate, and also the men who make the laws. Caesar will gather up all those who are either living in fear or in false confidence. I see that large-scale disagreements hang over us, in which fighting and violence will give the verdict. Each of these two men is ready in their resolve and with their armies. Fortune puts before you a remarkable show, but not one without its own risk.

in hac discordia video Cn. Pompeium secum habere senatum eosque qui res iudicant; ad Caesarem adibunt omnes, qui cum timore aut mala spe vivunt. video magnas impendere discordias, quas ferrum et vis iudicabit; uterque et animo et copiis est paratus. magnum tibi Fortuna spectaculum parat; nec tamen sine suo periculo.

iudico, iudicare	judge, act as a judge in a law court
impendo, impendere	hang over
ferrum, ferri, n	iron
vis, f	force, violence (this noun is highly irregular; <i>vis</i> is its nominative sg)
uterque, utraque, utrumque	each of two, both

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

inscription, pacify, necessity, condition, eruption, deliberate, perturbed, cause, discordant, timorous, spectacular

scripta 13.2: Cicero's loyalty to Pompey

This text is an adapted extract from one of Cicero's many letters to his close friend Atticus in December, 50 BC. Although Cicero would not return to Rome from his province until January 49 BC, he was well aware of the perilous situation. He writes that he fears for the Republic and thinks that his fellow citizens will give Caesar all that he wants in order to avoid a civil war.

Cicero expresses regret that he and the other senators did not realise the threat posed by Caesar sooner and even helped him increase his power. Cicero feels that he has to honour his loyalty to Pompey and speak in support of what Pompey wants, even though his personal preference is to avoid war at all costs.

The Latin text is adapted from Cicero's Ad Atticum collection, VII.6.

I am really worried about the Republic: nearly everyone now prefers to hand over to Caesar everything he has asked for rather than fight it out. Indeed, his demands are outrageous, but their traction is greater than was expected. Why, then, is this the moment to stand up to him for the first time? To quote Homer, *this is no greater evil* than when we extended his five year command in Gaul. Did we hand over that military power to him then so that now we could fight with a man who is battle-ready for sure?

de re publica magnopere timeo. fere omnes malunt concedere Caesari ea quae postulavit quam pugnare. est illa quidem impudens postulatio, sed opinione valentior. cur autem nunc primum ei resistimus? οὐ γὰρ δὴ τότε μείζον ἐπὶ κακὸν quam ubi quinquennium prorogabamus. dedimusne haec illi tum arma ut nunc cum bene parato pugnaremus?

Note that Roman authors often quoted famous Greek texts as a way to demonstrate their erudition and status.

fere	almost
postulo, postulare	demand
quidem	indeed
postulatio, postulationis, f	demand
valentior, valentioris	stronger, more powerful
<u>οὐ γὰρ δὴ τότε μείζον ἐπὶ κακὸν</u>	a quotation from Homer's <i>Odyssey</i> – ‘Indeed, this thing isn’t a greater evil’
quinquennium, quinquennii, n	Julius Caesar’s 5-year command in Gaul
prorogo, prorogare	prolong
ut . . . pugnaremus	‘so that we could fight’

You'll say to me, 'What are you going to do then?' I'm not going to say to you privately the same thing that I'll say publicly in the senate: personally, I think that it is necessary to do everything we can to avoid armed combat, but publicly I'll say the same as Pompey – and I won't do this in a downtrodden manner. The fact is that – even though this war is the greatest harm facing the Republic – it isn't appropriate for me to disagree with Pompey in matters of this importance.

dices, 'quid tu igitur senties?' non idem quod in senatu dicam; sentio enim necesse esse omnia facere ne armis pugnent sed in senatu dicam idem quod Pompeius neque id faciam humili animo. sed quamquam hoc maximum rei publicae malum est, mihi non rectum me in magnis rebus a Pompeio dissidere.

sentio, sentire	think, decide
senatus, senatus, m	senate
ne . . . pugnent	'so that they do not fight'
humilis, humile	abject, downtrodden
rectus -a -um	right
dissideo, dissidere	dissent, disagree

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

concession, pugnacious, impudent, opinionated, animated, malevolent, magnificent

scripta 13.3: Caesar requests a meeting with Pompey

This text is an adapted extract from Julius Caesar's account of the civil war.

Caesar gained permission in 52 bc to stand in absentia for election as consul. This was an important concession because it protected him from the risk of prosecution if he returned to Rome as a private citizen. By 50 bc this decision had been revoked and prominent senators were calling for Caesar to disband the army he had commanded in Gaul.

On 1st January 49 bc, Caesar sent an ultimatum to the senate: he would disband his army only if Pompey did the same. The senate decreed that Julius Caesar had to stand down from his military command or be declared a public enemy.

