



UNIVERSITY OF
CAMBRIDGE SCHOOL CLASSICS PROJECT

Cambridge Latin Course

Book I Stage 10

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 10 rhētor

<i>Cultural background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
The Roman education system; books and writing.	At the rhetor's, Quintus and his Greek friend, Alexander, debate the respective merits of the Romans and the Greeks. Quintus resolves a quarrel between Alexander's two young brothers. Story about a magic ring and the consequences of owning it.	<ul style="list-style-type: none">• 1st and 2nd person plural present including esse.• Comparative.	1 1st person plural of present. 2 Nominative complements in 1st and 2nd person plural sentences.

Opening page (p. 129)

Illustration. Marble statue of an elderly Greek teaching. Students might like to look at his hand and suggest what he is saying, e.g. 'Listen to this', or 'There are four points', or **nōs Graecī Rōmānōs docēmus** (p. 133). It is in fact the philosopher Chrysippus (c.280–207 BC), a prominent member of the Stoic school of philosophers, whose teachings were studied and followed by many educated Romans. He is included here as a symbol of the important part that Greeks played in Roman education. The statue is now in the Louvre, though the head is a cast of one in the British Museum (*Photograph Giraudon*).

Model sentences (pp. 130–3)

New language feature. 1st and 2nd person plural of the present (including **esse**).

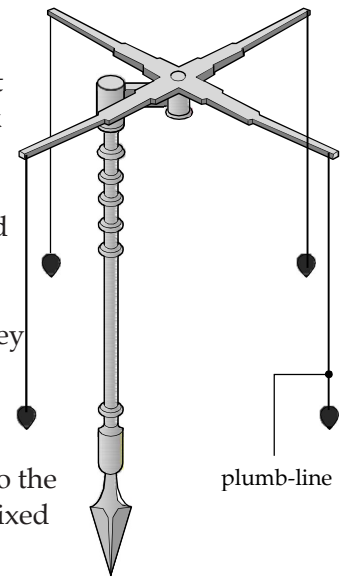
New vocabulary. **architectī, pontēs, aedificāmus, fundōs, sculptōrēs, barbarī, ūtilēs, quam** (*than*).

First reading. Set the scene of a debate, and make it clear that:

1. One speaker puts forward claims about the merits of the Romans, the other advances the Greek case.
2. The task of the class is to discover the claims and criticisms made on each side. Students with a knowledge of French, Spanish or Italian have little difficulty with **nōs** and **vōs**; for others the introductory sentences (*Rōmānus dīcit/Graecus dīcit*) provide the clue.

Illustrations. The pictures contain a good deal of detail and it is helpful to discuss each one for a few moments before tackling the caption:

1. Surveying along a road for a public building, using a **grōma** and poles. A surveyor would plant the stake of the groma firmly in the ground, check by the plumb-lines that it was absolutely upright, and look along the arms to mark out a straight line or along the cords to mark out a right angle.
2. Country estate with pigs and cattle. Note the terracing, and the plough drawn by oxen wearing a yoke.
3. Making a copy of a Greek marble statue. The apparatus at the right would have been used to measure the height at key points of the statue to ensure that the copy was accurate.
4. Painting murals. The wall was prepared with three coats of fine polished plaster. The painting was done while the surface was still wet, so that the colours were absorbed into the plaster. The paints were made from powdered minerals mixed with egg or honey, made up as required.
5. Greek engrossed in a play, while his fellows sleep.
6. Roman legionaries fighting barbarians. The Romans are wearing helmets designed to protect their necks, cheeks and noses and body armour made of strips of metal; they carry rectangular shields and swords. Note their disciplined formation and their efficient sword technique in contrast with that of the barbarians.
7. Installing a public lavatory; putting in stone seating at back, adjusting a tap at front. Note the lack of privacy.
8. Teacher and class.



Consolidation. The sentences draw a contrast between Greek intellectual and artistic skills and Roman practicality. Draw this out in discussion by asking students what difference they notice in the *kind* of things the two nations are proud of.

contrōversia (pp. 134–5)

Story. The rhetor sets as a debating topic ‘Greeks are better than Romans’. Quintus and his friend Alexander take opposing sides. Quintus earns the applause of the other students but Alexander is judged by the teacher to have made the better case.

