



UNIVERSITY OF
CAMBRIDGE SCHOOL CLASSICS PROJECT

Cambridge Latin Course

Book III Stage 24

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 24 fuga

<i>Cultural Background</i>	<i>Story line</i>	<i>Main language features</i>	<i>Focus of exercises</i>
Travel and communication	Salvius imprisons Cogidubnus and the chiefs of the Regnenses. Dumnorix escapes and sets out with Quintus to seek help from Agricola, governor of Britain. Belimicus and a detachment of cavalry are sent in pursuit. Dumnorix is killed, but Quintus escapes. Modestus and Strythio also make for the north.	<ul style="list-style-type: none">• cum (<i>when</i>) + pluperfect subjunctive.• cum (<i>when</i>) + imperfect subjunctive <p><i>Word Patterns</i></p> Opposites	<ol style="list-style-type: none">1. Agreement of adjectives, accusative and dative.2. is, ea, id.

Opening Page (p. 55)

Illustration. Detail from a late 3rd century mosaic, Althiburos (Tunis, Bardo Museum). Two huntsmen in the Tunisian hills, wearing tunics, the right-hand figure with a riding crop, cloak and puttees (strips round legs commonly worn by huntsmen to protect legs when riding through bushes). Presumably Quintus and Dumnorix would have been more warmly dressed for the British climate. The Romans did not have stirrups, and usually rode bare-back, though there were saddles with projections at the four corners to hold the rider in place.

in itinere (p. 56)

Story. Riding from Bath to Chester, Modestus and Strythio come to a river with a rickety bridge. Strythio and the horse cross safely but the bridge collapses under the weight of Modestus.

New language feature. **cum** with the pluperfect subjunctive meaning when or after.

First reading. Set the scene by studying the line drawing on p. 56. Modestus and Strythio, last seen in Stage 22, are seated bare-back on a weary-looking horse. They are travelling out of uniform, but note the military sword and dagger and the travelling hat and bag.

Take the story briskly, breaking it down into sections. Preface each section with a reading in Latin.

Lines 1-3. Ask comprehension questions, then elicit a translation. Do not comment on *cum* or the form of the verb at this stage, but use your questions to ensure a correct translation.

Lines 4-9. If students translated *cum* with the subjunctive readily in the first section, ask them to explore the passage in pairs and prepare an oral translation.

Lines 10-end. Volunteers offer translations. Help may be needed with the order of *mediis ex undis* (line 12).

Ask the class to re-read the story for homework and make a written translation of lines 6-13, before discussing the language in detail.

Discussion. In discussion, aim simply to enable students to recognise *cum* with the subjunctive and translate it correctly, leaving terminology until 'About the language' (p. 60). Let them help you make a list on the board of all the verbs which have a new form, and ask for their meanings, insisting on *had come*, *had crossed* etc., and drawing attention to the familiar *-t* and *-nt* endings for singular and plural forms of the 3rd person. Then ask them to identify, and give the meaning of, another word which occurs in all the sentences containing the new form of the verb, so that you end up with the four Latin examples side by side with their English translations, e.g. *cum venissent* - when they had come.

Only if a student asks, distinguish between *cum* + noun and *cum* + verb at this stage. Do this by reminding them to look at the whole sentence, and give them some familiar examples, e.g.:

rēx cum Quīntō ambulābat.

cum Modestus dēscendisset, equus trānsiit.

If students ask why a verb which means *had done something* does not have the familiar pluperfect form (*-erat*, *-erant*), say 'Good question. It's caused by something we've just noticed. What was it?'. Confirm that the presence of *cum* is the cause of the new form, and ask them to look out for more examples.

Consolidation. At the end or start of a lesson, take a few moments to practise orally the examples you listed, perhaps getting students to turn singulars into plurals and vice versa.

The picture on p. 57 and the background information (pp. 66-7) could be taken at this point.

Illustration. Roman road at Wheeldale Moor, North Yorkshire, probably built late 1st century AD when the Romans took over the territory of the Brigantes. Its destination is still unknown. The agger is more or less standard for a Roman secondary road, possibly slightly wider (roads in Britain vary from place to place). The layer of irregular stones was probably the footing for the road, upon which layers of finer materials were placed. The final surface or metalling was of flat stones (see the diagram and photographs on p. 66). Only the footing and kerbstones have survived. The rough tracks on either side of the road are modern.