Caesar advanced to gather his troops at Ariminum, a town in northeast Italy. From there, Caesar sent the following message to Pompey. Caesar's account claims that his first priority is to avoid war and re-establish peaceful political rule within Republican power structures; the reality of events, however, suggests otherwise.

The Latin text is adapted from Caesar's Bellum Civile, 1.9.

For my part, I have always believed that the importance of the Republic comes first and that this is more important than life. I am really pained because my enemies have insulted me by taking away the Roman people's kindness to me. What's more – now that my military command has been removed – I am being dragged back to Rome, even though the people had ordered that I could stand *in absentia* at the next elections.

Note that

sometimes our most idiomatic English equivalent is an inherited Latin phrase!

potior, potius	preferable, more important
doleo, dolere	grieve, feel pain
beneficium, beneficii, n	kindness
contumelia, contumeliae, f	insult
eripio, eripere, eripui, ereptum = e+rapio	
imperium, imperii, n	military command
rationem haberi	'[that my] candidacy be considered'
comitia, comitiorum, n pl	elections

But even so, for the sake of the Republic I have been level-headed and I have put up with this loss of respect. When I sent letters to the senate to say that everyone should stand down from their armies, I did not even get this agreed.

tamen hanc iacturam honoris mei rei publicae causa aequo animo tuli. ubi epistulas ad senatum misi ut omnes ab exercitibus discederent, ne id quidem impetravi.

iactura, iacturae, f	loss
(genitive +) causa	for the sake of
ut . . . discederent	'[asking] that they should stand down from'
ne . . . quidem	not even
impetro, impetrare, impetravi	obtain (a request)

All through Italy soldiers have been recruited; Pompey has two legions which were commandeered by him under the pretence of the **Parthian war**; Roman citizens are armed. How will this end? Everything is on course to destroy itself.

per totam Italiam milites collecti sunt; Pompeius legiones II tenet quae ab eo simulatione **Parthici belli** sunt abductae; cives sunt in armis. quis finis erit? omnia ad suam perniciem pertinent.

In 53 BC Crassus had suffered a crushing defeat in **Parthia** and conflict in this region was ongoing.

simulatio, simulationis, f	pretence
perniciēs, perniciēi, f	destruction
pertineo, pertinere	pertain, lead to

Nevertheless, I am prepared to endure any sort of degradation and I am ready to put up with it all for the sake of the Republic. But I do want Pompey to go to his own provinces, I want him to dismiss his troops, and I want everyone in Italy to stand down from their weapons. I want to release the citizens from fear, I want the elections to be unrestricted and I want to let the whole Republic be in the hands of the senate and the Roman people.

sed tamen ego paratus sum ad omnia descendere atque omnia pati rei publicae causa. volo Pompeium proficisci in suas provincias, exercitus dimittere, omnes in Italia ab armis discedere. volo timorem e civibus tollere, libera esse comitia atque omnem rem publicam senatui populoque Romano permittere.

As for Pompey: he should come closer in person or allow me to go to him: in face-to face discussions, all disagreements can be settled.

Pompeius ipse debet propius progredi aut pati me ad se appropinquare: per colloquia omnes controversiae componuntur.

aut	or
colloquium, colloquii, n	conversation

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

inimical, retraction, absence, approximately, population, honourable, equanimity, epistle, collection, tenacious, abduction, dismissal, liberally, permitted, controversy.

scripta 13.4: Cicero urges his wife and daughter to think of their safety

This text is an adapted extract from a letter written by Cicero in January 49 BC, just after Caesar’s ultimatum had been refused by the senate. Cicero was in Formiae, a coastal town to the south of Rome. In this letter he writes to his wife Terentia and their daughter Tullia urging them to give careful thought to their safety. He refers to the protection available from Dolabella, a prominent supporter of Caesar.

Cicero is worried about the risks of remaining in the city. Balanced against this are fears for their property and the need to take measures to protect it from looting.

The Latin text is adapted from Cicero’s Ad Familiares collection, XIV.18.

My darlings, it is essential for you to think about this carefully again and again. What are you going to do? Will you stay in Rome or will you stay with me or in some other safe place? This is not only for me to think about; it is also for you to decide. The following things occur to me: in Rome, you can be safe because of **Dolabella**’s influence and this option can benefit us, for I am worried about violence and theft. But I am concerned because I see that all the good men are now gone from Rome and that they have taken their women with them. What’s more, this area, where I am, is in reach of friendly towns and even our country estates: here you will be able to be with me to a great extent and on our own property.

considerare necesse est vobis etiam atque etiam, animae meae, diligenter. quid facietis? Romaene eritis an mecum an aliquo tuto loco? id non solum meum consilium est, sed etiam vestrum. mihi veniunt in mentem haec: Romae vos esse tutae potestis per **Dolabellam**; ea res potest nos adiuvare, nam timeo vim et rapinas; sed moveor quod video omnes bonos abesse Roma et eos mulieres suas secum habere. haec autem regio, in qua ego sum, et nostrorum est oppidorum et etiam praediorum: hic poteritis multum esse mecum et in nostris praediis esse.

