CAESAR'S ENGLISH II

Classical Education Edition

Part 1

Third Edition

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FOREWORD

Get ready for exciting learning! This edition of *Caesar's English II* has been designed especially for you. It is filled with photos, maps, facts, ideas, grammar, poems, writing challenges, history close-ups, informational nonfiction readings, and words that will give you a deep look at ancient Roman civilization and the effect of that civilization on the modern English language. Without realizing it, we speak Latin, or slightly altered Latin, much of the time. Thousands of English words are still spelled the same way and still mean the same thing that they did during the Roman Empire, 2,000 years ago.

Unlike Spanish or other Romance (descended from Roman Latin) languages, English does not descend directly from Latin, the language that the Romans spoke. English is a Germanic language, but during the sixteen centuries since Rome fell, English has acquired thousands of Latin-based words—so many that words from Latin have come to dominate academic life in English. The further you progress in education, the more Latin-based words you encounter. English may not be a Romance language, but it feels like one, especially in higher academics.

For this reason, it is important to study the Latin prefixes, roots, and suffixes—we will group them under the term *stems* for convenience—that combine to form the vocabularies of advanced academic subjects. The Latin stems make a kind of academic vocabulary construction set, and once you understand the set, you understand thousands of words easily—even words that you have never encountered before. But before you plunge into the book, here are some ideas that will help you get the most out of your work:

- *Study the photos carefully.* The photos have been selected from thousands taken by Dr. Thomas M. Kemnitz in Rome and elsewhere, and they show important details about Roman life and architecture. You will see how massive, how truly enormous, Roman civilization was. One almost feels that these huge ruins must have been inhabited by a different species, twenty feet tall. It is difficult to believe that such an impressive and powerful civilization could have fallen, but fall it did, and this is one of the extraordinary stories of world history.
- *Explore the maps.* In many cases, the maps are related to the text on the facing page. Use a globe in connection with your studies, and get to know ancient Rome's part of the world. Learn the countries, the land masses, and

the bodies of water. This will give you a foundation not only in ancient geography but in modern geography as well.

- *Focus on the powerful connection between Rome and Spain* that has resulted in modern Spanish and that connects English and Spanish vocabulary today.

- Notice that *many of the activities in the book are done with pencils down.* Not every activity needs to involve writing. Some of the most important activities are careful reading, thinking, rereading, rethinking, and discussing. You will see that there is an emphasis on reading and on big ideas, rather than on memorizing trivial facts. Read with enthusiasm and commitment. One of the critical elements of intellectual development is to learn to read nonfiction—what is sometimes called *informational text*. Your ability to read straight knowledge—without characters or plot—is critical.

- Remember that *vocabulary is not a separate subject*, apart from grammar or writing. Every vocabulary word has a grammar function. It is a noun, or an adjective, or a verb, or another part of speech, and it must be used in its grammatical way. All language skills are connected. Furthermore, every word has a past. Each word is a speck of history; it comes from Rome, or Greece, or the forests of Germany. Words are points of knowledge. Their regions of origin often can be found on a map. In this book we explore the grammar context of vocabulary.

- *Soak up the sounds of words.* One of the most important elements of vocabulary is sound. Words have special combinations of vowels and consonants, and these sounds, as the great British poet Percy Bysshe Shelley explained, have relationships to one another and to what they represent. We might choose scratchy or pounding or booming sounds to describe a storm, and soft, peaceful sounds to describe a gentle breeze. The more words you know, the more sound choices you have. This book pays special respect to the poetic aspects of vocabulary.

- *Look things up.* This book is in part a sneak preview, a finding of hints, a maze of clues. It is filled with references to people, places, events, cities, wars, leaders, and other details that will make exciting research for you. Be enthusiastic about going beyond this book. Take charge. Use the book as a launching platform for your own independent, self-directed learning.

- *Write essays.* This book provides suggestions for essay topics that will give you essay writing practice and will make you a better writer.

We hope that you enjoy this book as much as we have enjoyed creating it.

Grasp the subject;
the words will follow.

— Cato the Elder

Photo by Dr. Thomas Milton Kemnitz

INTRODUCTION

Long ago, far from our New World, a great civilization lived and died. Throughout the ancient world, they built roads, made laws, and wrote literature. Today, most of their buildings have crumbled to ruins, but echoes of their words still reverberate because the English language (and others, such as Spanish) is filled with fragments of their language, Latin.

The vanished civilization was Rome, in Italy, and Rome rose to power more than 2,000 years ago.

More than a thousand years after Rome fell, Europeans discovered that there was an inhabited New World on the other side of the planet, and after three centuries of conflict and exploration, a new nation was conceived—as Abraham Lincoln put it in his *Gettysburg Address*—on the North American continent. That new nation, the United States, has itself conceived a new variation of English, which is a combination of British English, Roman Latin, ancient Greek, German Anglo-Saxon, Spanish, Native American, and other languages. Walt Whitman, the poet of *Leaves of Grass*, once wrote: "Thus far, impress'd by New England writers and schoolmasters, we tacitly abandon ourselves to the notion that the United States have been fashion'd from the British islands only, and essentially form a second England only—which is a very great mistake.... To that composite American identity of the future, Spanish character will supply some of the most needed parts."

Even with all of these influences, Latin, the language of ancient Rome, is still the most important source of academic English. The further you advance in education, the more Latin you encounter in English vocabulary. This is true even though the foundation of English is Germanic, and English is not a Romance language, like Spanish or French. When it comes to academic English, the Latin frosting is larger than the German cake.

Latin Stems: In *Caesar's English II* we will learn about our own language by learning about the Latin fragments hidden in it. Fragments? Yes. Many of our words are made of two or three fragments of Latin. We sometimes call these pieces *prefixes*, *suffixes*, *affixes*, *roots*, or *stems*, but to make our discussions simpler, we will call them *stems*.

You will find the stem *sub*, for example, in many English words. *Sub* usually means under, and we find *sub* in words such as *submarine*, *submerge*, and *subtract*.