Quīntus cōnsilium capit (p. 58)

Story. When Salvius' soldiers imprison Cogidubnus and his chieftains, Dumnorix escapes to ask Quintus for help. Planning to lay the matter before Agricola, the governor of Britain, they make their escape.

First reading. The story could be handled in two parts: lines 1-16 with comprehension questions 1-6, and lines 17-end with questions 7-10. Read each section aloud in Latin twice before students attempt the questions in pairs.

Discussion topics

1 *Dumnorix' character.* Does Dumnorix behave in the present story in the way you would expect from what you know of him? Students may be able to recall the following information:

A chief of the Regnenses, Cogidubnus' tribe, he steered the boat which beat Belimicus and the Cantici at the funeral games (Book II, pp. 51-2).

Later his taunts roused Belimicus to provoke the bear; he tried to save Cogidubnus by hurling himself at the bear (Book II, pp. 62-4).

At Bath, he seized the poisoned cup prepared for Cogidubnus and made Cephalus drink it (Book III, p. 40).

Students may offer a variety of assessments of Dumnorix, e.g., ‘loyal’, ‘forceful’, ‘brave’, ‘impulsive’, ‘violent’.

2 *Personal and political motivation*

- a. Why should Dumnorix trust Quintus? Why should he think it was Salvius who tried to kill Cogidubnus (lines 9-11)?
- b. Why has Salvius imprisoned Cogidubnus? (Refer to p. 44 if necessary.) What do you think he intends to do with him?
- c. Why should Quintus wish to protect the king instead of supporting his fellow Roman, Salvius? Why should he expect an appeal to Agricola to be effective? Is he aware of the Emperor’s involvement?

3 *The title.* What is the meaning of the title? Does it give a good idea of what the story is about?

4 *The plot.* Get students to pick out sentences which give clues to what will happen next, e.g.:

nēmō quidem perfidior est quam iste Salvius quī Cogidubnum interficere nūper temptāvit (lines 9-11).

tū antea eum servāvistī. nōnne iterum servāre potes? (lines 15-16).

Agricola sōlus Salviō obstāre potest, quod summam potestātem in Britannia habet (lines 23-4).

Ask how they think the story will develop, but don’t tell them.

Consolidation

- 1 *Participles.* Ask students to pick out the participles in lines 1-12, stating whether they are present, perfect passive, or perfect active, and identifying the nouns to which they refer: *missī* (line 4), *elāpsus* (line 5), *ingressus* (line 7), *comprehēsus* (line 12).
- 2 *Dative case.* Pick out sentences containing nouns in the dative and ask students to translate them. List the nouns on the board, and refer them to the noun table (pp. 146-7), asking for the nominative form: **Rōmānīs** (line 9), **rēgī** (line 20), **Salviō** (line 23), **Quīntō et Dumnorigī** (line 29). The same thing could be done with the pronouns, **tibi** (line 8) and **cui** (line 27), referring to pp. 152 and 155. This would also be a good time to revise verbs taking the dative and to compile a list.

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- 3 *Summary of story.* A useful exercise for able students, best deferred until you are leading up to the next story, is to ask them to make an independent, written translation of a summary compiled from selected sentences, e.g.:

Salvius militēs iussit rēgem p̄ncipēsque Rēgnēnsium comprehendere et in carcere retinēre. Dumnorix, ē manibus militum noctū elāpsus, Quīntum quaesivit.

‘adiuvā Cogidubnum’, inquit. ‘nōlī rēgem, amicum tuum, dēserere.’ Quīntus respondit:

‘rēgī auxilium ferre possumus. nōbīs festinandum est ad ultimās partēs Britanniae, ubi Agricola bellum gerit.’

illī, ē villā elāpsī, equōs cōscendērunt et ad Agricolam abiērunt.

At the start of the next lesson a student could give the summary in English.

Illustration. Street scene featuring colonnade and roof tiles. A picture of an antefix, of the type used to fill in the semi-circular ends, is on p. 89.

About the language: cum and the pluperfect subjunctive (p. 60)

New language feature. The aim of the note is:

to summarise what students have learned so far about this feature; to introduce the term subjunctive;

to make sure that they can translate accurately clauses containing cum and verbs with -isset/-issent, before the introduction of cum and the imperfect subjunctive in the next story.

