



UNIVERSITY OF  
CAMBRIDGE SCHOOL CLASSICS PROJECT

# Cambridge Latin Course

## Book I Stage 11

### 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 11 candidātī

<i>Cultural background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
Pompeii: elections and local government.	The Tullii brothers support different candidates in the election and make use of the services of a sign-writer. Grumio finds a way of taking part in the elections, at some cost to himself.	<ul style="list-style-type: none"><li>• Intransitive verbs with dative.</li><li>• Sentence pattern NOMINATIVE + DATIVE + VERB.</li><li>• <b>placet</b>.</li><li>• <b>nobīs</b> and <b>vobīs</b>.</li><li>• Different ways of asking questions: <b>quis, quid</b>, etc. no interrogative <b>-ne</b>.</li></ul>	<ol style="list-style-type: none"><li>1 Selection of verb in correct person.</li><li>2 Selection of noun in correct case.</li></ol>

### Opening page (p. 145)

**Illustration.** This marble statue from the junction of the Via dell' Abbondanza and the Via di Stabia shows the most famous of the Holconii, Marcus Holconius Rufus, in military dress (*Naples, Archaeological Museum*). Somewhat earlier than the Holconius of this Stage, he held the duovirate five times at Pompeii, served in the Roman army and had a career in Rome. He was described as **patrōnus** of the town of Pompeii, and paid for improvements to the Temple of Apollo and the Great Theatre.

### Model sentences (pp. 146–7)

**New language feature.** A new sentence pattern NOMINATIVE + DATIVE + VERB in which the dative is used in the following ways:

1. With **faveō** and **crēdō**, e.g. **nōs Lūciō favēmus**.
2. With a verb of replying, e.g. **mercātōrēs agricolīs respondent**.

**New vocabulary.** **candidātōs, noster, favēmus, crēdimus.**

**First reading.** Students might query the dative, asking, for instance, why *merchant* is not in the accusative in **nōs mercātōrī favēmus**. Suggest that **favēmus** corresponds to the English *We give our support* and ask how the sentence should be finished. If the question is not raised, postpone any explanation until 'About the language 1' (p. 150).

### Marcus et Quārtus (p. 148)

**Story.** Two brothers are arguing about the best candidate: Marcus supports Afer, a wealthy property owner; Quartus prefers Holconius because he is of noble birth and the Tullii have traditionally supported the Holconii. Quartus pays a sign-writer 10 denarii to paint a slogan on the house wall in support of Holconius.

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**First reading.** This story and the next should be planned together. Study the first page of the background information (p. 156) as a preliminary to the stories, to give students a realistic context.

There are some useful comprehension questions in the *Independent Learning Manual* Stage 11. Introduce suspense at the end of this story by emphasising in your Latin reading **mihi** in line 22, and invite students to suggest the sequel.

**placetne tibi** (line 21) and **mihi placet** (line 22): encourage a range of natural English translations, e.g., for **placetne tibi?** *Does that suit you?* or *Will that do for you?* or *Is that all right for you?*

**Consolidation.** Oral practice of the new language features in the story is useful preparation for the next story. Alternatively, discuss ‘About the language 1’, paragraphs 1–4, if students are dealing confidently with **faveō** and **crēdō**.

### Sulla (p. 149)

**Story.** Marcus makes the sign-writer wipe out the pro-Holconius slogan and pays him to replace it with one supporting Afer. When Quartus objects, Sulla paints two signs, pleasing both brothers and earning 30 denarii.

**First reading.** Possible questions might be:

Why was Marcus angry (line 2)?

Was the slogan completely true (lines 11–12)?

Why did Marcus want the words **et frāter** included?

How much money did Sulla make from the brothers altogether (line 28)?

### About the language 1 (p. 150)

**New language feature.** **faveō** etc. with dative; the dative with the impersonal **placet**; and the dative form of **nōs** and **vōs**.