First reading. This story contains little action. Although the arguments are presented in simple and fairly concrete terms, it can go flat unless you help the class to understand:

1. The more abstract words and phrases, e.g. **nōs tamen nōn sententiam quaerimus, nōs argūmentum quaerimus** (lines 11–12) and **Graeciōrēs quam nōs Graeci** (lines 30–1).
 2. The formality of an exercise intended to prepare well-to-do young men for politics and the law courts. The *Independent Learning Manual* Stage 10 suggests a practical way of helping students to assess the quality of the arguments used.
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3. The emotional involvement of the speakers in their arguments, which express their cultural and national identity and racial prejudices.
 4. The interest in this topic in Pompeii, with its history of a mixed Greek and Roman population. Note that the teacher would have been a Greek himself, perhaps a freedman.

Some possible questions are:

Why did the class applaud Quintus?

Why was it Alexander who replied to Quintus?

At line 31 (before reading the rest of the story): Who do you think should win the debate? Why?

Do you agree with Theodorus' verdict? Could he be accused of bias?

Consolidation. In discussion, some of the historical and cultural references in the two speeches may be explained, and the examples considered. The examples given by Quintus and Alexander follow the argument in the model sentences and are further illustrated by the photographs; the Romans are the practical ones, the Greeks the men of ideas. Discuss whether this is an over-simplification.

Students may enjoy their own debate on the subject. Divide the class into Greeks and Romans and ask them to put forward their cases based on the story and the model sentences.

Illustrations

- p. 135 The bridge at Alcantara was built around AD 106 and has been considered the finest bridge in the Roman world. It is almost 200 metres long and the arches rise nearly 50 metres above the River Tagus. It is constructed in stone, without mortar. Roman architecture is famous for the skilful use of arches in bridges, aqueducts and buildings such as the Colosseum.

Marble portrait of Euripides (485?–406? BC). The head looks too small because the statue is actually a composite; a head of Euripides is attached to the body of an unidentified dramatist holding a tragic mask (*Rome, Vatican Museums*).

Mosaic of Anaximander of Miletus, born 610 BC (*Trier, Rheinisches Landesmuseum*).

About the language 1 (p. 136)

New language feature. 1st and 2nd person plural. All persons of the present tense (including *esse*) have now been met and are tabulated here.

Discussion. Depending upon the confidence shown by students, you may find it necessary to tackle the note in three parts: paragraphs 1–2, 3–4 and 5–6. If so, it is sensible to postpone 3–4 until *statuae* has been read, since it contains more examples of the 1st and 2nd person

plural with the pronoun omitted.

Begin by using the same technique as that in Stage 4 (p. 42 of this Guide) and then proceed to the note.

Consolidation. This could include:

1. Oral practice of 1st and 2nd person plural of common verbs, initially with **nōs** and **vōs**, then dropping the pronoun. Then practise the whole of the present tense, again phasing the pronouns out gradually.
2. Exercises in 'Practising the language' (p. 140) and *Worksheet Master* 10.2.

****statuae (p. 137)**

Story. Quintus goes home with Alexander, who on the way buys some statuettes as birthday presents for his young brothers. As they quarrel over who should receive which statuette, Quintus demonstrates Roman peacemaking skills by allocating to each brother the statuette suited to his disposition, and keeping one for himself.

First reading. Take the passage at a brisk pace, bringing out the contrast between the petulance of the small boys and the comparative maturity of the others. Many students will admit similar experience of young siblings.

Consolidation. Ask students to pick out examples of 1st and 2nd person plural. Discuss examples where the pronouns are omitted (lines 24 and 34). If you have not already done so, read paragraphs 3–4 of 'About the language', p. 136.

Illustration. Three small terracotta statuettes (*Taranto, Museo Nazionale Archeologico*).

About the language 2 (p. 138)

New language feature. The comparative. The superlative was explained in Stage 8. This note should present no difficulties as the comparative has become familiar from the arguments in this Stage, but make a point of discussing the difference between singular and plural forms.