We also find *sub* in harder words, such as *subterranean*, *subordinate*, *substantial*, and even *subterfuge*.

Even though these Latin-based words may seem hard at first, the truth is that they are not as hard as they look—if you know the Latin stems. The word *subterranean*, for example, is only a combination of *sub*, under, and *terr*, land. A cave is subterranean because it is under land. Most big words or hard words are not difficult if you know the Latin stems that are in them.

Each time you learn an important stem, you have learned a part of dozens of English words, so learning Latin stems is power-learning because you only have to study one small thing in order to learn dozens of things.

In this book you are going to learn many Latin stems. As you learn them, you will begin to notice them everywhere. You will find Latin stems in the words of books, articles, and news programs. You will hear educated adults use words that have Latin stems. You sometimes will hear a word for the first time, but you will know what it means because you will know the Latin stems in it.

You now see why this book is the preparation for a vocabulary textbook series called *The Word Within the Word*—because our modern English words have these ancient Latin fragments inside them. There are ancient words inside of our modern words, and we are going to find out what they are.

Classic Words: A second feature of this book is a series of words that are prominent in the classic books of American and British literature. These classic words are almost all of Latin origin, which is yet another indication of the powerful importance of Latin to modern English. You will see that these words have been used by famous writers of English literature for centuries and have formed a central core of advanced literary language. The words you will learn are so central that you will find them in almost every good book you ever read.

The definitions you will learn of these classic English words are only a beginning. When you learn the word *exquisite* and the definition we use here (beautifully made), you must realize that, like most words, *exquisite* has other related meanings; it can also mean intricate, delicate, or flawless. Think flexibly.

The quizzes in this book are cumulative. In other words, the quiz on Lesson IV covers Lessons I through IV. You must be a proud, disciplined student, reviewing all lists for all quizzes. Think in terms of permanence; the goal is to learn these stems and words now and to know them for the rest of your life. That is important because they are of such high quality that you will always need them.

We have taken pains in this book to frame our vocabulary study in the light of a vanished Roman culture. You will see images from Rome, read quotations from Roman philosophers, and learn Roman facts. Remember that this is not just imaginary; the language you speak and think is a collection of echoes from the ancient past—from Julius Caesar's world.

Photo by Dr. Thomas Milton Kemnitz
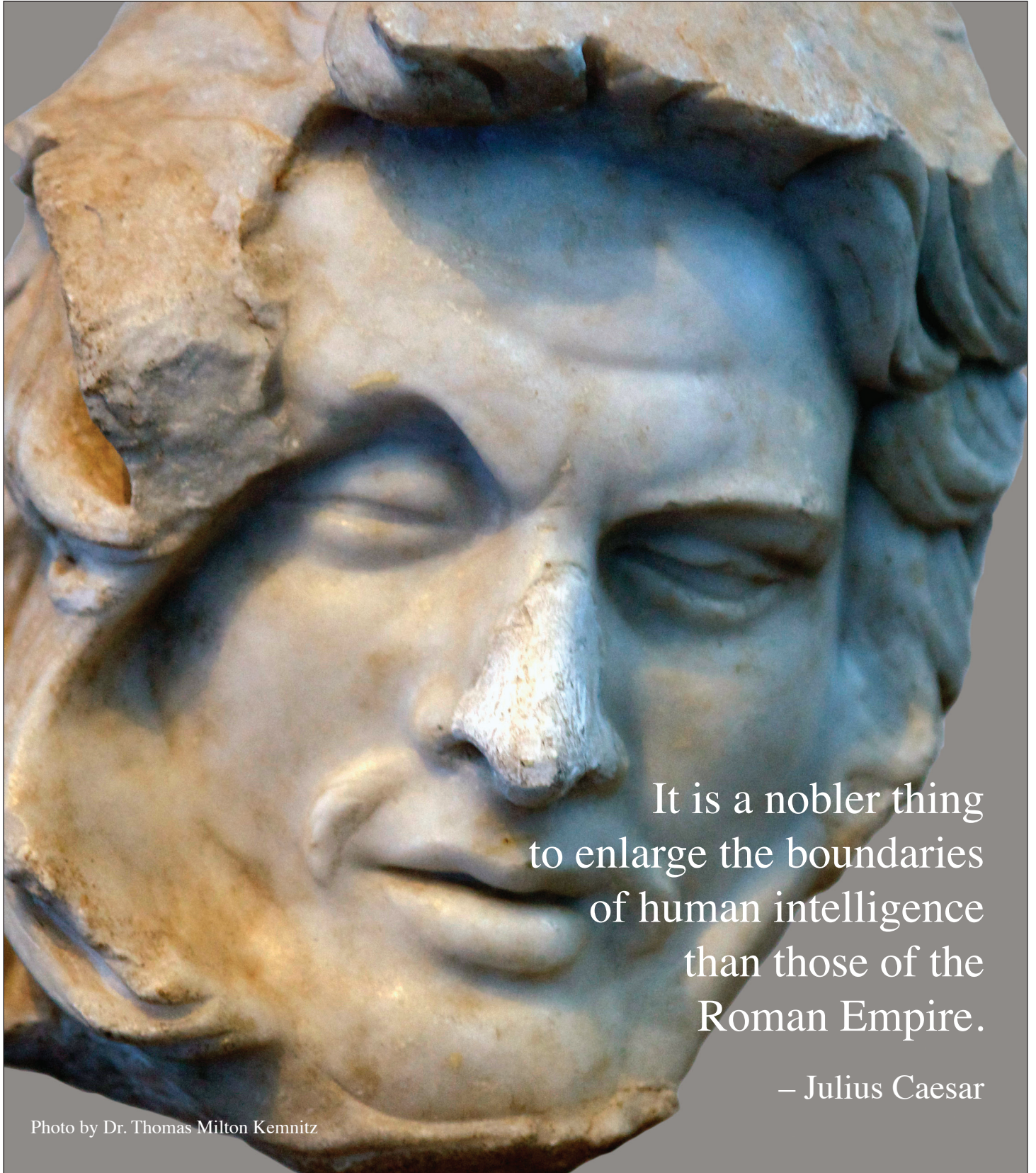
It is a nobler thing
to enlarge the boundaries
of human intelligence
than those of the
Roman Empire.