**Discussion.** If paragraphs 1–4 were taken after ‘Marcus et Quārtus’, a few fresh examples should give sufficient practice.

**Consolidation.** Ask students to pick out examples of **placet** in the two stories and to work out the most appropriate English translation according to the situation and the person speaking.

### \*\*Lūcius Spurius Pompōniānus (pp. 151–3)

These four scenes of knockabout comedy give revision practice in the present tense, and accusative and dative cases. They should be given a first reading at a brisk pace. If time is short, they can be omitted or postponed until a Friday afternoon, when the class could

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be divided into four groups, each acting a scene.

### in vīllā (p. 151)

**Play.** Grumio sets off for the hustings in the guise of a Roman citizen. Clemens goes with him because he is worried about the risk Grumio is taking.

**First reading.** Some useful questions:

Why does Clemens think that Grumio ought to support Holconius?

Why does Grumio support Afer?

When Grumio calls himself Lucius Spurius Pomponianus, why does he give himself three names?

Why does Clemens describe Grumio's plan as **periculōsam** (line 22)?

### prope amphitheatrum (p. 152)

**Play.** Grumio is pleased to be given 5 denarii by Afer's election agent, but disconcerted to be handed a club.

**First reading.** Some useful questions:

On which word of Grumio's speech, **salvē ... sumus** (lines 4–6), does he thump Clemens? Why?

Why does Grumio describe himself and Afer as **amīcissimī**? What does Grumio receive in addition to the denarii? Why?

### in forō (pp. 152–3)

**Play.** Grumio and Clemens join the bakers who are conducting Afer to the forum. They are perturbed to spot Caecilius with Holconius, and Grumio flees. A fight breaks out between the parties.

**First reading.** How does Grumio's tone of voice change during his speech, **euge! ... ad villam reveniō!** (lines 7–9)?

**Consolidation.** Ask students to pick out and translate the comparatives and the superlative in the story: **melior** (lines 3 and 13); **fortiōrēs** (line 24); **fortissimī** (line 21).

**Note.** There is a speech made by Holconius in *Worksheet Master* 11.3.

### in culīnā (p. 153)

**Play.** Grumio tells Clemens he was mistaken for a baker because of the club, beaten up by the opposition and relieved of the 5 denarii. Clemens displays the 10 denarii given him for rescuing Caecilius from the fight, and goes off to meet Poppaea at the harbour.

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**First reading.** Some useful questions:

1. In what state is Grumio's toga now? What state was it in at the start? How do you know?
2. Why did the merchants describe Grumio as **fortis** (line 5) when they saw him in the forum?
3. Where had Grumio obtained the denarii which the merchants seized from him?
4. In what way has Poppaea apparently changed her affections? Can you suggest a reason?
5. Do you feel sorry for Grumio at the end? Or do you feel he deserved what he got?

**Consolidation.** *Worksheet Master 11.2* has the conversation between Poppaea and Clemens when they meet, and is a revision exercise of the nominative, accusative and dative cases.

**Note.** When students have completed their work on these scenes, ask them to predict the result of the election. Then tell them that in the elections to the duovirate in Pompeii in AD 79, the victorious candidates were M. Holconius Priscus and C. Cerrinus Vatia.

**Illustration.** The photograph shows the speaker's platform on the west side of the forum, near the Temple of Apollo. In the background at left is the colonnade fronting Eumachia's Clothworkers' Guildhall.

## About the language 2 (p. 154)

**New language feature.** Questions.

**Discussion.** As the note summarises the types of question met so far there should be no problems. **num** is not mentioned here. It should be treated as a vocabulary item *surely ... not?* when encountered in stories and not discussed further unless students ask.

**Consolidation.** Repeated spells of 5-minute oral practice of the questioning words, and question-spotting in future stories are both useful. Ask students to reply (in Latin, if possible) to simple oral questions in Latin, e.g. quis es? ubi habitās?

## Practising the language (p. 155)

*Exercise 1.* Selection of verb in correct person.

