



UNIVERSITY OF
CAMBRIDGE SCHOOL CLASSICS PROJECT

Cambridge Latin Course

Book II Stage 20

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.



Faculty of Education,
184 Hills Road,
Cambridge
CB2 8PQ

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Layout by Newton Harris Design Partnership
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STAGE 20 medicus

<i>Cultural background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
Alexandria: medicine, mathematics, astronomy, inventions.	Conflicting treatments, provided for Barbillus' shoulder by the Greek doctor and the astrologer, result in Barbillus' death. Quintus is asked to look for his son in Britain.	<ul style="list-style-type: none">• Present participle.• is and ea in accusative, genitive and dative.	<ol style="list-style-type: none">1 Present participle.2 Imperative.3 Relative clauses.

Opening page (p. 131)

Illustration. Sealstone made of sard, a kind of cornelian, Roman, 1st–2nd century AD, showing doctor (right) examining the swollen stomach of a standing youth. Asclepius, god of medicine (left), leans on his staff, around which his familiar serpent is coiled.

Model sentences (p. 132)

Story. Barbillus is carried to his bed. The astrologer bursts in while Phormio runs for a doctor.

New language feature. Present participle in the nominative case.

First reading. Students quickly work out how to translate the sentences correctly. As usual, postpone formal discussion until 'About the language' (p. 135).

Consolidation. Recapitulation of selected sentences at the beginning or end of the next few lessons will be necessary to establish the new form. Pave the way for the important notion of agreement by asking, for example, of sentence 1 'Who were carrying Barbillus?'

remedium astrologī (p. 133)

Story. Phormio tries in vain to staunch the blood with an improvised bandage, then with cobwebs. When the astrologer bursts in with recriminations, Barbillus asks Quintus to send for Petro the doctor.

First reading. At the start, **ego** reminds the reader that Quintus is telling the story. The first paragraph presents a challenge with the rapidly switching tenses. Students enjoy the impact of **sanguis** in the final position.

The next two sections of the story, **servī ... collocāvit** (lines 6–15) and **astrologus ancillās ... remedium est** (lines 16–24), could be approached by the students on their own, in pairs or groups. The penultimate sentence **Phormiōnem ... ēmīsī** (line 29) often causes difficulty. Give help by reading it through to the end, eliciting the significance of word endings as you go. Reinforce this sentence pattern with other examples the students have already met, e.g. **servum, quī tam fortis ... fuerat, liberāvī** (Stage 16, p.67, line 8).

Help the class to appreciate the suspense of the final section, and the contrasting purposes of the steward and the astrologer, which the writer emphasises by the word order of the last sentence.

Discussion

- 1 *Focus of story.* Why do you think the writer has given the story this title? How does it relate to the last two words of the passage? Is he being ironic?

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- 2 *The astrologer.* Do you agree with the astrologer that his earlier warnings have been proved right?
 - 3 *Quintus.* In what tone of voice did Quintus ask **habēsne remedium** (line 19)? What was his previous attitude to the astrologer? Has it changed? Refer back if necessary to **vēnātiō** (p. 122, line 10).
 - 4 *Barbillus.* What do you think Barbillus' attitude to the astrologer is now?

Consolidation. Give further practice with familiar examples of any sentence patterns that have caused problems. Then ask the class to write a good translation of the first and last paragraphs.

Illustration. Detail from mosaic representing unswept floor of dining-room (*Rome, Vatican Museums*). Another detail is illustrated in Book I (p. 87).

Petrō (p. 134)

Story. After trouncing the astrologer, the Greek doctor cleans and stitches Barbillus' wound, and advises quiet and rest. Quintus stays to help Barbillus with his business affairs, and learns his sad story.

First reading. Guide the students through the story by the use of lively Latin reading and comprehension questions.

Discussion. Students are usually fascinated by the medical practices described in these stories. The homely remedies of Phormio, the slave-doctor, are derived from Celsus, a medical writer in the 1st century AD, who gives a list of coagulants which includes cobwebs (in fact, the protein they contain deters gangrene). After the superstitious practices of the astrologer, this story emphasises the scientific competence of Petro: he knows the importance of hygiene, demonstrates surgical skill, and appreciates that healing is a natural process. Vinegar is used here as an antiseptic. Barbillus faints from shock. Combine this discussion with a study of pp. 142–4.

Consolidation. Ask the students to re-read one passage from the story, e.g. **mē ita ... afflīxerat** (line 20–end), raising any queries or uncertainties they have. Then ask for an oral translation of selected sentences. Students could also list the things Petro does in lines 7–19 and write down which ones are good medical practice.

There are useful exercises in *Independent Learning Manual* Stage 20, and *Worksheet Master* 20.4.

Illustration. Petro stitching the wound.

About the language 1: present participles (p. 135)

New language feature. Present participle in nominative and accusative cases.

Discussion. Work through the three explanatory paragraphs with the class. If the students work at paragraph 4 on their own, you can go round identifying any problems requiring further help.

Consolidation. Ask the students to identify the present participles in the model sentences and say which noun each describes. *Worksheet Master* 20.1 has additional examples.