– Julius Caesar

LESSON I · LATIN STEMS

stem	meaning	modern examples	Spanish
com	together	combine, complete, complex	*complejo*
intra	within	intramural, intracellular, intravenous	*intramuros*
cent	one hundred	century, centimeter, centurion	*centuria*
ad	to	adhere, adapt, advocate	*adherencia*
fer	carry	transfer, aquifer, conifer	*transferencia*

COM means together. To *combine* is to put things together, something is *complete* when it is all together, and something is *complex* when many parts work together.

INTRA means within. *Intramural* sports are within a school, rather than between schools; *intracellular* means within a cell; and an *intravenous* injection is a shot that puts fluid within a vein.

CENT means one hundred. A *century* is one hundred years, a *centimeter* is one hundredth of a meter, and a Roman *centurion* was a soldier in a subdivision of a Roman legion, called a century because it contained one hundred soldiers.

AD means to. To *adhere* is to stick to something, to *adapt* is to adjust to a situation, and to *advocate* is to give your voice to a cause and support it.

FER means carry. To *transfer* is to carry things across to somewhere else, an *aquifer* is a natural underground system that holds (carries) water, and a *conifer* is an evergreen tree that carries cones.

REVIEW STEMS FROM *CAESAR'S ENGLISH I*

stem	meaning	modern examples
bi	two	binocular, bilingual, binary
sub	under	subterranean, subordinate, submit
de	down	deduct, demolish, denounce
pre	before	preposition, precede, predecessor
super	over	superfluous, supernatural, supercilious

nt accomplish combinatory compete
tion comment recompile compensate
ommentator compression decompress
compose commuter combo composit
ccommodate community commotion
rador compact compete communiqué
sar commence compound recombine
ompost recompense company combat
compadre commission commiserate
pact commix combinative commerce
m compress commend communicate
prehend comfort decompile commute
ion commended compand committee
commemorate accommodate commit
nent commisary comprise composite
ommence compromise commensurate
companion accompany subcompact
commission accompanist decompose
committee commensalism commend
nt accomplice combine combination
ompress communiqué commensurate

NONFICTION WORDS

Here are five important nonfiction words. You might not hear them often in daily conversation, but you will encounter them frequently in your future academic life. Each word is based on one of the stems in the lesson.

stem	*word*	*definition*
com	**commandeer**	officially take control
intra	**intramural**	within an institution
cent	**centennial**	of a hundredth anniversary
ad	***ad infinitum***	again and again forever
fer	**infer**	conclude from evidence

COMMANDEER is a verb that means to seize control, as when the military commandeers the communication system of a country.

INTRAMURAL is an adjective that refers to actions or events occurring within an institution, especially an educational institution, such as sporting events between fraternities at a university. Extramural sports, by contrast, are between different universities.

CENTENNIAL is an adjective or a noun that refers to a one-hundredth anniversary, such as a centennial celebration for a museum or college.

AD INFINITUM is a Latin phrase that literally means "to infinity." The phrase is used as an adverb to describe anything repeated indefinitely, such as when a company has a right to lease a building *ad infinitum*. The phrase is typically put in italics because it is in a foreign language, Latin.

INFER is a verb that means to deduce or conclude from evidence. It is contrasted with the verb *imply*, which means to suggest something that is not openly stated. If you pace and look out the window, I might infer from your actions that you are worried.

Write two good sentences for each word.

INTRAMURAL

CAESAR'S ANALOGY INSTRUCTIONS

Many important tests include analogies. Why? Analogies force you to see relationships that are not expressed openly but are visible to a sharp mind. An analogy is a relationship between two pairs of things—for example, *a giant is tall as a mountain is high*. In each case, each adjective describes the height of its noun. We express an analogy this way, as a multiple-choice guessing game:

PRELUDE : POSTLUDE ::
>   a. tire : car
>   b. window : house
>   c. prologue : epilogue
>   d. red : sunset

The answer is c, and the analogy is read: "Prelude is to postlude as prologue is to epilogue."

Notice that only one of the four answers is best: prologue/epilogue. Red is not the height of the sunset; it is the color of it. Tire is not the height of a car; it is a part of it. Sometimes a relationship is like *green* and *leaf*; one word is a characteristic of the other. Sometimes the relationship is of opposites: *up* is to *down* as *full* is to *empty*. Sometimes the relationship is of part and whole: *key* is to *keyboard* as *handle* is to *drawer*. Sometimes the relationship is of synonyms: *dark* is to *obscure* as *bright* is to *luminous*. There can be many different kinds of relationships, but we are looking for a second pair that has the same relationship to each other that the first pair has.

Sometimes it helps to put the relationship into a sentence so that you can clarify the meaning. For example, for the terms *student* and *class*, you could say, "The student is a member of the class." That way, if you saw the terms *musician* and *band*, you could say, "The musician is a member of the band," and you would be able to see the same relationship: A is a member of B.

The relationship in the second pair must be in the same direction, order, or sequence as the relationship in the first pair. For example, if we use the part-to-whole relationship, we might have *chimney is a part of a house as fender is a part of a car*. So *chimney : house :: fender : car* works. But if it were switched to *chimney : house :: car : fender*, it would be false. See if you can solve the following analogy:

DESCEND : ASCEND ::
    a. bicycle : tricycle
    b. submerge : emerge
    c. man : superman
    d. school : preschool

Did you see that the relationship was one of opposites?

CAESAR'S ANALOGIES: Find the most similar pairs.

INTRACELLULAR : CELL ::
    a. advocate : oppose
    b. transfer : goods
    c. interior : car
    d. century : year

ADVOCATE : OPPOSE ::
    a. complex : intricate
    b. combine : merge
    c. adhere : stick
    d. complete : partial

CAESAR'S ANTONYMS: Find the best opposite.