Dolabella was a prominent Roman noble; he had married Cicero’s daughter in 50 BC.

atque	again
an	or
aliquis, aliquid	some (other)
mens, mentis, f	mind
adiuvo, adiuvere	help
vis (accusative sg – vim), f	violence
rapinae, rapinarum, f pl	looting
secum = cum se	
praedia, praediorum, n pl	country estates
multum (adverb)	to a great extent

I just do not know well enough what will be better: what will the other women do where you are? If you stay, I fear that it will not be possible for you to leave. I want you to go through this carefully again and again with yourselves and also with your friends. Tell **Philotimus** to prepare barriers and protection for our house; I want you also to find trustworthy messengers because I want to receive letters from you on a daily basis. Most of all, though, take care that you stay safe, if you want me to be in good spirits too.

Philotimus was one of Cicero’s wife’s freedmen, trusted with managing their property.

utrum sit	which would be . . .’
si	if
ne . . . non liceat	‘that it will not be allowed’
propugnaculum, propugnaculi, n	fortification
praesidium, praesidii, n	defence
tabellarius, tabellarii, m	letter-carrier
certus -a -um	reliable, fixed
quotidie	every day
date operam	‘focus your energy’
ut valeatis	‘so that you stay well’
valeo, valere	be healthy, thrive

ego non satis scio utrum sit melius: quid aliae facient illo loco feminae? si manebitis, timeo ne exire non liceat. id volo diligenter vos etiam atque etiam vobiscum et cum amicis considerare. domui propugnacula et praesidium parare **Philotimum** iubete; et volo vos tabellarios parare certos quod quotidie a vobis epistulas accipere volo. maxime autem date operam, ut valeatis, si nos vultis valere.

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

consideration, diligent, regional, science, location, domestic, acceptance

Reading original Latin note 2: Cognate nouns

When translating Latin it is really important to think about **parts of speech**. This can be difficult because idiomatic English and Latin may end up using different parts of speech to convey the same meaning. It is particularly important to think about parts of speech when you meet words which resemble words you already know. You will often meet Latin nouns which are **cognates** of verbs, i.e. they share a similar stem. These cognate nouns usually fall into one of four categories; examples of each of these below are taken from *scripta* 13.5.

- 1st declension feminine nouns
fuga, fugae, f flight
(related to the verb *fugio, fugere, fugi* – flee)
- 3rd declension masculine nouns
propagator, propagatoris, m prolonger
(related to the verb *propago, propagare* – prolong)
Cognate nouns of this -or, -oris type (e.g. *pugnator* – a fighter) usually mean the person who does the action; Feminine cognate nouns also exist, e.g. *bellatrix, bellatrixis*, f – a (female) warrior.
- 3rd declension feminine nouns
ratio, rationis, f thought, consideration
(related to the verb *reor, reri, ratus sum* – think)
- 4th declension masculine nouns
discessus, discessus, m departure
(related to the verb *discedo, discedere, discessi, discessum* – depart)
It is worth watching out for 4th declension nouns of this type because they can be easily confused with a perfect passive or deponent participle.

scripta 13.5: Cicero is angry at Pompey’s decision to leave Italy

This text is an adapted extract from a letter written by Cicero to his friend Atticus in February, 49 bc. Pompey is about to withdraw from Italy, and Cicero writes of his dismay that Rome is about to fall into the hands of Julius Caesar. In this letter Cicero expresses his anger at Pompey’s actions so far. He thinks that Pompey was wrong to support Caesar for so long and to allow his power to build. Cicero thinks that it is shameful that Pompey is now about to desert Rome. The Latin text is adapted from Cicero’s Ad Atticum collection, VIII.3.

Our man Pompey has done nothing wisely, he has done nothing bravely, indeed I’d go as far as saying that he has done nothing other than go against my advice and my influence. That’s without

nihil actum est a Pompeio nostro sapienter, nihil fortiter, addo etiam nihil nisi contra consilium auctoritatemque meam. omitto illa

mentioning the things from before: Pompey nurtured Caesar for public life, he boosted him, he gave him military power, he got laws passed through violence and against the **auspices**, he added to Caesar’s power the command over Further Gaul, he married Caesar’s daughter, he cared more about bringing me back to Rome than about preventing my exile in the first place, he was the man who extended Caesar’s provincial command, and – when Caesar was away – he was his assistant in all matters and even in his bid for his third consulship; after he began to defend the Republic, Pompey still wanted Caesar to stand for election *in absentia*. But, what is more shameful, what is more disturbing than leaving the city like this or fleeing so utterly disgracefully? Surely all Caesar’s terms were better for Pompey than the option of abandoning his country? Caesar’s terms were bad – I don’t deny it – but what is worse than this?

