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CAMBRIDGE SCHOOL CLASSICS PROJECT

Cambridge Latin Course

Book II Stage 13

Teacher's Guide

FOURTH EDITION

The information contained within this guide comprises advice and guidance for teachers on the use of the Cambridge Latin Course. It does not represent a definitive or 'correct' way of teaching the course, and all teachers should feel confident in adapting their practice to their own classrooms and contexts.



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STAGE 13 in Britannia

<i>Cultural background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
Life in Roman Britain: houses, mining, farming, slavery; career of Salvius.	The farm manager describes how his master Salvius has been injured while inspecting a mine. Salvius arrives home and vents his anger on his slaves.	<ul style="list-style-type: none">• Infinitives.• volō,• nōlō,• possum.	<ol style="list-style-type: none">1 Infinitive + volō, nōlō, possum.2 Nominative singular and plural.3 Perfect tense: 1st, 2nd and 3rd person

Opening page (p. 1)

Illustration. Reconstruction of early Romano-British farmstead. To establish the context of Roman Britain, compare this homestead with the colourful town houses in Pompeii, and invite students to suggest reasons for the differences, e.g.: climate, local materials, remoteness from the centre of fashion, agricultural lifestyle. These British homesteads are discussed in the cultural background material (pp. 16–19). At this stage it is sufficient to note the timber frame, walls of wattle and daub, thatched roof, and entrance protected against the weather. The British costume is also adapted to local conditions: the man wears a dyed homespun tunic, hitched up for ease of movement over trousers, and the woman wears her plaid tunic long over an ankle-length skirt. Tools, garments and jewelry would be home produced. The moustache is based on the evidence of coins and sculpture (*Poole, Dorset, Upton Heritage Park. Photo G. Soffe*).

Model sentences (pp. 2–4)

New language feature. Infinitive with present tense of **volō** and **possum**. Allow students initially to translate **potest** by *is able*, in order to reinforce the infinitive, graduating to *can* by the end of the Stage.

New vocabulary. **cūrat** (new meaning), **potest**, **fessus**, **vult**, **vōcem**, **suāvem**, **agilis**, **saltāre**, **geminī**, **nōlunt**.

First reading. Aim to develop interest in the new characters before examining the language in detail. Establish the fact that Salvius is a wealthy Roman of high status. His wife Rufilla is wearing a very elaborate and expensive necklace. The slaves' jobs suggest their nationality and education: Varica, the British but romanised estate overseer, knowledgeable about local conditions; Philus, the educated Greek secretary; Volubilis, whose eyes demonstrate his Egyptian origins; Bregans, the unromanised British labourer; the artistic twins bought to provide home entertainment.

Illustrations. Philus' abacus in drawing 4 may be familiar to students with younger siblings. Abacuses are still used by market traders in the Middle East and Russia.

trēs servī (p. 5)

Story. The slaves' misery is lifted when the farm manager arrives with news that their master has been injured in a plot.

First reading. Elicit by questions the slaves' mood and the reasons for it. If necessary refer to the drawings on pp. 2–4 to identify individual slaves.

Consolidation. Dramatic reading of the story in Latin. A useful exercise to test accuracy occurs in *Independent Learning Manual* Stage 13.

Introduce the new format of the vocabulary: *verbs* are now listed as they occur in the story, followed by the infinitive and meaning; *nouns* are also listed as they occur, followed by the nominative singular and meaning.

Illustrations. Slave chains from Lord's Bridge, Cambridgeshire (left), and Anglesey (right). These illustrations make the point that slaves, particularly those working on large rural estates and in the mines, could be cruelly treated, and will serve as a 'trailer' for the next story, **coniūrātiō**.

coniūrātiō (p. 7)

Story. During his inspection of an iron mine, Salvius orders the death of a sick slave. The slave's son manages to enter Salvius' bedroom and wound him before being killed by the guards. Salvius demands that all the slaves should be put to death as a reprisal, but has to be content with the execution of the guards.

First reading. As an introduction, ask the students to recall from Book I objects found in Pompeii that were made of iron: storage chests, tools, razors, **styli**, pots and pans, gladiatorial weapons. Britain's reputation for mineral wealth was one of the reasons for the Roman conquest, and it is likely that one of Salvius' duties was to maximise the benefits to the imperial government. There are useful comprehension questions in *Independent Learning Manual* Stage 13.

Discussion

1. Read the section on the career of Salvius on p. 21. Establish that he is a much more important figure than any of the characters the students have met so far in the Course. Ask students to refer to their reading when answering the question beneath the drawing.
2. Is **coniūrātiō** a suitable title for the story? Does the title reflect the Roman paranoia about slave rebellions, especially in situations where the slaves were likely to feel desperate?