ADVOCATE
    a. articulate
    b. revoke
    c. invoke
    d. resist

COMPLEX
    a. elemental
    b. complete
    c. intricate
    d. ornate

CAESAR'S CONTEXT: Find the best word to complete the sentence.

The senator was forced to _____ closely to the emperor's instruction.
    a. adapt
    b. adhere
    c. advocate
    d. aquifer

High on the mountainside above Rome, the _____ swayed in the wind.
- a. aquifers
- b. centurions
- c. conifers
- d. advocates

Cicero could not in good conscience_____ for the emperor's new law.
- a. adapt
- b. adhere
- c. allocate
- d. advocate

ADVANCED WORD: DEFER

The English verb *defer* means to postpone, to put off until a later time. The word comes from Latin and uses the stems *de* (down, away) and *fer* (carry). The idea of the word is that you take the event away to a later time. We might defer a payment for something we purchased or defer a difficult decision.

Photo by Dr. Thomas Milton Kemnitz

CAESAR'S WORD SEARCH

In the puzzle, find the Latin-based English words that you see below. They might be vertical, horizontal, or diagonal. Always notice the stems that are in the words.

B	G	J	A	G	O	R	Z	E	M	E	T	V	N	W
R	E	D	K	I	C	Q	T	M	M	R	P	L	O	E
E	E	Q	S	N	N	O	C	U	F	O	A	A	I	N
E	N	T	L	T	P	I	N	T	E	H	D	I	R	I
D	V	B	A	R	E	N	G	I	I	P	A	N	U	B
N	D	M	R	A	T	T	Y	N	F	R	D	N	T	M
A	L	D	U	C	A	R	I	I	Q	E	H	E	N	O
M	Y	W	M	E	C	A	N	F	A	Y	R	T	E	C
M	D	L	A	L	O	V	F	N	P	O	O	N	C	P
O	E	R	R	L	V	E	E	I	A	T	F	E	L	W
C	S	J	T	U	D	N	R	D	I	U	K	C	C	E
M	C	T	N	L	A	O	X	A	Q	U	I	F	E	R
L	E	I	I	A	A	U	K	P	N	N	N	W	W	M
N	N	M	E	R	Z	S	O	P	N	J	X	M	D	C
B	D	D	Q	R	D	N	U	O	P	M	O	C	E	C

intramural   advocate   infer   aquifer
commandeer   descend   ad infinitum   intracellular
combine   compound   conifer   adapt
intravenous   centennial   centurion

1. Which of these words is the most interesting?
2. Which of these words will you use most often?
3. Which two words are related to each other in some way?
4. Which word sounds most scholarly or academic?
5. Which word has the most precise meaning?

ROMAN AQUEDUCTS

In his epic history *The Story of Civilization*, historian Will Durant wrote:

> Pliny thought that the aqueducts were Rome's greatest achievement. "If one will note the abundance of water skillfully brought into the city for man's public and private uses; if he will observe the lofty aqueducts required to maintain a proper elevation and grade, the mountains that had to be pierced, the depressions that had to be filled—he will conclude that the whole globe offers nothing more marvelous." From distant springs fourteen aqueducts, totaling 1,300 miles, brought through tunnels and over majestic arches into Rome some 300,000,000 gallons of water daily—as large a quantity per capita as in any modern city.... We begin to see that despite terror and corruption Rome was the best managed capital of antiquity and one of the best equipped cities of all time.

CAESAR'S SPANISH

stem	meaning	English / Spanish examples
com	together	complex / complejo
intra	within	intramural / intramuros
cent	one hundred	century / centuria
ad	to	adhere / adherencia
fer	carry	transfer / transferencia

Look closely at each pair of cognates (words that are relatives), and notice that English and Spanish both contain fragments from ancient Roman Latin. Unlike Spanish, which is a Romance language, English has a Germanic, Anglo-Saxon basis, but it has received thousands of Latin elements during the centuries. These Latin-based words now comprise the core of our academic vocabulary, and there are thousands of English-Spanish cognates that are nearly identical, containing one or more of the same stems.

CAESAR'S CLASSIC WORDS CHALLENGE

If we want to get a feel for how words are used, we must see how great writers use words. In each case below, one of the choices was the word used by the author. For you, this is a word game. Your challenge is to guess which word the author used. This is not a test; it is a game because more than one word choice may work perfectly well. See if you can use your sensitivity and intuition to guess which word the author used. You may need a dictionary.

1. From Joseph Heller's *Catch-22*

   Havermeyer had tiny bits of peanut brittle _____ to his lips.
      a. advocating
      b. completing
      c. adhering
      d. transferring

2. From George Orwell's *Animal Farm*

   He set forth his reasons for _____ the building of the windmill.
      a. advocating
      b. adhering
      c. completing
      d. transferring

3. From Toni Morrison's *Song of Solomon*

   The doctor had prescribed...hours of rest to be rigidly _____ to.
      a. complex
      b. advocated
      c. transferred
      d. adhered

CAESAR'S GRAMMAR · PARTS OF SPEECH

We must use vocabulary correctly, and it is grammar that provides the instructions for correct vocabulary usage. Therefore, in *Caesar's English II* we discuss usage in terms of *parts of speech*, which is the first of four levels of grammar. The parts of speech are the eight kinds of words in English. There are two main parts of speech—the noun and the verb—and six lesser kinds of words that work with them. The abbreviations of the parts of speech are noun (n.), pronoun (pron.), adjective (adj.), verb (v.), adverb (adv.), preposition (prep.), conjunction (conj.), and interjection (interj.).

NOUN: names a person, place, or thing
PRONOUN: takes the place of a noun
ADJECTIVE: modifies a noun or a pronoun

VERB: shows action or being or links a subject to another word
ADVERB: modifies a verb, adjective, or another adverb

PREPOSITION: shows a relationship between things
CONJUNCTION: joins two words or two groups of words
INTERJECTION: shows emotion

Yes,	he	suddenly	saw	the	tall	Roman	and	the	short	Gaul.
interj.	pron.	adv.	v.	adj.	adj.	n.	conj.	adj.	adj.	n.