The Romans took the **auspices** before major undertakings to look for signs of divine favour or disapproval (see Chapter 5).

nisi	if not, unless
vetus, veteris	old, from long ago
alo, alere, alui	nourish
augeo, augere, auxi	increase
per vim	‘through violence’
adiungo, adiungere, adiunxi	add to, join
gener, generis, m	son-in-law
restituo, restituere	restore (i.e. bring back to Rome from exile)
retineo, retinere	keep
propagator, propagatoris, m	prolonger
adiutor, adiutoris, m	helper
absentis rationem haberi	‘[Caesar] to stand for election while absent’
foedus -a -um	foul, shameful
discessus, discessus, m	departure
sive	or
turpis, turpe	ugly
fuga, fugae, f	flight
fateor, fateri	confess, admit

vetera: Caesarem in rem publicam ille aluit, auxit, armavit, ille leges per vim et contra **auspicia** tulit, ille Galliae Ulterioris imperium adiunxit, ille gener factus est, ille magis cupiebat restituere me quam retinere, ille provinciae propagator, ille – ubi Caesar aberat – in omnibus erat adiutor et etiam tertio consulatu, postquam defendere rem publicam coepit, volebat absentis rationem haberi. sed quid foedius, quid perturbatius est quam hic ab urbe discessus sive turpissima fuga? nonne omnes condiciones meliores erant quam patriam relinquere? Caesaris malae condiciones erant, fateor, sed quid est peius quam hoc?

scripta 13.6: Caesar’s victory in Spain

In February 49 BC, Pompey had decided to leave Rome in order to build an army in the east. Caesar chose not to pursue him, but he went instead to Spain to confront the Republican armies there, led by Marcus Petreius and Lucius Afranius. The initial skirmishes between the two sides were inconclusive and, instead of fighting a decisive battle, each manoeuvred around the terrain, trying to prevent the other from accessing food and water.

Due to the close proximity of the armies, there began to be a certain degree of fraternisation between both sides. Caesar’s men would visit the Pompeian camp to drink and socialise with their fellow Romans and vice versa. When Petreius and Afranius learnt of this intermingling, they stamped it out, demanding that any soldier of Caesar’s in their camp should be brought forward and executed. Caesar, on the other hand, ordered that the Republican soldiers in his camp should be returned unharmed.

Eventually, the Republican forces were severely deprived of supplies, and Afranius was forced to request an audience with Caesar, who granted it on the condition that it was in front of the soldiers. In public, Afranius admitted that they were defeated; he begged Caesar not to punish them for remaining loyal to Pompey and he asked for mercy.

This text is an adapted extract from Caesar’s bruising reply to Afranius. In it he says that the only people at fault are leaders like Pompey, Petreius and Afranius, whose actions have caused Roman deaths. Caesar, on the other hand, deliberately chose not to fight even when the conditions suited him. Caesar demands that Afranius and Petreius disband their legions. He says that there is no need for so many troops to pacify a province like Spain; the Pompeian legions were there solely to oppose him.

The Latin text is adapted from Caesar’s Bellum Civile, 1.85ff.

All of us have acted as we should: I have acted correctly because I am someone who does not want to fight even when the conditions are good and the ground and the time are in my favour; this is because I wanted everything to be as unspoilt as possible for peace. My army has acted correctly because they are men who, even though they received injuries and their own men were killed, spared those soldiers who came under their control. The soldiers of Pompey’s army have also acted correctly, because they are men who wanted peace. So it is that the sections of every rank have placed themselves at my mercy. It is only the leaders who have shrunk from peace and who have caused men to die most cruelly.

omnes nos officium nostrum praestitimus: ego, qui etiam bona condicione et loco et tempore aequo pugnare nolo – nam volui quam integerrima esse ad pacem omnia; exercitus meus, qui iniuria etiam accepta suisque interfectis, eos, quos in sua potestate habuit, conservavit; illius etiam exercitus milites, qui pacem voluerunt. sic omnium ordinum partes in misericordia constiterunt: ipsi duces a pace abhorruerunt et homines crudelissime interfecerunt.