Consolidation. Students enjoy going back through the stories to see how many examples they can find. *Worksheet Master* 10.4 is an exercise on comparatives and superlatives.

ānulus Aegyptius (pp. 138–9)

Story. An antique Egyptian ring stolen from a pyramid brings ill-luck to those who receive it, and ends up with Grumio and Poppaea.

First reading. With more able students, try breaking off your reading in Latin to ask the class who has the ring at each particular moment. They enjoy working out the answer, and it is a good aural comprehension exercise.

Note that from now on **est** is also found in the final position, e.g.

ānulus antiquus est.

The passage contains a range of language features including: shifts between present and past time, perfect and imperfect tenses, **quod** and **postquam** clauses, and many examples of the dative case. Give students enough time and help with the first reading to ensure that they can attempt the comprehension questions successfully.

Illustration. Bronze ring, decorated with heads of the Egyptian gods Isis and Serapis (*British Museum*). Care has been taken not to show a gold ring, as at this time the wearing of gold rings was restricted by law to senators and members of the order of Roman Knights (**equitēs**). If Grumio had been found wearing one it would definitely not have been his lucky day.

Practising the language (p. 140)

Exercise 1. Completing sentence with verb in 1st person plural according to sense. You may need to discuss the meaning of the phrases in brackets before students write out the exercise.

Exercise 2. Completing sentence containing **sumus** or **estis** with an appropriate nominative according to sense.

Language information: revision

With the introduction of the dative in Stage 9, students have met all the cases of the noun presented in Book I. This is a good time to revise the noun tables and the uses of the cases set out on p. 180 and to work through the exercises on p. 181.

Cultural background material (pp. 140–3)

Content. An outline of the Roman educational system, and the preparation it gave for adult life.

Discussion. Take the material in two stages: the earliest phase of education and the tools for reading and writing; then the skills developed in the later phases and the activities in public life for which they were a preparation.

Discussion might focus on the differences and similarities between Roman and modern education, including the purpose of education.

Illustrations

p. 141 Line drawings of writing materials.

A well-preserved wax tablet of the 2nd century AD. The line the schoolboy has had to write out is from the poet Menander: 'Accept advice from a wise man' – an appropriate copybook precept. Notice the lines ruled to guide the pupil (*British Library, Add. MS 341187(1II)*).

p. 142 A stone relief of the 3rd century AD showing a school scene from Neumagen, Germany. The teacher is shown bearded in the Greek manner; he has a footstool. Two pupils sit in high-backed chairs while a third seems to be arriving late, carrying a satchel which would contain his tablets, stilus and so on (*Trier, Rheinisches Landesmuseum*).

A poorly preserved painting from the series of forum scenes in the house of Julia Felix at Pompeii (cf. pp. 48–9; also note on p. 42 of this Guide). We can make out the forum colonnade with its garlands hanging between the columns. Pupils (one barely visible) sit at left while a schoolmaster (right) flogs a boy who is supported on the back of another student. The standing figures (centre left) could be bystanders in the forum (*Naples, Archaeological Museum*).

p. 143 In this 3rd century AD mosaic, Virgil is seen composing the *Aeneid*, flanked by Clio, the muse of history (left) and Melpomene, the muse of tragedy (*Tunis, Bardo Museum*).

Carving a table leg: marble relief, detail from 3rd century AD sarcophagus (*Rome, Vatican Museums*).

p. 144 Writing materials: detail from Pompeian wall-painting. The title label can be seen hanging from the papyrus roll, and a dot in the centre of the open pages of the wax tablet represents a raised stud sometimes left in the middle of a page to prevent the two wax surfaces rubbing against each other when the tablet was closed (*Naples, Archaeological Museum*).

Suggested activities

1. Write a school report for Quintus (or a younger girl or boy in Pompeii). See *Worksheet Master 10.3* for suggestions.
2. *Worksheet Master 10.6* is a simple exercise on Roman writing materials.
3. If there is time, students may enjoy learning the Greek alphabet and transliterating some Greek and English words. See *Worksheet Master 10.5*.