Every word is one of these eight kinds. We will explore this first level of grammar for five lessons. When we get to Lesson VI, we will add a second level of grammar, a third level at Lesson XI, and a fourth at Lesson XVI. You can find a full exploration of grammar in *Grammar Voyage*. Study these examples:

1. | The | legions | mounted | a | **complex** | assault | on | the | fortress. |
    |-----|---------|---------|---|-------------|---------|-----|-----|-----------|
    | adj. | n. | v. | adj. | adj. | n. | prep. | adj. | n. |

2. | Caesar | had | a | long, | **intrapersonal** | conversation | with | himself. |
    |--------|-----|---|-------|-------------------|--------------|------|----------|
    | n. | v. | adj. | adj. | adj. | n. | prep. | pron. |

3. | Yes, | two | **centurions** | battered | at | the | barbarian's | door. |
    |------|-----|----------------|----------|-----|-----|-------------|-------|
    | interj. | adj. | n. | v. | prep. | adj. | n. | n. |

4.	The	venerable	senator	**advocated**	peace	with	the	Gauls.
adj.	adj.	n.	v.	n.	prep.	adj.	n.

5.	The	Senate	reluctantly	**transferred**	power	to	mighty	Caesar.
adj.	n.	adv.	v.	n.	prep.	adj.	n.

Here is a four-level grammar analysis of a sentence using the noun *conifer*, which refers to cone-bearing trees such as pines:

	The	huge	**conifers**	concealed	the	Roman	legion.
Parts of Speech:	adj.	adj.	n.	v.	adj.	adj.	n.

Parts of Sentence:			subj.	AVP			D.O.

Phrases:	no prepositional, appositive, or verbal phrases

Clauses:	one independent clause; a simple declarative sentence

In this sentence, *conifer* is a noun; it is also the subject of the action verb *concealed*, which transfers its action to the noun *legion*, which is the direct object. AVP means action verb predicate. If the verb is linking, the code will be LVP, linking verb predicate.

COMPLEX

CAIUS THE CENTURION
Michael Clay Thompson

The grim centurion descended from the wall
and stood staring at the stone road
that led north from Rome. Appalled,
he felt—appalled that once more his load
would fall, his halting stamps on stones
a strain of thud and thud, *ad infinitum*.

The general had fused two legions,
commandeered the wagons of some tribes
to port supplies, and Caius now inferred a season's
grim invasion, storming north into the German region,
the freezing forest's green gloom. He sighed.

He'd jabber with his family two more days,
a haze of intramural flatteries, a daze,
and then the troops would tramp, tramp, tramp.
Ten thousand feet in lethal phase. North, north, north.
At night the northland camps, the trace of brother-face,
the damp, the false invincibility as all the days
led closer to the cold, cold Rhine, the bold Goth tribes,
those hooting guys with great beards
and heavy shields.

Photo by Dr. Thomas Milton Kemnitz

THE MEDITERRANEAN SEA

The ancient Roman civilization extended out from the city of Rome, on the western coast of the boot-shaped Italian peninsula—a central and powerful position on the Mediterranean Sea. The Mediterranean Sea—from the stems *medi* (middle) and *terr* (land)—connected Rome to the lands of southern Europe, northern Africa, and the Middle East. The western end of the Mediterranean opens past the Strait of Gibraltar into the Atlantic Ocean, and the eastern end of the Mediterranean connects with the Black Sea through the strait of the Bosporus.

The Romans called the Mediterranean the *Mare Nostrum*, Latin for "Our Sea."

Sections of the Mediterranean Sea—including the Adriatic Sea, the Ionian Sea, the Aegean Sea, and others—have their own names, but they are still considered to be part of the Mediterranean.

The Mediterranean Sea has an average depth of nearly 5,000 feet, but it is more than 17,000 feet deep (more than three miles) in the Calypso Deep, which is off the western coast of Greece.

During the period when the Roman Empire emerged, there were no rapid overland means of transportation. There were no airplanes; they would not be developed for another 2,000 years. There were no good roads to connect the Empire; the Romans would gradually build a great system of roads to accomplish that. The most important means of transportation was by water. Covering more than 965,000 square miles, the Mediterranean was the superhighway of the ancient world. Wooden ships could sail from Rome to Egypt or Carthage or Greece or Phoenicia or Iberia or Asia Minor, moving merchandise and food rapidly from one place to another. A journey from Rome to Athens, which would take months on a land march, was a scant few days' sail. It took about a week to sail from Rome to Gibraltar. The Mediterranean also allowed the Carthaginian general Hannibal to land an invasion fleet safely in Hispania and then march through Gaul and over the Alps to invade Rome.

The Rhone River flows south from Switzerland through France into the Mediterranean, the Ebro River flows south through Spain into the Mediterranean, the Po River flows east across northern Italy into the Adriatic area of the Mediterranean, and the Nile River flows north from Egypt into the Mediterranean. These navigable rivers extended the systems of transportation to and from Rome, making the shipping of goods and merchandise and the transportation of armies much easier.

This map is blank. Look at it closely. Do you know where Italy is? Greece? Where is Hispania? Gaul? Germania? Can you find the Aegean Sea or the Adriatic Sea or the Black Sea? Can you spot Sicily? Crete? Cyprus? Where on this map was Constantinople?

