Cambridge Latin Course

Book III
Stage 28

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.

STAGE 28 imperium

Cultural Background	Story line	Main language features	Focus of exercises
The evidence for our knowledge of Roman Britain	Salvius inherits the palace at Fishbourne and helped by Belimicus, extorts money from the Britons. When Belimicus demands the kingship, Salvius entertains him to dinner and poisons him.	• Ablative case. • Expressions of time. • Prepositions. *Word Patterns* Nouns ending in **-ia.**	1. Personal endings of imperfect and pluperfect subjunctive. 2. Ablative.

Opening Page (p.121)

Illustration. The eagle cameo, 22 cm. in diameter, carved from a single piece of onyx in two layers, brown and white, was made for Augustus in 27 BC to celebrate his accession to power (Vienna, Kunsthistoriches Museum). The mount is a 16th century Milanese addition. The eagle, symbol of Jupiter, king of the gods, and also symbol of Roman power, stands with outspread wings on a palm branch, symbol of victory. In the raised left talon he grips a wreath of oak leaves, the civic crown, an honour given for saving the life of a Roman citizen.

Model sentences (p. 122)

Story. When a British farmer refuses to hand over his money, Salvius sends Roman troops to punish him. Hoping for a reward, Belimicus helps the soldiers, who kill the farmer, wound his son, enslave his women and burn his house.

New language feature. The ablative case is introduced here as the instrument, in combination with a participle, e.g. **Belimicus, spē praemiī adductus**. Emphasise the long ā of the 1st declension ablative singular every time you read it aloud.

New vocabulary. armātī, spē, catēnīs, vīnctās, ventō, auctae, īrā.

First reading. To establish the context, read the introductory paragraph and ask volunteers to translate. Then read through all the model sentences so that students gain an impression of the story, following the pictures as well as the Latin. Returning to sentence 1, read it in Latin and ask:

What did the soldiers do? (to elicit a translation of the main clause).

How are the soldiers described? (to draw attention to the participial phrase).

How were they armed? (to elicit 'with swords and spears').

Repeat this pattern with sentences 1-8; students should explore sentence 9 in pairs before you go over it.

Discussion. Ask students to make a written translation of the sentences. After going over their translations, write up two participial phrases with translations, e.g.:

> fīlius agricolae, fūste armātus, … the farmer's son, armed with a club, …
> flammae, ventō auctae, … the flames, increased by the wind, …

Pick out other examples from the model sentences and build up a list until students are confident in recognising and translating the phrases.

Further discussion

1 *Roman rule.* Do students think Agricola would have acted in the same way as Salvius? What would be the effect of Salvius' actions on the Britons round Fishbourne (sentence 9)? What do students think about the behaviour of the Romans towards the conquered Britons?

2 *Style.* Invite comment on the effect the writer is trying to achieve in sentence 9. The build-up of horror through repetition and the escalation of outrages is made all the stronger by the economy of words and the final position of the participles.

Illustrations. The circular British farmhouse was discussed in Book II, pp. 16-17.

Consolidation. Oral practice, with books open or closed, could follow in the next lesson, e.g.: The shepherds saw the house, flammīs cōnsūmptam. What does this mean?

testāmentum (p. 125)

Story. Cogidubnus' will, which turns out to be a forgery. Let students discover this for themselves.

First reading. Read the passage through in Latin with due formality, asking students what document is suggested by the title, the recurring formulae and the use of full names. Then explore the substance and the significance of each legacy through questions, e.g.:

Whom does Cogidubnus name as his heir? Why does he receive so much?

What does Cogidubnus leave to Agricola and why?

What does he leave to Salvius? What can you remember about the silver tripods (Book II, p. 33 and Book III, p. 95)? How does the will describe Salvius?

What legacy does Memor receive? What reason is given?

What does Cogidubnus leave to Dumnorix? What is significant about the last sentence in this paragraph?

What is left to Belimicus? What do you think of the reason given? How does it compare with your recollection of events in Book II (p. 64)?

What two responsibilities does Cogidubnus entrust to Salvius?

What kind of funeral does he want? What beliefs about the afterlife are suggested by this?

How does Cogidubnus ensure that this document is attested as his will?

Discussion

1   Abbreviations for the praenomen are common. There were so few praenomina in use that there is no ambiguity. T is always Titus, Tib. always Tiberius, etc. The use of C. and Cn. for Gaius and Gnaeus is a convention, surviving from the time when the sounds of 'c' and 'g' were represented by the same symbol.