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

homo sapiens, authority, omission, auspicious, tertiary, defensive, volition, perturbed, ameliorate, pejorative

praesto, praestare, praestiti	show, perform
integer, integra, integrum	whole, unspoilt
iniuria, iniuriae, f	injury
ordo, ordinis, m	rank, order, group
misericordia, misericordiae, f	pity
consisto, consistere, constitui	place oneself
abhorreo, abhorreere, abhorruui	shrink back from, be opposed to

I have not – even though the other side is now obviously the weaker – asked for those things which would make me personally richer, but I do want those armies, which Pompey has maintained now for many years against me, to be disbanded. It was for no other reason that six legions were sent to Spain and a seventh conscripted there, and the fleets made ready and commanders sent in support. None of these things was for the sake of pacifying **Spain**, none of them was done for the benefit of a province which, because of its long-lasting peace, had no need for any reinforcements. All these things were prepared against me; Pompey established these commands with his eyes on me. Pompey wanted to hold sway over affairs in the city and – without leaving Rome – to get hold of the two provinces which were best resourced for war.

Spain at this time was divided into two provinces.

postulo, postulare, postulavi	demand
opes, opum, f pl	wealth
augeo, augere	increase
alo, alere, alui	nourish
dimitti	‘to be dismissed’
causa, causae, f	reason
classis, classis, f	fleet (of boats)
submitto, submittere, submisi, submissum	sent (to help)
ad pacandas Hispanias	‘for the purpose of pacifying Spain’
usus, usus, m	use, benefit
diurnitas, diurnitatis, f	long duration

neque nunc illorum humilitate postulavi ea quibus opes meae augebunt; sed illos exercitus, quos Pompeius contra me multos iam annos aluit, volo dimitti. neque enim sex legiones alia de causa missae sunt in Hispaniam septimaque ibi conscripta est neque classes paratae neque submissi duces. nihil horum erat ad pacandas Hispanias, nihil ad usum provinciae factum est, quae propter diurnitatem pacis nullum auxilium desideravit. omnia haec contra me parata sunt; in me Pompeius imperia constituit; ille volebat urbanis praesidere rebus et duas bellicosissimas provincias absens obtinere.

Even so, I have put up with all these things patiently and I will continue to do so; I do not want now to take your army from you and keep it, but I also do not want you to keep hold of an army against me. As I have already said, you must now leave the province and disband your army. If you do this, I won’t harm anyone. This is my only – and final – condition for peace.

omnia tamen haec tuli patienter et feram; neque nunc ab vobis abductum exercitum tenere volo neque volo vos exercitum contra me tenere. nunc, ut iam dixi, debetis provinciis exire et exercitum dimittere. si hoc feceritis, nemini nocebo. haec una atque extrema est pacis condicio.

ut	as
si . . . feceritis	‘if you do this’
noceo, nocere (+ dative)	harm
extremus -a -um	last, final

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

official, exercise, conservation, humiliate, sextet, conscription, imperiousness, president, bellicose, patiently

CW

scripta 13.7: Caesar wins the civil war

The text below is an adapted extract from Julius Caesar’s account of the end of the Battle of Pharsalus in 48 BC. This was the decisive battle of the civil war.

This text focuses on the moment at the very end of the battle when Caesar ordered his soldiers to assault Pompey’s camp, probably hoping to capture Pompey and thus end the war. The defenders fought bravely but were overrun by Caesar’s men. Realising it was a lost cause, Pompey abandoned his camp to avoid capture. He rode north to the city of Larisa before heading to the coast and boarding a grain ship to escape.

The Latin text is adapted from Caesar’s Bellum Civile, 3.95.

Pompey’s soldiers had taken flight and had been driven back inside their rampart; Caesar urged his troops on and ordered them to be the ones to attack the camp. The battle had kept going until midday and, although his men were exhausted by the great heat, nevertheless they were ready in their resolve to face every task and obeyed Caesar’s command.

Caesar Pompeianis ex fuga intra vallum compulsi milites cohortatus est et iussit ipsos castra oppugnare. illi, quamquam magno aestu fessi (nam ad meridiem res erat perducta), tamen ad omnem laborem animo parati imperio paruerunt.

The soldiers on Pompey’s side who had fled were shaken to the core and worn out by exhaustion; they threw down their weapons and the military standards and gave more thought to completing their escape than to guarding the camp. The men who had taken a stand on the rampart were not able to withstand the quantity of missiles any longer; wounded and worn out, they abandoned their position. Immediately, they all fled as one to the high mountain range which was near to the camp.