A portrait of Matidia,
Emperor Hadrian's wife

Photo by Dr. Thomas Milton Kemnitz

LESSON II · CLASSIC WORDS

English	*Spanish*
placate: to appease	*aplacar*
derision: ridicule	*irisión*
vivacious: full of life	*vivaz*
procure: to acquire	*procurar*
retort: a quick, clever reply	*retorta*

PLACATE (PLAY-kate)

The English verb *placate* comes from the Latin *placare*, to appease, to pacify someone's anger or resentment. Someone whose anger cannot be placated is, in adjective form, *implacable*. In 1959 Alfred Lansing used *implacable* in *Endurance*, his account of Shackleton's voyage, to describe the huge waves of the Antarctic seas: "rollers 30 feet high, stretching from horizon to horizon, swept down through the [ice] pack in long implacable lines a half mile apart." In her 1938 classic *The Yearling*, Marjorie Rawlings wrote that "He had never seen his father so cold and implacable." Jack London used *implacable* in *White Fang*: "White Fang was bitter and implacable." Joseph Conrad also used *implacable* in his 1902 masterpiece *Heart of Darkness*: "It was the stillness of an implacable force brooding over an inscrutable intention." And a century before that, in 1813, Jane Austen used *implacable* in *Pride and Prejudice*: "Implacable resentment is a shade in a character." What do you think she meant by that?

DERISION (de-RIZH-un)

The noun *derision* comes from the Latin *derisus* and is scorn, mockery, ridicule. It is laughing (*ris*) down (*de*) at someone. William Golding, who won the Nobel Prize for literature, wrote in *Lord of the Flies* that the "sniggering of the savages became a loud derisive jeer." In *The Red Badge of Courage*, written in 1895, Stephen Crane wrote that "His mind heard howls of derision" and that "It would now be he who could laugh and shoot the shafts of derision." Mark Twain used the adjective form, *derisive*, in *The Prince and the Pauper*: "The youth nearby burst into a derisive laugh," and he used *derision* in *Tom Sawyer* to describe how "Tom withered him with derision." *Derision* has a long history in English literature; even four centuries ago, Shakespeare used *derision* in his plays. In *A Midsummer Night's Dream*, a character says, "When they next wake, all this

derision shall seem a dream and fruitless vision." Which of these sentences is your favorite?

VIVACIOUS (vie-VAY-shuss)

The adjective *vivacious* (the noun form is *vivacity*) comes from the Latin *vivax* and refers to someone who is full (*ous*) of life (*viv*). In fact, sometimes people are so vivacious that they try your nerves. Charles Dickens, in his 1860 classic *Great Expectations*, wrote that "he had too much spare vivacity," and in *David Copperfield*, he wrote that a character was "full of vivacious conversation." Herman Melville used *vivacity* in his 1851 *Moby Dick*, the adventure of the search for the great white whale; Melville described one of the ship's characters as "truly vivacious, tumultuous, ostentatious little Flask." In *Animal Farm* (1945), George Orwell wrote that "Snowball was a more vivacious pig than Napoleon." Jane Austen used *vivacity* in her 1816 classic *Emma* to explain that "His lady greeted him with some of her sparkling vivacity," and a century before Austen, Daniel Defoe used it in *Robinson Crusoe* to describe "a great vivacity and sparkling sharpness in his eyes." What does Dickens's "too much spare vivacity" mean?

PROCURE (pro-KYURE)

The English verb *procure* comes from the Latin *procurare*, to take care of. To procure is to acquire. In H.G. Wells's 1897 classic *The Invisible Man*, the invisible man says that "My idea was to procure clothing." In Wells's *The Time Machine,* we read, "I hoped to procure some means of fire." In 1876 Mark Twain wrote in *Tom Sawyer*, "Bundles of candles were procured." In Mary Shelley's *Frankenstein*, written in 1816, there is "a list of several books treating of natural philosophy, which he desired me to procure." Even Benjamin Franklin used *procure*; in his 1788 *Autobiography,* he discussed "the variety of particulars we had been obliged to procure." Jonathan Swift, in his 1726 classic *Gulliver's Travels*, described characters who had "procured to themselves high titles of honor, and prodigious estates." And in 1604 Christopher Marlowe wrote in *Doctor Faustus* that "I have procured your pardons." How would you procure someone's pardon?

RETORT (ree-TORT)

The English word *retort*, from the Latin *retortus*, can be a noun or a verb; it means a swift and clever reply that is twisted (*tort*) back (*re*) on someone.

Someone else has to have spoken first; then we retort. In *Lost Horizon*, written by James Hilton in 1933, "the missionary turned round briskly to retort." Elizabeth Montgomery wrote in her 1908 classic *Anne of Green Gables* that the "retort silenced Matthew if it did not convince him." James Barrie used *retort* in *Peter Pan*; we read that "her father retorted, with a vindictive politeness that was quite thrown away on her." And in Robert Louis Stevenson's 1881 classic *Treasure Island*, we read, "'Enough, too,' retorted George." In Dickens's *Great Expectations*, written in 1860, there is "'Who's a-going to try?' retorted Joe." And in *David Copperfield,* Dickens wrote, "'Well,' retorted Mr. Peggoty." What is happening in the Elizabeth Montgomery example?

REVIEW WORDS FROM *CAESAR'S ENGLISH I*

countenance: facial expression
profound: deep
manifest: obvious
prodigious: huge
languor: weakness

CAESAR'S MATHEMATICS: A REVIEW FROM *CEI*

Today we use Arabic numerals such as *2*, *3*, or *6* in our mathematics, but the ancient Romans used Roman numerals. This system did not contain a zero, and it used a combination of letters to represent numbers. The letters of the mathematical system were *I* for *one*, *V* for *five*, *X* for *ten*, *L* for *fifty*, *C* for *one hundred*, *D* for *five hundred*, and *M* for *one thousand*. In the Roman system, larger values usually come first; when a smaller value comes before a larger one, it is subtracted from the larger one, but when a smaller value comes after a larger one, it is added to it. Examples:

I – 1	II – 2	III – 3	IV – 4
V – 5	VI – 6	IX – 9	X – 10
XII – 12	XLIII – 43	LXI – 61	XC – 90
CXV – 115	DCII – 602	CM – 900	MMV – 2005

The date 2006 would be represented as MMVI. The date 1947 would be MCMXLVII (M ‑ 1,000, CM ‑ 900, XL ‑ 40, VII ‑ 7).

CAESAR'S WORD SEARCH

In the puzzle, find the Latin-based English words that you see below. They might be vertical, horizontal, or diagonal. Always notice the stems that are in the words.