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3. Discuss the rights of slaves and Roman justice. In Britain, at the edge of the empire, Roman officials were largely unsupervised and might be oppressive. Reinforce the discussion by a reading of **The slaves** in the background material (p. 20).
 4. Generate suspense by asking how the three slaves would react to the news of Salvius' injury and his imminent homecoming.

Consolidation. Note the switch back to past tenses. *Worksheet Master 13.1* offers a revision exercise on tenses.

Illustrations. Roman bloomery (smelting) site at Beauport Park, 5km from the coast at Hastings, East Sussex, the most extensive mine in the area. The tiles stamped CL BR (**classis Britannica**) are from a bath house on the site. Mining iron was arduous at every stage. Slave labour was used for: extracting the rock from the ground; manhandling the bellows to bring the furnaces to a temperature hot enough to purify the metal; hammering and re-heating the iron to refine it further; and transporting the iron pigs. The Roman fleet had a role rather like that of the Royal Engineers; it was responsible for road and bridge building and engineering of all kinds, including mining. Some small mines were privately owned and some were let out to private contractors.

Bregāns (pp. 8–9)

Story. Varica summons the slaves to parade for inspection. Bregans brings a hunting dog, a gift from King Cogidubnus. On his arrival Salvius is irritated by Bregans' attempts to draw his attention to the dog, and strikes him to the ground. The dog jumps at Salvius, who decides to punish Bregans instead of the dog.

First reading. Read the story aloud in Latin, and let the students explore it in groups before tackling the questions on p. 9 with the whole class. Keep up the pace to sustain interest in the new situation. Students could produce written answers for homework as consolidation of the oral discussion. Where the answer is a matter of opinion (questions 6, 11 and 12), any answer should be accepted which is a sensible interpretation of the situation and supported by reasons.

Consolidation. This story can form a base, when it has been read and discussed, for grammatical exercises, e.g.:

1. 1st and 2nd person of the imperfect (introduced in Stage 12), by substitution for forms of the imperfect appearing in the story. Ask students the meaning of **ambulābat** (line 6), and then substitute with **ambulābās**, **ambulābāmus**, etc. Similarly with the perfect, ask for the meaning of **intrāvērunt** (line 18) and then substitute **intrāvistis**, etc.
2. Verbs with no nominative stated, taken in context, e.g.:
vilicus per ordinēs ambulābat; servōs **īnspiciēbat** et **numerābat** (lines 5–6).
ubi sunt ancillae? nūllās ancillās **videō** (line 7).
canis ferōcissimus est; bēstiās optimē **agitāre potest** (lines 16–17).

Bregantem ferōciter **pulsāvit** (lines 30–1).
istum canem **interficere volō** (line 35).

Illustration. Detail of hunting mosaic from Carthage, 5th century AD (*Tunis, Bardo Museum*). The dog is about to seize a hare. The image is reversed to suit the page.

About the language 1: infinitives (pp. 10–11)

New language feature. Present tense of **volō, nōlō, possum**, used with the infinitive.

Discussion. In paragraph 3, elicit from the students the comment that the endings of **possum** are the same as the forms of **sum**. In paragraph 5, ask for alternative translations of **possum** and encourage the most natural English version in each instance.

Consolidation. Students should learn to recognise and translate the inflections of the three verbs tabulated in paragraph 3. A useful oral exercise is to turn the examples in paragraphs 4 and 5 from singular to plural, or vice versa, and ask for a translation. After studying the notes and the examples, ask different groups to look back at different stories, picking out and translating sentences containing infinitives. If further practice is necessary, ask the class Latin questions to which they can find the Latin answer in the text, e.g.: from **trēs servī** (p. 5)

Q quis ad taliam redire vult?

A Philus ad taliam redire vult.

Q quid Philus dicit?

A ego ad taliam redire volō.

Illustration. Colour-coated hunt beaker made in the Nene valley near Peterborough. The quarry, a hare, is on the reverse. The animals and decorative swirls are made by trailing liquid clay onto the surface of the pot before firing (*By courtesy of Verulamium Museum, St Albans. Photo Jennifer Lowe*).

**Salvius fundum īnspicit (p. 12)

Story. Varica conducts Salvius around the farm. Seeing the ploughmen idle because the foreman is ill, Salvius wants to deny them food and sell the foreman. He is also annoyed because a new barn has collapsed when charged by a bull in the care of Bregans

First reading. Divide the story into two or three parts. After reading part of the story aloud in Latin, allow the students time to explore it. Then check their understanding and interpretation with comprehension questions, e.g.:

What did Salvius want to do? Who took him over the farm?