Pompeiani milites qui refugerant, et animo perterriti et lassitudine confecti, missis armis signisque militaribus, magis de reliqua fuga quam de castrorum defensione cogitabant. neque diutius ei, qui in vallo steterant, multitudinem telorum sustinere potuerunt, sed confecti vulneribus locum reliquerunt, statimque omnes in altissimos montes, qui prope castra erant, confugerunt.

vallum, valli, n	rampart
compello, compellere, compuli, compulsum	drive together
cohortor, cohortari, cohortatus sum	urge on
castra, castrorum, n pl	camp
aestus, aestus, m	heat
pareo, parere, parui (+ dative)	obey
lassitudo, lassitudinis, f	weariness, exhaustion
confectus -a -um	weakened, worn out, finished off
signa, signorum, n pl	(military) standards, emblems
cogito, cogitare	think
tela, telorum, n pl	missiles

Now that our men had gained entry through the rampart, Pompey dashed out from the camp through the rear gate and – right away – rode off at a gallop for Larisa. He did not linger there, but – at the same speed and without pausing his journey during the night – he reached the sea and boarded a grain ship, crying out repeatedly about the scale of his defeat.

Pompeius, iam ubi intra vallum nostri progressi sunt, decumana porta se ex castris eiecit protinusque equo citato Larisam contendit. neque ibi manebat, sed eadem celeritate, nocturno itinere non intermisso ad mare advenit navemque frumentariam ascendit, saepe querens de maxima clade.

decumanus -a -um	rear (gate of a camp)
protinus	immediately
equo citato	‘with his horse at full gallop’
Larisa, Larisae, f	Larisa
frumentarius -a -um	grain, granary
queror, quereri	complain, lament
clades, cladis, f	defeat, disaster

DERIVATIONS

This task builds skills in deducing the meaning of one word by using a related word.

The words below derive from words in the passages above which have not been glossed.

Can you find the Latin words from which these English words derive? Can you use either the Latin or the English word to help you explain the meaning of the other?

Remember that you will need to think about the part of speech of both the Latin and English words and – if they are different – you will need to consider how to adjust the meaning to move from one part of speech to the other.

fugitive, ante meridiem, laborious, military, multitudinous, sustain, vulnerable, mountainous, intravenous, progressive, eject, nocturnal, itinerary

QUESTIONS FOR DISCUSSION

- 1

What do you think are the pros and cons of using eye-witness texts as evidence for this period in history? What types of insight do they offer into the civil war? How does the risk of personal bias impact their usefulness to us as sources?
- 2

Cicero’s letters offer us a personal viewpoint into his life: what impression do you get of him as a person from these texts?
- 3

Caesar’s decision to refer to himself only in the 3rd person seems designed to create a more objective tone to his narrative, but his commentary on the civil war reads as personal propaganda nonetheless. In the texts in this chapter, where and how does he create a positive impression of his actions in the civil war?
- 4

Human experience is as much about feelings as it is about facts: discuss this with reference to the texts in this chapter.
- 5

Emphasis is the life-blood of literary style: choose one text and explore how Latin uses word order, word choice or grammatical shape to focus attention on key details within the text.

Chapter 13: Additional Language

SECTION A13: CHAPTER 13 VOCABULARY

Exercise A13.1: Derivations

This exercise explores derivations from the vocabulary list for Chapter 13.

Each of the words below derives from a Latin word. Find this Latin word and use it to help you explain the meaning of the English word. You may not know some of these words; think about what part of speech they might be and see if you can work out their meaning based on the Latin.

	derivation	Latin word and translation	meaning of the English derivation
1	manual		
2	relate		
3	consecutive		
4	loquacious		
5	regression		
6	admiration		
7	conative		
8	passive		
9	alternate		
10	domestic		

Exercise A13.2: Parts of speech

Sort the following words from the vocabulary list for Chapter 13 into the correct categories and write the meaning next to each word.

alter

loquor

quidam

coepi

res

proficiscor

sub

manus

nonnulli

sine

malo

idem

noun	verb	adjective	pronoun	preposition

Exercise A13.3: *fero* compounds

Below are the principal parts of *fero* and its compounds.

fero	ferre, tuli, latum	bring; carry; bear
aufero	auferre, abstuli, ablatum	take away; carry off; steal
offero	offerre, obtuli, oblatum	offer
refero	referre, rettuli, relatum	bring / carry back; report; tell

For each of the verb forms given in the table below, name the tense, state whether it is active or passive, and translate it.

You may find it helpful to look at the forms of *fero* listed in the Reference Grammar on pp252–253.

		tense	voice	translation
1	offerimus			
2	referunt			
3	abstulistis			
4	oblati sunt			
5	offerebatur			
6	refereris			
7	abstulerant			
8	relata sunt			
9	ablatae sumus			
10	tollebar			

Exercise A13.4: Cognates

In the table below are pairs of words: the first in each pair is a word from the vocabulary list for Chapter 13 and below it is a cognate word, i.e. a word which is related to it. You may not have met the cognate word before and it will not be listed in the vocabulary list at the back of this book.

Identify the part of speech of each Latin word and then give the meaning; you will have to work out the meaning of the second word by thinking about its part of speech and how it relates in meaning to the first word in each pair.