L	A	N	G	U	O	R	D	W	A	X	G	C	R	K
E	R	U	Q	O	W	P	W	R	D	R	Q	G	V	Q
R	D	D	N	U	O	P	M	O	C	I	B	G	A	I
E	N	P	P	O	L	A	I	N	N	E	T	N	E	C
T	U	K	R	V	I	V	A	C	I	O	U	S	H	T
O	O	Q	O	O	C	N	A	D	A	S	G	G	O	V
R	F	Y	D	E	C	F	M	A	N	I	F	E	S	T
T	O	U	I	W	D	U	P	P	Z	H	K	P	Q	U
Q	R	L	G	L	Z	L	R	P	L	A	C	A	T	E
D	P	L	I	N	V	L	W	E	M	L	Q	P	Q	E
J	Z	J	O	B	C	E	N	T	U	R	I	O	N	B
D	C	O	U	N	T	E	N	A	N	C	E	A	S	T
U	I	X	S	R	E	F	I	N	O	C	F	B	N	V
O	F	F	D	T	S	N	O	I	S	I	R	E	D	C
F	K	U	V	M	U	E	T	A	C	O	V	D	A	G

placate   retort   prodigious   centennial
derision   countenance   languor   compound
vivacious   profound   conifer   advocate
procure   manifest   centurion

1. Which of these words has the most beautiful sound?
2. Which of these words will you see in novels?
3. Which word is most unusual?
4. Which word is the most scholarly or academic?
5. Which word has the most exact meaning?

CAESAR'S CLASSIC WORDS CHALLENGE

If we want to get a feel for how words are used, we must see how great writers use words. In each case below, one of the choices was the word used by the author. For you, this is a word game. Your challenge is to guess which word the author used. This is not a test; it is a game because more than one word choice may work perfectly well. See if you can use your sensitivity and intuition to guess which word the author used. You may need a dictionary.

1. From Bram Stoker's *Dracula*

    Tell me of the house which you have _____ for me.
    a. placated
    b. procured
    c. retorted
    d. derided

2. From John Knowles's *A Separate Peace*

    "The winter loves me," he _____.
    a. advocated
    b. procured
    c. placated
    d. retorted

3. From Toni Morrison's *Song of Solomon*

    It was a drama of wronged ladies and _____ hates.
    a. implacable
    b. vivacious
    c. retorted
    d. derisive

CAESAR'S GRAMMAR · PARTS OF SPEECH

Every vocabulary word is a part of speech, and every sentence is made of vocabulary. To use vocabulary correctly, we must use it grammatically. Many words can be used in several ways. The word *run*, for example, can be a verb, as in "We run every day"; it also can be a noun: "We had a good run."

Study the grammar of our vocabulary below. On the lines below sentences three through five, write the part of speech of each word. If you have not already studied *Grammar Voyage* to master the eight parts of speech, then review the grammar summary in Lesson I before you try these sentences. Do not worry if it takes you a few lessons to catch on; you have time, and you will get used to these ideas soon. Notice common patterns such as adjective with noun, noun with verb, or preposition-adjective-noun.

1. Nothing **placated** the anger of the indignant crowd.
    pron.   v.   adj.   n.   prep. adj.   adj.   n.
    _____

2. The barbarian's swift **retort** offended the weary official.
    adj.   n.   adj.   n.   v.   adj.   adj.   n.
    _____

3. The crowd's roaring **derision** echoed from the Colosseum.

    _____

4. The centurion **procured** a wagon from a local tribesman.

    _____

5. Her **vivacious** charm had little effect on Antony.

    _____

Here is a four-level analysis of a sentence using the adjective *vivacious*, which means full of life:

	The	leader	had	a	**vivacious**	charm.
Parts of Speech:	adj.	n.	v.	adj.	adj.	n.

Parts of Sentence:		subj.	AVP			D.O.

Phrases: no prepositional, appositive, or verbal phrases

Clauses: one independent clause; a simple declarative sentence

In this sentence, the adjective *vivacious* modifies the singular common noun *charm*, which is the direct object, since it receives the action from the past tense action verb *had*. The abbreviation AVP means action verb predicate. This sentence has only one clause, since it has only one subject/predicate set.

One of the secrets of advanced vocabulary is knowing how to alter words in order to use them as different parts of speech. In one situation, we might use the adjective *profound*, in another we might use the adverb form *profoundly*, and in another we might want the noun *profundity*. Pick one example from each column below, and write a good sentence using it.

noun	adjective	verb	adverb
vivacity	vivacious	-	vivaciously
derision	derisive	deride	derisively
manifestation	manifest	manifest	manifestly
prodigy	prodigious	-	prodigiously
languor	languid	languish	languidly

CAESAR'S SESQUIPEDALIAN STORY

A manifest determination clouded Caesar's vivacious countenance as he pondered the prodigious problems of the attack against the Gauls. He would have to procure supplies for the legions, and he would have to placate the angry Senate, which was growing profoundly weary of his extended campaigns. Cicero, with his lightning retorts, was making a mockery of Caesar's missives when they were read to the Senate. Even in the streets, Caesar was being held in derision by Romans who could not understand how formidable the tribes of Gauls were. The Gauls, though barbarians by Roman standards, were good fighters—not easy enemies weakened by languor. Time would tell.

CLAUDIA'S BALLAD
Michael Clay Thompson

The Alps towered above the wood.
Vivacious Claudia descended down
the road, her basket full of market food
procured in town.

She'd feed the kids tonight; she'd win,
adapt, whatever it would take.
Her husband Marcus, a centurion,
had marched away, placating

those who doubted him, the vision
of his legion a retort to the derision
and the lies of jealous wights
who bragged and crowed *ad infinitum*.

He'd kept his silence just to spite 'em.
He'd seen their fear and commandeered
their horses. Now with forces
new-combined, he marched to fight...

fight who?...someone—someone whose luck
had just run out, whose fate he'd
inferred silently—doom advocated
by the bosses back in Rome who struck

a deal. He thought of Claudia at home;
she'd manage. She was smart and tough,
but when would she have had enough
of being a centurion's wife...alone?