****fortūna crūdēlis (pp. 136–7)**

Story. Barbillus' son persuades his mother to accompany him on a voyage to Greece, against the advice of the astrologer. The ship is wrecked and she is drowned. Barbillus refuses to have his son back.

First reading. A good approach to the story, for students in groups of 3, is provided by *Independent Learning Manual* Stage 20.

Discussion

- 1 *Family conflict.* This subject needs sensitive handling, but students may be interested to discuss in small groups the ethical problems presented here. Have they had similar disagreements? Would they have acted differently? Would they have wheedled concessions from a parent in the way that Rufus worked on his mother? Would they have been as successful? Did Rufus get what he deserved? Was Barbillus' reaction justified?
- 2 *Sailing in the Mediterranean.* Remind the students of the significance of the Spring festival of Isis, when the seaways re-opened to traffic and trade after almost total closure in the winter months. Some students may be able to relate first-hand encounters with the sudden storms characteristic of the Mediterranean. Shipwreck played a significant part in ancient literature, e.g.: the *Odyssey*, the *Aeneid*, and Paul's journey to his trial in Rome (Acts 27).

Consolidation. Ask the students to complete the comprehension questions in writing.

Illustration. Mosaic of merchant ship, late 2nd century (*Tunisia, Sousse Museum*). The ship is driven by oars as well as the wind. A decorative dolphin projects at the prow. Ribbons are hung on the mast and above the helmsman's reed cabin at the stern to indicate the direction of the wind.

The vessel has eyes, either to see the way or to ward off the evil eye, a feature seen on many Mediterranean boats today.

About the language 2: eum, eam, etc. (p. 138)

New language feature. The accusative, genitive and dative cases of **is** and **ea**, in the singular and the plural.

Discussion. After studying the explanation and the examples, pick out instances from the stories, and ask the students to translate them in their context, e.g.:

servī ... eum lēniter posuērunt (p. 133, lines 6–7).

Petrō ... ad villam eius festināvit (p. 134, lines 1–2).

eam in vulnus collocāvit (p. 134, line 8).

necesse est eī ... (p. 134, line 21).

negōtium eius administrāns (p. 134, line 25).

fortūna eum ... afflixerat (p. 134, line 29).

nāvis, quae eōs vehēbat ... (p. 136, line 26).

tempestās eam obruit (p. 136, line 27).

If you elicit from the students that some of the corresponding English pronouns, *he, him, his, they, them, their*, etc. are among the few English words to possess cases, they are more likely to see the inflections as a 'natural' feature of language.

Consolidation. When making up further examples, give the students a preliminary sentence to establish the context. If you give students English sentences containing pronouns and ask them to translate the pronoun, allow them to use the table on p. 138 initially and then see if they can manage without it.

astrologus victor I (pp. 138–9)

Story. The astrologer visits Barbillus on his sickbed and tries to undermine his confidence in the doctor with slanderous statements about his poor record and his greed for money. Barbillus refuses to listen.

First reading. After hearing the passage read in Latin, the students should be able to translate it in pairs or groups. Afterwards, you could check their understanding by putting some questions on the board for them to answer in writing, e.g.:

- 1 Which sentence shows how the astrologer and Petro felt about each other?
- 2 Can you give the Latin word which is the opposite of **inimīcī** (line 2)?
- 3 Translate the sentence **ad cubiculum ... veniēbat** (lines 6–7).
- 4 Make a list of the lies the astrologer tells about Petro.
- 5 What had Petro done to excite such hatred? If necessary, refer the students to page 134 (lines 4–6).
- 6 What instruction of the astrologer made Barbillus **anxius** (line 13)?
- 7 Why did the astrologer hatch a plot?
- 8 What do you think he plans to do?

Consolidation

- 1 Ask the students to read aloud in Latin the astrologer’s speech to Barbillus with appropriate expression. A written translation of line 9–end in appropriate English could be set for homework.
- 2 Reinforcement of comparatives and superlatives could be undertaken in connection with lines 9–11. See ‘Language information’ (pp. 154–5).
- 3 For students on short courses, there is a quick method of completing **astrologus victor I** and **II** in *Independent Learning Manual* Stage 20.

astrologus victor II (p. 139)

Story. The astrologer says that, in a dream, the young slave who was killed in the riot has given him a special remedy, and so Barbillus allows the astrologer to treat him. The wound deteriorates, the astrologer flees, and Barbillus gives Quintus his final message for his son.

First reading. Take the students through the first part of the passage, as far as **ad cubiculum accessivit** (line 13), giving help as necessary. The astrologer’s speech presents a challenge because of the absence of nominatives from many sentences. The rest of the story could be read in groups or pairs.

Discussion

- 1 *Beliefs about astrology.* What is it that makes Barbillus believe in the astrologer? Encourage the students to recall his predictions in **vēnātiō** (p. 122, lines 8–9) and **fortūna crūdēlis** (p. 136, lines 16–17). Why do you think Barbillus refuses to recall Petro?
- 2 *Letter to Rufus.* What do you think this contained?
- 3 *Responsibility.* Who was ultimately to blame for Barbillus’ death?