2   The content of the will. It was common for wealthy Romans and client kings to leave the bulk of their estates to the emperor, to pre-empt confiscation. But from line 10 onwards, doubts about the authenticity of the will might be aroused by the complimentary references to Salvius, Memor and Belimicus. Encourage students to speculate. Would Cogidubnus have entrusted his will to Salvius? Which parts of the will might be interpolations by Salvius after the will fell into his hands? The last sentence is the standard conclusion to a will. Do students think it is appropriate here?

Consolidation

1   Longer sentences. Analyse (see Stage 27 Guide) the sentence: L. Marcius Memor … excēpit (lines 13-14).

> L. Marcius Memor benignē mē excēpit.

> L. Marcius Memor, ubi aeger ad thermās vēnī, benignē mē excēpit.

> L. Marcius Memor, ubi aeger ad thermās vēnī ut auxilium ā deā Sūle peterem, benignē mē excēpit.

2   Ablative. Write up the examples of participles with the ablative and ask students to translate:

>   ego, Tiberius Claudius Cogidubnus … morbō gravī afflīctus (lines 1-2).

>   hoc testāmentum, manū meā scrīptum ānulōque meō signātum (lines 25-6).

Illustration. Students have met this drawing of Fishbourne before (Book II, pp. 46-7). Why is the portrait of Salvius superimposed on it?

in aulā Salviī (p. 126)

Story. Returning from Chester to occupy Cogidubnus' palace, Salvius extorts money from the British with the help of Belimicus. Belimicus conspires with some chieftains to become King of the Regnenses. Outraged by his plotting, Salvius plans to poison him.

First reading. Take the story in two parts: lines 1-14 with questions 1-7, and lines 15-29 with questions 8-12. After your Latin reading, you could ask students to explore questions 1-7 in pairs, and then work on questions 8-12 individually. They could produce a written version of all their answers for homework.

Discussion

>   **ut rēs Cogidubnī administrāret** (line 3). What do you think this involved Salvius in doing?

>   **prīncipēs, avāritiā et metū corruptī** (line 5). What does this tell you about the chieftains? What does it tell you about Salvius?

>   **Belimicus…coniūrāre coepit** (lines 7-10). What do you think Belimicus expected to happen? Is this behaviour in line with what you know of him?

>   **sed quō modō…Salvius** (line 17). Why was Salvius hesitant about using poison?

>   **hunc homunculum** (line 19). Can you find an English expression which improves on the literal translation of these words? How would you read them in Latin?

Consolidation

1   Connecting relatives. Pick out the two examples:

(Belimicus) … cum paucīs prīncipibus coniūrāre coepit. quī, tamen, … rem Salviō rettulērunt (lines 9-11).

Salvius igitur Belimicum ad aulam … invītāvit. quī … ad aulam nōnā hōrā vēnit (lines 26-8).

Establish that quī refers to prīncipibus and Belimicum and elicit the translations They and He. Follow up later with work on p. 155, paragraph 2.

2   Participles with the ablative. Check that students can translate the following phras- es accurately: prīncipēs, avāritiā et metū corruptī (line 5), (Belimicus) hāc spē ad- ductus (line 9), Salvius, audāciā Belimicī incēnsus (line 12), venēnum cibō mix-

tum (line 20), Salvius, cōnsiliō amīcī dēlectātus (line 22), quī, epistulā mendācī dēceptus (lines 26-7).

About the language 1: ablative case (p. 128)

New language feature. The form of the ablative case in declensions 1-3 and its use to mean by or with.

Discussion. Read the Latin sentences in paragraph 1 aloud in Latin, and check that students understand the translation before you introduce the term 'ablative'. Elicit by and with as common translations of the ablative, but confirm (if asked) that there are also other ways of translating it. Students will be cheered to know that they have now met the final case of the noun.

On the basis of paragraph 2, add the missing cases to the table you have on the board. Students will need to consult the Vocabulary at the end of the Book. When the missing case is an ablative (e.g. iniūriīs), ask students for a translation to reinforce their grasp of the ablative's function. Supply a context if necessary (e.g. The peasants were infuriated iniūriīs).

Leaving the table up on the board, set the students to translate the sentences in paragraph 3 in pairs. Check their understanding before asking them to identify the ablative in each sentence and to say where in the table it should go.