What did Varica say about the harvest?

What was stored in the granary?

What was the name of the slave in charge of the ploughmen? Why was he absent?

What was the effect of his absence?

When Salvius proposed to get rid of him, how did Varica defend him? Why did Salvius grudge the ploughmen their food?

What did Salvius see near the granary? Why was it half-ruined?

Why did Salvius consider Bregans **stultior quam ceteri**? What impression do you get of Salvius as an estate owner?

Discussion. The reading of this story should be combined with a discussion of farming and slavery in Roman Britain (pp. 16–20).

1. *Salvius as an estate owner.* What impression do we receive of his involvement and efficiency? He has a manager, but takes a personal interest in the farm. His impersonal approach to slaves would be regarded as normal, and is based on Cato's advice to a landowner in *De Agri Cultura* II.
2. *Varica's character.* Is he the right kind of person to be farm manager?
3. *The conditions of farm slaves.* Why was the life of farm slaves generally much worse than that of domestic slaves? Give examples from the lives of slaves encountered in this Stage and Book I.

It is likely that much of these discussions will provide opportunities to discuss how widespread the abuse of enslaved people was, and how acceptable it was in Roman eyes. It is likely that students will have a lot to say on this, and they may make connections with the transatlantic slave trade or modern slavery which you may wish to explore. Such discussions can be good ways of having students consider the conduct of the Romans in a critical light. These discussions can also be connected to the Cultural Background material.

Illustration. Wall-painting from Trier showing Gallo-Roman farmhouse consisting of two blocks joined by a colonnade. The master, wearing his hooded travelling cloak (left), arrives home to be greeted by his slaves.

About the language 2: -que (p. 13)

New language feature. Use of **-que** to link words and sentences.

Discussion. Emphasise the unchanging form of **-que**, to avoid future confusion with the relative pronoun. After studying paragraph 2, put up sentences on the board for students to rewrite using **-que**, e.g.:

Vārica dominum salūtāvit et fundum ostendit.

Salvius agrōs circumspēctāvit et arātōrēs quaesīvit.

Salvius ad horreum advēnit et aedificium sēmirutum cōspexit.

Consolidation. Oral practice of **-que** linking two words can provide useful vocabulary revision. There is a further exercise in *Independent Learning Manual* Stage 13.

Practising the language (pp. 14–15)

Exercise 1. Complete the sentences by selecting an appropriate infinitive.

Exercise 2. Complete the sentences by selecting a correct nominative, singular or plural.

Exercise 3. A short reading passage with gaps, to be completed by selection of verb in correct person of perfect tense. This exercise may be taken orally. Insist that each verb is translated in the context of the sentence as a whole. Encourage students to re-order the words in their translation, to produce the most natural English, e.g.:

Because the slave was tired, he ... (line 1)

After Salvius entered the bedroom, he ... (line 3).

See 'Language information', p. 167, for similar examples.

Illustrations. Scenes from rural life: man milking goat (p. 14), one man and his dog (p. 15). Details of mosaic from Daphne, suburb of Antioch, c. AD 325 (*Louvre*).

Language information: revision

Revise the present, imperfect and perfect tenses (p. 160). Use exercises 1 and 2 (p. 161, top) and further examples at the start or end of lessons so that the reinforcement value is increased. Leave exercise 3 for later revision since it contains the pluperfect introduced in Stage 16. See also *Worksheet Masters* 13.1 and *Independent Learning Manual* Stage 13.

Cultural background material (pp. 16–21)

Content. Life in Roman Britain: houses, mining, farming, slavery; the career of Salvius. Study of this material should be integrated with reading and language work, as suggested earlier.

Discussion

1. *Houses.* By studying the illustrations trace the change from roundhouse (pp. 16–17) to rectangular house (p. 1 and the plan on p. 17) to the simple corridor house (p. 18) to the rich man's elaborate villa of the fourth century AD (p. 17). Salvius' villa would have been more elaborate than the corridor house on p. 18, but simpler than those of later centuries (p. 17). Stress the point that the coming of the Romans probably made little difference to the great majority of peasant farmers, who continued to live in round or simple rectangular houses.
2. *Agriculture.* The Romans introduced few changes in farming practice. In pre-Roman times the Britons had increased their yields and were producing surpluses to market. There were further improvements in the Roman period because of the introduction of more efficient iron tools, which meant that more land could be cultivated. It was also easier to market produce because of Roman road building and the growth of towns.
3. *The status and working conditions of slaves.* These varied considerably, from the household where some might have a close relationship with their master, to the estate or mine where they worked in chain-gangs under the control of a manager or overseer. In all cases, however, the slave was still owned by the master who

held the power of life and death over them; they had little to no autonomy or control over their own lives. The economy of the Roman empire depended on slave labour. Ever since the near-success of the revolt of Celtic, German and Thracian slaves under Spartacus in 73–71 BC, the Romans lived in constant fear of another uprising, and insubordination was met by the severest penalties.