Consolidation. Ask the students to identify all the dative cases in the passage and translate the sentences containing them.

Illustration. Papyrus letter (*British Museum*) reads:

Prokleios to his good friend Pekysis greetings. You will do well if, at your own risk, you sell to my friend Sotas such high-quality goods as he will tell you he needs, for him to bring to me at Alexandria. Know that you will have to deal with me about the cost. Greet all your family from me. Farewell.

Practising the language (pp. 140-1)

Exercise 1. Complete the sentences with the correct form of present participle, selecting between nominative and accusative, singular and plural. This exercise is demanding. Help students by asking 'What noun does the participle describe? What is the case/number of that noun? Which then is the matching participle?'

Exercise 2. Complete the sentences with the correct form of the imperative.

***Exercise 3.* Translation passage practising the relative clause. It will help students to recognise clause boundaries if you first read them the passage in Latin. Remind them that the punctuation and the position of the relative pronoun and the verb usually help them to recognise where clauses begin and end.

Illustration. Head of young man, in wax, egg and oil on limewood, AD 80-120, from Hawara (*British Museum*). He is shown naked, which suggests a life devoted to exercise in the Greek gymnasium.

Language information: revision

The comparative and superlative of adjectives (pp. 154-5) can conveniently be revised after reading **astrologus victor I** (pp. 138-9). Revise 'Pronouns II' (p. 158) augmented by examples drawn from stories. Students could be divided into groups and set to hunt the pronouns in different stories. When found, the pronouns should be presented and translated in the context of the sentence. 'Longer sentences II' (p. 169) should be completed by the end of this Stage to help students appreciate these sentence patterns, which often cause problems, and translate them fluently.

Cultural background material (pp. 142-5)

Content. The section about medicine is best studied in conjunction with **Petrō** (p. 134). The further information about mathematics, astronomy and engineering could be compared with the pseudo-science of astrology as demonstrated in the stories.

Discussion

- 1 *Science and superstition.* How can advanced scientific knowledge co-exist with a belief in astrology? Do you find these stories convincing? Are there modern parallels?
- 2 *The Hippocratic Oath.* What problems confront modern doctors in following these principles? Relevant ethical issues include confidentiality, euthanasia, abortion, the use of injections for the death penalty in the United States.

Illustrations

p. 142 For sealstone, see note on opening page.

Terracotta model of internal organs, 3rd-1st century BC (*British Museum*), dedicated either in hope of, or in gratitude for, a cure.

p. 143 Relief of medical instruments, time of Trajan, temple at Komombo on the Nile.

Bleeding cup, bronze (*British Museum*). Celsus, writing in the 1st century AD, explains that burning lint was placed inside the vessel which was then applied over an incision in the skin. The vacuum drew the blood into the cup.

p. 144 Set of Roman surgical instruments, 1st century AD (*British Museum*), found together in Italy. Top row from left: catheters, rectal speculum. Middle row from left: instrument cases, 3 spatulae for mixing and applying ointment, 6 scoops and spoons, 8 probes, forceps and hooks, 1 double-ended traction hook, 2 bone chisels. Bottom row from left: palette for grinding medicines, 2 + 4 spatulae with a folding knife below, 5 handles for scalpels of which

the blades have rusted away; the oval ends (at right) are blunt dissectors for pushing apart the incision.

Roman bonesaw in bronze, 1st–3rd century AD (*British Museum*).

Oculist's stamp, 1st–3rd century AD (*British Museum*). The remedies include 'saffron ointment for soreness' and 'saffron ointment for scratches and running eyes, prepared by Junius Taurus from a prescription of Pacius'.

Diagram of Eratosthenes' experiment.

- p. 145 Part of astronomical treatise called *The Art of Eudoxus*, first half of 2nd century BC, found in the temple of Serapis (*Louvre, photo Réunion des Musées Nationaux*).

Diagram of Hero's steam turbine.

- p. 146 The pyramids of Gizeh outside Cairo. From left to right: the tombs of Khufu (140m high), Khephren and Menkaure, 3rd millennium BC.

Suggested activities

- 1 The teacher could write or project the following epigram from Martial (I.47) on the board and help the students to read and appreciate it. Some may like to attempt a verse translation, perhaps in limerick form. They might then discuss whether such jokes were justified, or try writing another of their own, or compare English jokes about doctors.

nūper erat medicus, nunc est vespillo Diaulus;
quod vespillo facit, fēcerat et medicus. [vespillo *undertaker*]

*On Diaulus: Previously a doctor, presently an undertaker,
What he does in his new job, he used to do in his old.*

- 2 Make out a list of the medical treatments described in the background material and say which would be effective.
- 3 With a group of friends, make a list of modern scientific developments you think are based upon research in ancient Alexandria. Select the one you consider most important in today's world. Explain to the class, with illustrations, the modern development you have chosen, why it is important, and the original discovery that made it possible. Invite your science and technology teachers to attend your presentation and comment.
- 4 Draw or make a model of one of the Alexandrian inventions and demonstrate it to the class. Invite your science and technology teachers to attend your presentation.
- 5 Set Attainment test 3 to assess students' progress at the end of this Book.