If someone comments on the similarity of 1st declension nominative and ablative singular, write up a pair of easy examples, e.g.:

> epistula Salviī erat blanda.

> Belimicus, epistulā dēceptus, nihil tīmēbat.

Read them aloud, inviting comment on the long ā. Remind them that ambiguities usually become clear when they look at the sentence as a whole.

Consolidation. Work with participial phrases from the model sentences and stories. Ask for oral translations and identification of who is being described. Then vary the examples by singular/plural substitution, e.g:

> Belimicus, epistulā mendācī dēceptus, could lead to Belimicus, blandīs verbīs dēceptus.

> agricola, gladiō centuriōnis interfectus, could lead to agricola, hastīs mīlitum interfectus.

Learning by heart two or three easy phrases, e.g. spectāculō attonitus, hastā vulnerātus, is useful as a prompt when meeting new examples.

cēna Salviī (p. 129)

Story. Dining with Salvius, Belimicus recounts the services he has rendered and demands, as a fair reward, Cogidubnus' kingdom. Salvius reveals that he has already paid Belimicus by giving him 500 gold pieces in the will which he wrote himself.

First reading. Take the story in two parts, breaking at **iam tibi parāvī** (line 12). After your Latin reading, ask students to explore the text in small groups with some guiding questions, e.g.:

> How is Belimicus received and treated when he comes to the palace?

> What makes Salvius angry (line 10)? Why do you think he hides his anger?

> What does Belimicus think Salvius means by **praemium meritum**? What does Salvius actually mean?

Pool the answers and build them into a summary. Note the purpose clause (line 8).

Take the class briskly through the rest of the story with comprehension questions, keeping the tension rising, e.g.:

> **cūr nihil cōnsūmis?** (line 12). What might this tell you about Belimicus' reactions when Salvius said he had already prepared a **praemium meritum**?

How did Salvius describe the sauce he was offering?

Has the sauce been poisoned? How can we tell from line 15?

What did Salvius ask Belimicus (lines 17-18)? Why do you think he did this?

What was Belimicus' reply (lines 19-20)? Do you think Salvius expected it?

What did Salvius tell him about the **aureī**? Why do you think he did this?

illud testāmentum est falsum. Why does Salvius feel safe in making this confession? How does he expect Belimicus to react?

Discussion

1 *Dramatic irony.* Belimicus thinks he is about to achieve his ambition. We know, and Salvius knows, what he wants to attain, and what actually lies in store for him.

2 *Plot.* How will Salvius' plan work?

3 *Character contrast.* Salvius, the clever and sophisticated politician, cunningly draws Belimicus out and toys with him. Belimicus, an obsessed, self-serving bully, succumbs to the flattering attentions and lavish hospitality.

4 *The will.* Reconsider this in the light of Salvius' confession. Why did Salvius include a legacy for Agricola? Would it have aroused suspicion if he had omitted him? Was he dumping an unwanted object on him?

Consolidation

1 Divide the class into pairs and ask each pair to translate the speeches, one taking those of Salvius, the other those of Belimicus. Ask volunteer pairs to give a dramatic reading of the dialogue.

2 The first paragraph gives an opportunity to revise the two common adverb endings -ē and -ter. Note also cōmiter (line 11). Refer to the 'Word patterns' on pp. 12 and 32, if further revision is needed.

About the language 2: expressions of time (p. 130)

New language feature. Expressions of time: the accusative case to indicate how long; the ablative case to indicate when.

Discussion. Go through paragraphs 1-2 with the class and let them try paragraph 3 in pairs or individually.

Consolidation. Select examples from recent stories, e.g.: p. 107, lines 6-7; p. 109, line 10; p. 126, lines 3-4 and 28; p. 129, lines 6-7. Ask students to translate them as a written exercise.

Illustration. Garum jar of cream pottery, chipped rim to left, originally with spike at bottom (Chester, Grosvenor Museum). The original contents of an amphora may often be identified by its particular shape or the writing on the stopper or on the jar itself.

Belimicus rēx (p. 131)

Story. Salvius promises Belimicus a kingdom larger than Cogidubnus' and plies him with poisoned sauce. As the implications slowly dawn, Belimicus threatens Salvius with exposure. Too late. His death gives Salvius unchallenged power.