	Latin	part of speech	meaning
1	spes, spei, f spero, sperare, speravi, speratum		
2	exercitus, exercitus, m exerceo, exercere, exercui, exercitum		
3	aufero, auferre, abstuli, ablatum ablatio, ablationis, f		
4	loquor, loqui, locutus sum loquax, loquacis		
5	miror, mirari, miratus sum mirabilis, mirabile		

SECTION B13: WORD ENDINGS

Exercise B13.1: 4th and 5th declension nouns – English into Latin

This exercise focuses on the 4th and 5th declension nouns from the vocabulary list for Chapter 13. For each noun, give its meaning and declension. Then put each of them into the forms requested. It may be helpful to refer to the table of endings in the Reference Grammar on pp220–221.

		meaning	declension		
1	dies, diei, m			accusative sg =	accusative pl =
2	res, rei, f			dative sg =	nominative pl =
3	exercitus, exercitus, m			genitive sg =	ablative pl =
4	manus, manus, f			accusative sg =	genitive pl =
5	spes, spei, f			ablative sg =	accusative pl =

Exercise B13.2: 4th and 5th declension nouns – Latin into English

This exercise focuses on the 4th and 5th declension nouns from the vocabulary list for Chapter 13. List the case and number of each form given. Remember that the same endings are sometimes used for more than one case; give all the possible cases for each word.

You may find it useful to look at the Reference Grammar on pp220–221.

		case and number
1	diei	
2	manus	
3	res	
4	exercitum	
5	manibus	

Exercise B13.3: Nouns of all declensions in the accusative and ablative cases

This exercise focuses on the accusative and ablative forms of nouns from the vocabulary lists for Chapters 12 and 13.

Here is a reminder of the accusative and ablative case endings for nouns in each of the 5 declensions. The neuter endings for the 2nd and 3rd declensions are shown in brackets.

	1st	2nd	3rd	4th	5th
accusative sg	-am	-um (-um)	-em (--)	-um	-em
accusative pl	-as	-os (-a)	-es (-a)	-us	-es

	1st	2nd	3rd	4th	5th
ablative sg	-a	-o	-e	-u	-e
ablative pl	-is	-is	-ibus	-ibus	-ebus

Identify the declension of each of the following nouns, and give the new forms requested.

		declension	accusative sg	accusative pl	ablative sg	ablative pl
1	gens, gentis, f					
2	dies, diei, m					
3	insula, insulae, f					
4	exercitus, exercitus, m					
5	ventus, venti, m					
6	res, rei, f					
7	manus, manus, f					
8	soror, sororis, f					
9	regnum, regni, n					
10	caput, capitis, n					

Exercise B13.4: Deponent verbs in the perfect tense

This exercise focuses on recognising deponent verbs in the perfect tense. The verbs are from the vocabulary list for Chapter 13.

Give the principal parts for each verb and then translate the form given.

	tense	principal parts	translation
1	locuti sumus		
2	passa sum		
3	secutae sunt		
4	visum est		
5	mortui sunt		
6	profecta est		
7	egressi estis		
8	miratus es		
9	regressa es		
10	progressi sumus		

Exercise B13.5: Recognising voice (active, passive and deponent verbs)

This exercise uses verbs from the vocabulary lists for Chapters 12 and 13. Some of the verbs are active, some are passive and some are deponent.

Write out the principal parts for each verb and use these to identify if the form given is active, passive or deponent; then translate each one.

		principal parts	active, passive or deponent	translation
1	collectae estis			
2	moriatur			
3	malebamus			
4	ceciderant			
5	ablatum est			
6	proficiscebantur			
7	constituit			
8	coepisti			
9	tollit			
10	conabar			

Exercise B13.6: Deponent verbs in perfect and pluperfect tenses

This exercise practises the perfect and pluperfect tenses of the deponent verbs from Chapter 13.

Using the principal parts given below, write out the Latin for each English form given.

Remember that the deponent verb's perfect participle will need to agree with the nominative subject of the verb; this is why the gender of the subject is specified each time.