Discussion. Guide students through paragraphs 1-2, give them an opportunity to explore paragraph 3 on their own before going through it, and encourage them to make their own observations about the verb endings in paragraph 4. Repeat, if necessary, that the translation of the pluperfect subjunctive is the same as the ‘ordinary’ pluperfect and that the new form is used with cum. Avoid reference to the use of the subjunctive in English and other languages.

Consolidation. Pick out for translation the three examples of cum and pluperfect subjunctive in the story on p. 58: Use oral practice, making up cum clauses with familiar verbs, to ensure that students recognise both 3rd person forms of the pluperfect subjunctive.

****Salvius cōnsilium cognōscit (p. 61)**

Story. Under torture, Quintus' slave reveals that he prepared food for five days. Realising that Quintus and Dumnorix are heading for Agricola, Salvius sends Belimicus in pursuit with a detachment of Roman cavalry. They kill Dumnorix but Quintus escapes.

Comment: This story includes mention of the torture of an enslaved person and could be upsetting for some students. You may wish to provide a warning. It also provides an opportunity to tackle the dehumanisation of enslaved people and their treatment in the Roman world.

First reading. As the dialogue in this story is more straightforward than the narrative, the following method is suggested: work through the narrative passages with the whole class (read in Latin and ask for answers to simple comprehension questions or translation of specific phrases or sentences); then pause to let students explore the speeches on their own. Do not draw attention to cum and the imperfect subjunctive, but use comprehension questions which prompt the correct tense, e.g. the first question below.

An alternative is to break the story down into three sections, each ending at a point of suspense. Use different techniques for the first reading of each section and then ask questions such as those below. Students could be divided into three groups, each being allocated a set of questions to answer for homework.

The search: postrīdiē ... expectābat (lines 1-14).

- 1 What were Quintus and Dumnorix doing at the start of the story?
- 2 tum Quīntum quaesīvit (lines 4-5). Why was he unsuccessful?
- 3 Why do you think Salvius wanted to find Quintus? What English word(s) would convey the full impact of iste (line 7)?
- 4 dūc militēs (line 9). What is surprising about this command?

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- 5 quaere servōs (line 10). What was the point of this?
 - 6 Why was Salvius anxius (line 13) while he was waiting?
 - 7 Do you think Belimicus was a good choice for Salvius to put in charge of the search party?

The interrogation: cum Salvius ... Britanniae discessit (lines 14-26).

- 1 What was Salvius doing when Belimicus returned?
- 2 Why was Belimicus exsultāns (line 15)?
- 3 vix quicquam dīcere poterat (lines 18-19). Why was this?
- 4 What is the difference in meaning between nescio (line 18) and nihil scio (line 19)?
- 5 Which sentence would you choose as a caption for the picture on p. 61?
- 6 What information did Salvius and Belimicus extract from the slave?
- 7 susurrāns (line 24). Why do you think the slave speaks like this?
- 8 What use will they make of this information?

The pursuit: Salvius 'hercle!' inquit (lines 27 ... end).

- 1 What conclusion did Salvius reach from the information the slave gave?
 - 2 Whom did Salvius blame (lines 27-8)? Which Latin phrase tells you this? Translate it. From what you know, was Salvius right in this assumption?
 - 3 What two reasons did Salvius give for thinking Quintus had no chance of success (lines 28-30)?
 - 4 What orders did he give Belimicus?
 - 5 What happened to the slave?
 - 6 Why do you think Salvius wrote to Agricola?
 - 7 What happened when Belimicus caught up with Quintus and Dumnorix?
 - 8 What gave Quintus the chance to escape?
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Discussion topics

- 1 *The position of slaves.* In Roman law, slaves were regarded as property, not as people. Evidence from a slave was acceptable in court only if it was given under torture. Brutality towards slaves was routine (see Book II, Stage 13, pp. 5, 7, 8, 12, 20). Discussion of slavery and the dehumanisation of enslaved people is an emotive but important topic, and time should be taken to explore issues this brings up both in the Ancient and Modern worlds.
- 2 *Belimicus' role.* Belimicus shows an obsessive hatred of Dumnorix, no doubt because of his success in the boat race (Book II, Stage 16, p. 62) and perhaps because, as chief of the Cantici, he hopes to supplant the Regnenses in the affections of the Romans.