THE IONIAN SEA

The Ionian Sea—one of the most seismically active places in the world—is a region of the Mediterranean Sea. Its name comes from the ancient Greek *ionio pelagos*. The Greek tragic playwright Aeschylus inferred that the name *Ionian* arose from the myth of Io, a nymph changed by Zeus into a heifer to prevent Hera from discovering his affair with her. Today Io is also the name of one of the four Galilean moons of the monster planet Jupiter; it is the fourth-largest moon in the solar system. The Ionian Sea is the deepest part of the Mediterranean; it is the location of the Calypso Deep, which is 17,280 feet—or 5,267 meters—in depth.

South of Italy and the Adriatic Sea and north of Africa, the Ionian Sea is bounded by Sicily (the largest island in the Mediterranean) on the west and Greece and Crete on the east. Sicily is the location of Mount Etna, which at nearly 11,000 feet high is the tallest active volcano in Europe. The name *Etna* comes from an ancient Phoenician word for furnace or chimney. Sicily seems to have been inhabited as early as 8000 B.C.E. and has been under the control of Greece, Rome, Carthage, the Vandals, the Byzantines, and numerous other powers. It became part of Italy in 1860. We will learn more about Sicily in Lesson IV.
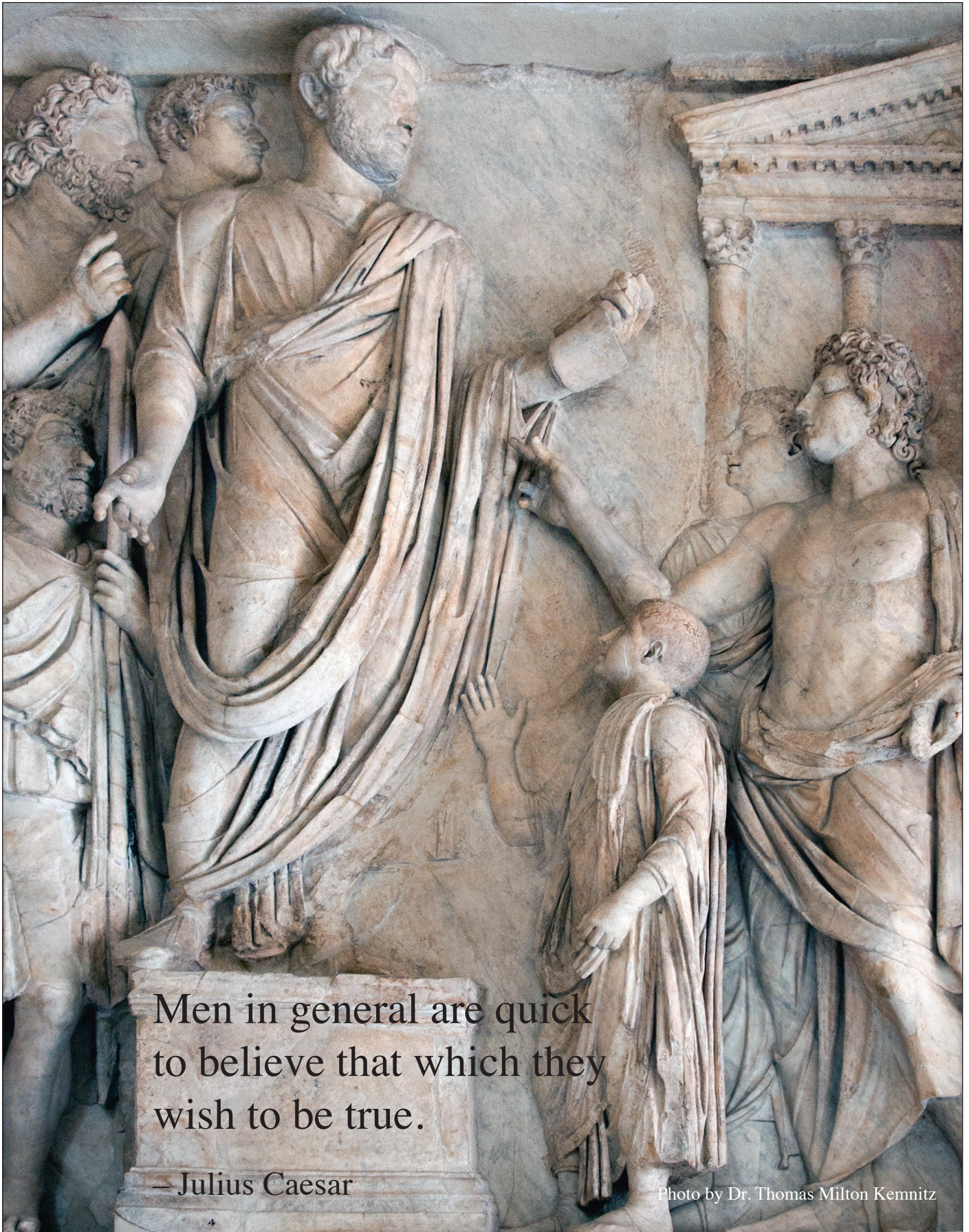
REVIEW FOR CUMULATIVE QUIZ

com	together		**intra**	within
cent	one hundred		**ad**	to
fer	carry		**bi**	two
sub	under		**de**	down
pre	before		**super**	over
placate	to appease		**languor**	weakness
derision	ridicule		**vivacious**	full of life
procure	to acquire		**retort**	a quick, clever reply
countenance	facial expression		**profound**	deep
manifest	obvious		**prodigious**	huge

ADRIATIC SEA

ROME

GULF OF
TARANTO

TYRRHENIAN
SEA

IONIAN SEA

AEGEAN
SEA

SICILY

GREECE

CALYPSO
DEEP

CRETE

Men in general are quick to believe that which they wish to be true.

– Julius Caesar