*Exercise 2.* Selection of noun in correct case or number (examples are restricted to nominative and accusative). Point out that two language points are practised here.

## Language information: revision

pp. 186–7 'Word order' and p. 188 'Longer sentences with **postquam** and **quod**' can be used as oral exercises or set for homework.

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## Cultural background material (pp. 156–9)

**Content.** The system of local government and the way in which Roman values of public service influenced small-town life.

**Discussion.** The material divides into three sections: general introduction (p. 156); the tradition of public service (p. 157) and election notices (pp. 158–9). Read p. 156 before embarking on the stories and discuss the other sections at convenient points.

**Further information.** Local government in Pompeii was based on elective officers. Competition was lively, especially for the post of aedile, since appointment as duovir followed almost automatically. A magistrate took office in July, after success at the polls in March. When the eruption occurred, the duoviri had been in post for about a month and the town was still plastered with electoral propaganda.

### Illustrations

p. 156 The westernmost of the three municipal offices (7 on the air photograph, p. 51), which was probably the **cūria** or meeting place of the decurions, who formed the local senate. At the end is an apse where the presiding officials would have sat; the recesses were probably intended for statues. The scaffolding-holes visible in the brickwork were designed to be concealed by a marble facing.

A wall-painting from Pompeii that may show a bakery, but the toga worn by the man behind the counter makes it more likely that he is an official or candidate for office distributing free bread to the people. The circular loaves on the counter are similar to the one shown on p. 24 (*Naples, Archaeological Museum*).

p. 157 Temple of Fortuna Augusta. The walls of the **cella** (the room housing the god's statue) survive, as do the steps leading up to them, flanking an altar in the middle. We have to imagine the row of columns that originally ran in front of the cella and supported the gabled roof. The wooden railing is modern.

Front view of statue of M. Holconius Rufus (see p. 145).

p. 158 This electoral notice reads

CN HELVIVM SABINVM AED D R P O V F

Cnaeum Helvium Sabinum aedilem dignum re publica oramus vos  
faciatis.

*We beg you to make Cnaeus Helvius Sabinus aedile. He is worthy of public office.*

p. 159 This illustration is based on inscriptions found on the wall of the house of Trebius Valens. The inscriptions are (clockwise from top left):

Gaium Iulium Polybium aedilem viis aedibus sacris publicis procurandis.

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(Vote for) *Gaius Iulius Polybius* as aedile for supervising roads, temples and public works.

Decimi Lucreti Satri Valentis flaminis gladiatorum paria decem pugnabunt.

*Ten pairs of gladiators owned by Decimus Lucretius Satrius Valens, priest (in the cult of the Emperor Nero), will fight.*

lanternari tene scalam.

*Hold on to the ladder, lantern-bearer.*

Quintum Postumium Modestum.

(Vote for) *Quintus Postumius Modestus*.

Gnaeum Helvium Sabinum aedilem oramus faciatis. Lucium Ceium

Secundum duovirum oramus faciatis.

*We beg you to make Gnaeus Helvius Sabinus aedile. We beg you to make Lucius Ceius Secundus duovir.*

Marcum Holconium duovirum iure dicundo dignum re publica oramus vos faciatis.

*We beg you to make Marcus Holconius duovir for administering justice; he is worthy of public office.*

p. 160 Another electoral notice:

L CEIUM SECVNDVM AED ORPHAEVVS FACIT

Lucium Ceium Secundum aedilem Orphaeus facit.

*Orphaeus makes L. Ceius Secundus aedile.*

## Suggested activities

1. Hold a mock election, using the information in the Stage to put forward candidates, slogans, graffiti, speeches etc. Alternatively, dramatise the Latin election speech in *Worksheet Master 11.3*.
2. Examine some of the Pompeian graffiti, e.g. on p. 159 or in *Worksheet Master 11.4*.
3. Local government quiz in *Independent Learning Manual Stage 11*.