It is remarkable for Salvius to put him in charge of a Roman cavalry troop, and send him to arrest Quintus, a Roman citizen, his own house-guest and relation by marriage, particularly in view of his mistrust of, and contempt for, the Britons (Book II, Stage 13, p. 12, lines 33-4).

- 3 *The plot.* Quintus, motivated by traditional Roman honour, wants Agricola to reinstate loyal old Cogidubnus as the Emperor's representative in the south. Salvius' radically different objective is to institute modern systems for exploiting the resources of Britain for the Roman government. He worries about possible failure, not about whether it is right. Which man do you think has the better chance of success? Why?

This also lends itself to discussion of the imperialism and the Romans as conquerors.

Explore the significance of Salvius' statement (lines 29-30): **ego maiorem auctōritātem habeō quam ille**. The concept of **auctōritās** which underpinned Roman society, subsumes influence, status, expertise, and the right to command. Only a man of importance could oblige Roman troops to accept the command of a Briton. This reinforces the gradually emerging picture of Salvius as a ruthless man of power.

Who is **ille** (line 30)? The word could be applicable to Agricola as well as Quintus. Agricola has nominally more **auctōritās** than Salvius but if Salvius has orders from Domitian he will prove to be more powerful than Agricola.

Make sure that at the end of this Stage students are left with a strong impression of the conflict driving the plot, as it will not recur until Stage 26.

Consolidation. Ask pairs of students to note down what Salvius is likely to write in his letter to Agricola. They could use the following points in the story:

- iste Dumnorix ē manibus meis effūgit (line 7).
- neque Dumnorigī neque Quīntō crēdō (lines 8-9).
- ad Agricolam iērunť (line 27).
- (Quīntus), ā Dumnorige incitātus, mihi obstāre temptat (lines 27-8).
- (Quīntus) homō magnae stultitiae est (lines 28-9).

Illustration

p. 62 Aerial view of Watling Street West, entering the Church Stretton gap, looking south. Watling Street West ran south from Wroxeter (Viroconium), and, with connecting roads, linked the fortresses of Chester (Deva), Gloucester (Glevum) and Caerleon (Isca). See the map, p. 139.

About the language 2: cum and the imperfect subjunctive (p.63)

New language feature. Starting from familiar examples with the pluperfect subjunctive, this note introduces the imperfect subjunctive with cum meaning when. The purpose is to ensure that students recognise and translate it correctly. The translation while for cum is acceptable and may guide students to the correct rendering of the imperfect.

Discussion. Read paragraph 1 and revisit the four examples of cum and pluperfect subjunctive on pp. 61-2:

- cum...cognōvisset (lines 3-4).
- cum...audīvisset (line 20).
- cum...potuisset (line 5).
- cum...dīxisset (line 31).

Having reinforced When ... had ..., work through paragraph 2 with the class, emphasising were sleeping and was serving, forms already associated with the imperfect tense. Then let them translate the examples in paragraph 3 in pairs. As you go over them, help them to draw their own conclusions from paragraph 4 about how to recognise the imperfect subjunctive.

Consolidation. Ask students to find and translate the three examples of cum and the imperfect subjunctive on pp. 61-2: cum ... contenderent (lines 1-2), cum ... cōgitāret (line 14), cum ... īnspicerent (lines 39-40). Give them oral practice with familiar verbs.

Word patterns: opposites (p. 64)

New language feature. The way in which the addition of a prefix (in-, dis-, ne-) can reverse the meaning of a word. Suitable for any point in the Stage.

Discussion. Let students do the examples on their own before discussing them and their English derivatives.

Practising the language (p. 65)

Exercise 1. Complete the sentences by selecting the accusative or dative case of adjective.

***Exercise 2.* Substitute the correct form of *is, ea, id*, for the noun in bold type. The pronoun was introduced in Stage 20. This exercise is intended to reinforce students' ability to recognise the pronoun's forms; all but the exceptionally confident should be encouraged to use the table (p. 153, paragraph 3).