			Latin form
1	proficiscor, proficisci, profectus sum	we had set out (masculine)	
2	patior, pati, passus sum	they suffered (feminine)	
3	videor, videri, visus sum	it seemed	
4	sequor, sequi, secutus sum	we had followed (masculine)	
5	loquor, loqui, locutus sum	you (sg) spoke (feminine)	
6	miror, mirari, miratus sum	they wondered at (masculine)	
7	ingredior, ingredi, ingressus sum	you (pl) had entered (feminine)	
8	conor, conari, conatus sum	we had tried (masculine)	
9	ingredior, ingredi, ingressus sum	I entered (feminine)	
10	progredior, progredi, progressus sum	he had advanced	

Exercise B13.7: Deponent verbs in present, future and imperfect tenses

Identify the conjugation of each of the deponent verbs from Chapter 13 listed below. Then give the 3rd person sg form of the future and imperfect tenses.

		conjugation	future	imperfect
1	progredior, progredi, progressus sum			
2	sequor, sequi, secutus sum			
3	morior, mori, mortuus sum			
4	ingredior, ingredi, ingressus sum			
5	loquor, loqui, locutus sum			
6	miror, mirari, miratus sum			
7	videor, videri, visus sum			
8	regredior, regredi, regressus sum			
9	proficiscor, proficisci, profectus sum			
10	egredior, egredi, egressus sum			

Exercise B13.8: Recognising deponent verbs in present, future and imperfect tenses

Write out the principal parts for the Chapter 13 verbs listed below. Then identify the tense and translate the form given into English.

		principal parts	tense	translate
1	progre ditur			
2	seque mur			
3	egredie bamur			
4	conabun tur			
5	patit ur			
6	proficisce baris			
7	regredie mur			
8	videt ur			
9	loque bar			
10	mirabi mini			
11	ingrediun tur			
12	morie baris			

Exercise B13.9: Case endings (nouns, adjectives and pronouns)

The table below contains adjectives and pronouns from the vocabulary list for Chapter 13. Remember, each of these words has a genitive sg form ending in *-ius* and a dative sg form ending in *-i*.

Give the meaning of each word and write out the form requested. You may find it helpful to look at the Reference Grammar on pp224–227 and pp253–256.

	Latin	meaning	
1	nonnulli, nonnullae, nonnulla		accusative masculine pl =
2	alter, altera, alterum		dative feminine sg =
3	solus, sola, solum		nominative masculine pl =
4	totus, tota, totum		genitive masculine sg =
5	idem, eadem, idem		dative feminine sg =
6	ipse, ipsa, ipsum		genitive neuter sg =
7	quidam, quaedam, quoddam		ablative masculine pl =

SECTION C13: ENGLISH TO LATIN SENTENCES

Exercise C13.1: 4th and 5th declension nouns

This exercise focuses on the 4th and 5th declension nouns from the vocabulary list for Chapter 13. Given below are the Latin translations of the words in bold in the sentences; match these up with the English and identify the case of each.

spem dies rem exercitui domi manu
rebus spes spem manu diebus exercitu

- 1. No **hope** of victory remained.
- 2. We tried to stay **at home**.
- 3. The **day** was very long.
- 4. Within a few **days** they were dead.
- 5. We wondered at **the matter**.
- 6. He was the general of the greatest army.
- 7. The new leader gave great **hope** to the tired **army**.
- 8. The messenger reported many things about the **events**.
- 9. A man went out from the **group of people**, raising a sword with his **hand**.
- 10. Offer them **hope**!

Remember: no prepositions are used with **domus** when the meaning is *towards / away from / at home* (see p9).

Exercise C13.2: Nouns in accusative and ablative cases

Each of the nouns in bold in the sentences below would take either the accusative or ablative form. Identify the case of each and then translate the noun into Latin. Remember, the accusative and ablative cases are used as follows:

accusative case

- direct object
- after certain prepositions
- in time phrases denoting ‘how long’ something lasted for
- in an accusative + infinitive indirect statement

ablative case

- to mean ‘by / with / from / than / in’
- after certain prepositions
- in time phrases denoting ‘when’ or ‘within which’ time period an action took place
- as part of a noun + participle ablative absolute

1. For several **days** they suffered very greatly.
2. Although the enemy had left behind no **hope** of peace, some still did not despair.
3. They reported that the **same women** were stealing food.
4. A certain soldier, who had returned from the **army**, began to speak about the **matters**.
5. Within ten **days** he was dead.
6. They boldly carried off many things from the **homes** of citizens.
7. Because they admired their leader, they had **hope**.
8. Without a **leader** we shall suffer.
9. For the **whole day** you followed the army.
10. He reported the **event** to the army.

Exercise C13.3: Sentences to translate into Latin

1. Several men began to destroy things brought back from the homes of the enemy.
2. Raising their hands towards the sky, the women spoke words without hope.
3. The weeping girl followed her mother and said, ‘Pick me up!’ Then the mother herself lifted up her daughter.
4. ‘There is great hope of peace for us!’ shouted the inhabitants.
5. The whole crowd returned home, after they had seen very bad things.
6. I wonder at the bad things which you have endured at the enemy’s hands.
7. Certain senators, who seemed to offer hope to our citizens, stole that very hope.
8. With several from my group of men dead, I set out alone.
9. One leader is reporting in the forum that the other leader is dead.
10. Although he desired peace, he understood that he ought to set out for the battle.