4. *Salvius' character and career.* Salvius' career shows that he was successful and ambitious. Do the fictional stories in this Stage reinforce this? Do they reveal other characteristics?

Illustrations

- p.16 Bronze horse harness mount (79mm) from East Anglia, with red enamel decoration and swirling abstract patterns typical of Celtic taste (*Photo courtesy of University of Cambridge Museum of Archaeology and Anthropology*).

Reconstructed roundhouses and detail of wattle and daub, Butser Experimental Ancient Farm, near Petersfield, Hampshire.

- p.17 Inside a roundhouse. Status is demonstrated by well-crafted objects rather than the functional architectural style. The entrance usually faced south-east to make the best of the morning sun and offer protection against cold north winds. Separate rooms for different purposes, e.g. bedrooms, could have been made by hanging leather or cloth between the uprights and the outer wall. The smoke from the fire would serve a useful purpose in smoking joints of meat and keeping down vermin in the thatch. If well-seasoned wood was burned on the hearth the amount of smoke would have been tolerable (*Photo Simon James*).

After *Roman Villas and the Countryside* by Bédoyère (*English Heritage*). As shown by the broken line, the roundhouse has not been completely excavated.

Drawing by Alan Sorrell of Lullingstone Roman villa as it may have appeared in AD 360. At top centre is a temple-mausoleum, at top right a round temple. Salvius' villa is imagined as that at Angmering near Worthing (now covered up) which excavation showed to be unusually elaborate for the 1st century, with planning and craftsmanship only surpassed at Fishbourne.

- p.18 Sheep at Butser. The Soay breed, found feral in the Outer Hebrides, has a bone structure identical with Iron Age archaeological findings. The bones on Roman sites relate to Shetland sheep. Shears first appear in the Roman period.

Reconstruction of villa near Verulamium, with thatched roof and tiled verandah. The lower walls are of stone, the upper of wattle and daub. Note: ploughing with a yoke of oxen, cabbages (highly valued by the Romans), chickens, cattle in pen, beehives in wood, timber-felling, watering sheep at well.

- p.19 Plough-team, 5cm high, 2nd–3rd century AD, found at Magis (Piercebridge),
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County Durham (*British Museum*). The yoked beasts pull forward a beam jointed just above soil level to a sickle-shaped sole with an iron tip. This the man steers straight with his left hand, pushing it downwards with even pressure into the soil, while goading his oxen forward with his right.

Emmer. The protein value of ancient wheat was about twice that of most modern cereals. Cato (*De Agri Cultura*, LVI–LVII) recommends as the ration for chain-gang slaves 2kg of bread a day in winter, 2.5kg when they were digging the vines, but 2kg again when the figs ripened. Ten amphorae of wine per man a year (about 20l a month), presumably mixed with water, was reasonable (for pictures of amphorae, see model sentences to Stage 14 and note in *Independent Learning Manual* Stage 14). Cato recommended that sick slaves had their rations reduced.

Coin minted in Camulodunum by Cunobelin, king of the Catuvellauni (d. AD 41), with CVN and horse on other side (*British Museum*). Under Claudius the Romans took over his tribal stronghold at Colchester as their first provincial capital, later transferring to London.

- p. 20 Bronze oil flask, 9cm high, 2nd century AD, from Isurium Brigantium (Aldbrough), Yorkshire (*British Museum*). The slave- boy sits in his cloak, a lantern (probably) between his legs.
- p. 22 Rich torcs were commonly worn into battle by warrior chieftains. They illustrate the high level of craftsmanship among the Britons, and the emphasis placed on portable wealth and status symbols. One of twelve c. 70 BC found in Snettisham, Norfolk.

Suggested activities

1. Writing, based on what students have read, e.g.: a descriptive piece about slaves' everyday life in a British villa, or a conversation about Salvius between two friends, one who admires him and one who dislikes him.
2. Exercises on British and Roman farming in *Independent Learning Manual* Stage 13 and *Worksheet Masters* 13.3 and 13.5.
3. Study of a local villa.

Vocabulary checklist (p. 22)

Discuss the format used in the vocabulary checklists from now on: *verbs* in 1st person singular present, present infinitive, 1st person singular perfect; *nouns* in nominative (the genitive is added in Stage 17).