Language information: revision

- 1 If students have an insecure grasp of the personal pronouns and the forms *mēcum, tēcum*, etc., get them to look again at p. 152 and then give them an oral test, with books closed. A surprising number do not realise that *nōs* is used as the plural of *ego*.
- 2 Follow up the exercise on *is, ea, id* (p. 65) with revision of *hic* and *ille* (p. 153). Able students could cover up the tables and try the exercise in paragraph 4 without help.
- 3 Study the notes on the principal parts of verbs, paragraphs 2 and 3, p. 168, and work through the examples in paragraphs 4 and 5. Then put up on the board some verb forms from the checklist for students to translate.
- 4 Nouns of the fourth and fifth declension have occurred in the stories, usually in cases whose endings are identical with those of other declensions, e.g. *manus, manum, genua, diēs* (plural). Study the table and notes (pp. 146-7) and work through the examples in paragraph 4.

Students will be cheered to learn that there are relatively few fourth and fifth declension nouns and that there are no more declensions to learn.

Illustrations

p. 66 Kerbs were built to prevent the agger sliding off to the sides. The surface, now worn away or robbed by later builders, would have been of stone slabs, 3-4 inches thick. The Appian Way, the main road running south from Rome, was paved with hard volcanic rock.

p. 67 Painted cast of relief, Igel, Germany. Part of monument to cloth merchants, early 3rd century AD. Light carriage with two mules (cross between horse and donkey, very popular with Romans), yoked together behind the shoulder, passing a milestone showing distance from Igel to nearby city of Trier. L IIII = 4 leugae (4 Gallic leagues, i.e. about 8 kilometres).

Bottom left: Drawing of tomb relief (*Avignon Museum*), showing the slow imperial post. Heavy four-wheeled coach, with two passengers inside, drawn by a pair of mules. They wear horse cloths secured by straps, and choking collars with projecting ornaments to which the driver's reins are attached. The traces run from the collar to the front of the coach. On top of the coach is the driver, brandishing his whip, and a public official, whose status is indicated by the staff of office held up by his attendant, sitting back to back with him. Distinguish the slow imperial post from the express version described on p. 68.

Bottom right: Drawing of relief (*Vatican Museum*) showing simple farm cart with flat base and upright poles on solid wooden wheels. The farmer walks at the side, goading the oxen whose yoke is just visible on top of their shoulders. On the cart, probably roped in, is the complete skin of an ox, commonly used for bulk transport of wine.

p. 68 Drawing of relief from Aesernia, Italy. Mule with simple cloth or saddle, led by a traveller wearing a hooded travelling cloak.

p. 69 Cast *in situ* on tomb, Isola Sacra necropolis, Rome. Boats like this plied the Tiber from Ostia to Rome. Note the three oarsmen, the big steering oar, and the towing rope at left.

Replica (*Rome, Museo della Civiltà Romana*) of late 2nd century mosaic from Rome. Causeway (bottom) leading to three-storey lighthouse (left) with statue on top of cylindrical top storey. This may represent the Pharos of Alexandria with triton on top corner. In the harbour can be seen the stern of a merchant ship leaving port, sail unfurled and dinghy attached, with a hut for the steersman. Ask students the purpose of the flags. (To determine the direction and strength of the wind.)

p. 70 Milestone in hillside town of Cannae, Apulia, put up by Trajan, inscribed: CAESAR IMP NERVAE F TRAIANVS GERM DACIC (*Trajan, Caesar and Emperor, conqueror of Germany and Dacia, son of Nerva*). The milestone, originally at Canusium, marks the 75th mile on the Via Triana from Beneventum. Now in the museum at Cannae.

Suggested activities

1. Using the notes you made in your study of *Salvius cōsiliū cognōscit* (p. 61), imagine you are *Salvius* and write a letter to *Agricola*, the governor, describing recent events from your point of view. Persuade him that your actions are justified, and that anything he hears from *Quintus* is unreliable.
2. Look at the map on p. 139. We have imagined the route taken by *Modestus* and *Strythio* from Bath to Chester was via *Corinium* (Cirencester), *Glevum* (Gloucester) and *Viroconium* (Wroxeter). There is a road from Gloucester which is not shown on the map, but which joins the north-south road from Chester to *Caerleon* (*Isca*). The distance is about 160 miles. Using the map and the information on p. 66, answer these questions:
 - a How long do you think it would take *Modestus* and *Strythio* to travel from Bath to Chester? Think of their characters and remember that they have only one horse between them.
 - b How far do you think *Dumnorix* and *Quintus* travelled on the same route in the four days (allowing them a day's start on *Belimicus* and his cavalry) before they were caught? Remember that they had a horse each and that their situation was very different from that of *Modestus* and *Strythio*.