



TEACHING TIP

Chapter 4 of RRA may be assigned to be read in conjunction with chapter 2 of this book but it also includes the historical events that accompany the literature of chapter 3 of *Latin for the New Millennium*.

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Standards 1.1, 2.1, 3.1, 3.2

TRANSLATION OF LATIN PASSAGE

About the Menaechmi, lines 1–10

Messenio: By Jove! What do I see?

Menaechmus-Sosicles: What do you see?

Messenio: (*pointing at Menaechmus*) This (man) has your appearance.

Menaechmus-Sosicles: What story are you telling me?

Messenio: I am not telling stories. You ought to see.

Menaechmus-Sosicles: Wow! (*addressing Menaechmus*) How do they call you?

Menaechmus: They call me Menaechmus.

Menaechmus-Sosicles: You are telling stories! They call me Menaechmus also.

Messenio: They are like two drops of water!

Menaechmus-Sosicles: What fatherland do you have? (“Where are you from?”)



TEACHER BY THE WAY

Chief among the Athenian writers after whom Plautus modeled his plays were Menander, Diphilus, and Philemon. This type of drama is known as “New Comedy” to distinguish it from the kinds of comedy that flourished in Athens a century earlier. Focused on common human experiences, such as the complications that arise in families over love, marriage, and conflicting values between parents and children, it shares many features with “situation comedy” today.

Over the course of the early second century BCE, the Romans conquered the Greek world, ultimately reducing Greece itself to a Roman province in 146 BCE. In the process, Roman society absorbed many Greek-speaking inhabitants, and both adopted and adapted many elements of Greek culture. The Roman comedies by Plautus and Terence, for example, are referred to as *fābulae palliatae*, “stories wearing Greek dress.” Not only are they inspired by earlier Greek works, but they are also set in the Greek world. The *pallium* was a Greek cloak.

Evidence of Plautus’s continuing popularity in the English-speaking world ever since the Renaissance includes William Shakespeare’s adaptation of this work in “The Comedy of Errors,” and “The Boys from Syracuse,” a Broadway musical hit of 1938 based on Shakespeare’s play.

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Instruct the students to locate the island of Sicily and the city of Syracuse on the map on pp. xxxiv–xxxv (SE) and to find Plautus and Terence on the timeline on p. 405 (SE).

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TRANSLATION OF LATIN PASSAGE, CONTINUED

About the Menaechmi, lines 11–14

Menaechmus: I am from Syracuse.

Menaechmus-Sosicles: I live there also. Therefore (and so) you are my brother. Hello, my brother! I am waiting for you for a long time.

Menaechmus: Hello, my brother! We ought to live with (our) father now.

ANSWERS TO COMPREHENSION QUESTIONS

1. They recognize each other.
2. Menaechmus-Sosicles's slave Messenio.
3. Both of them look absolutely alike and both are from Syracuse.
4. To live together with their father as a family.



TEACHER BY THE WAY

All social classes were represented in Plautus's audience. Admission was free. In the prologue to one of his plays (*Poenulus*), the ushers are asked not to walk in front of the spectators' faces, not to seat latecomers, and not to let slaves occupy seats intended for free men. Married women are to laugh where appropriate but watch silently and avoid chattering. Babies should be left at home. Special seats were reserved up front for dignitaries.



TEACHER BY THE WAY

In this Reading Vocabulary list, the Latin word *gutta* or “drop” occurs. This word is used in the famous proverb *gutta cavat lapidem nōn vi sed saepe cadendō* (a drop hollows a stone not by force, but by often falling), which is frequently shortened to *gutta cavat lapidem*. This Latin phrase can be found in Ovid's *Epistulae ex Pontō* 4.10.5.

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Standards 1.1, 1.2, 3.1, 4.1

Workbook Exercise 1



TEACHING TIP

The macron on the *-ē-* of the second conjugation infinitive should be memorized by students and its correct pronunciation should be stressed beginning with this chapter (as well as the macron on the *-ā-* of the first conjugation). When the third conjugation is presented later in this book, students will be able to distinguish between second and third conjugation infinitives more readily both by sight and sound.



TEACHER BY THE WAY

The word “conjugation” comes from the Latin verb *coniugāre* (join together) since it lists together person, number, tense, mood, and voice.