First reading. Read the first sentences and then ask what was said and done at the end of the previous story to make Belimicus **attonitus** and read in Latin as far as **imperium Rōmānum** (line 15). This section is dense. According to the ability of the group, work through it with them, or allow them to explore it in small groups. Help may be needed with: **num … spērāvistī** (line 4), **ut dīxistī** (line 5), **servus, cui … imperāvit** (line 8) and the long sentence, **tam laetus … mortis** (lines 10-11). As you go over the students' interpretations, discuss situation and characters as well as language, e.g.:

Why was Salvius **rīdēns** (line 2)?

Which of his statements (lines 3-7) are true and which false?

Did the speech (lines 3-7) have the effect on Belimicus that Salvius intended?

After reading lines 16-34 in Latin dramatically, invite the class to volunteer translations as you or students read aloud again. Let the plot unfold briskly.

Discussion

1   What aspects of Belimicus' character was Salvius exploiting? Help students to find (anywhere in the Stage) Latin phrases which explain Belimicus' motivation, e.g.: spē praemiī adductus (model sentence 5), rēx … cupiēbat (p. 126, line 8-9), verbīs … blandīs resistere nōn potest (p. 126, line 24-5), Belimicus … audācter dīcere coepit (p. 129, line 3-4).

2   How does Salvius' behaviour in this scene compare with his behaviour during his interview with Agricola (p. 97)?

3   Do you think Belimicus deserved his fate? Is that the reason why Salvius killed him?

4   Which word in line 34 is meant sarcastically?

Consolidation

1   Collect all the participial phrases and encourage a range of translations, e.g.:

> **corpus Belimicī ē triclīniō extractum** (line 31) could be The slaves dragged Belimicus' body out of the dining room and… or When they had dragged….

Accusative participial phrases like this are more difficult than nominative ones and need more practice. Explain that the participle, being verbal, is generally placed at the end of its phrase.

2   Analyse the long sentence **tam laetus … mortis** (lines 10-11):

> tam laetus erat ille.
>
> tam laetus erat ille ut garum cōnsūmeret.
>
> tam laetus erat ille, ubi verba Salviī audīvit, ut garum cōnsūmeret.
>
> tam laetus erat ille, ubi verba Salviī audīvit, ut garum cōnsūmeret, ignārus perīculī mortis.

About the language 3: prepositions (p. 132)

New language feature. This note provides a simple explanation of prepositions and a convenient list of prepositions with their meanings. ante and sine may be unfamiliar.

Discussion. Read paragraph 1 and invite the class to identify the case of the nouns. Next, work through paragraph 4 with the class, writing the prepositional phrases on the board in two columns headed *accusative* and *ablative.* Add further examples to the lists as you study paragraphs 2 and 3. Students could copy these down for future reference.

Start the next lesson with oral practice of the phrases in these lists. Then read paragraph 5 (p. 133). Let the class work through the further examples, reminding them to read each sentence as a whole. Ask them to add the two uses of in to their lists of prepositions.

Consolidation. Working from their lists students could be asked to change singulars into plurals and vice-versa, or translate into Latin simple English examples (e.g. with a friend, into the house, etc.), if necessary with the aid of the tables on pp. 146-7.

Word patterns: adjectives and nouns (p. 133)

New language feature. Cognate adjectives and nouns ending in -ia.

Discussion. This can fill a spare moment at any point in the Stage. Invite the students to work through it on their own before inviting their observations. They may like to note that the names of many countries end in -ia, e.g. Britannia, Italia, Graecia.

Practising the language (p. 134)

Exercise 1. Add the correct personal ending to imperfect and pluperfect subjunctives to complete sentences. The exercise can also be used to revise subjunctive clauses ('Why is the subjunctive being used?')

Exercise 2. Complete the sentences with the correct noun in the ablative case from a selection.

Language information: revision

1   Now that students have encountered all the cases, they could speedily revise their uses from the brief summary and exercise on p. 160.

2   The connecting relative (p. 155, paragraph 2).

Cultural background material (pp. 135-9)

Content. The kinds of evidence for life in Roman Britain, and what can be learned from them, including: literary sources (Caesar and Tacitus); archaeological sites (levels and finds); and inscriptions.

Discussion. This section is best studied at the end of the Stage. In dealing with the literary evidence, you could read aloud in translation Tacitus' Agricola, chapters 33-4 (Agricola's speech to the troops before battle) and discuss:

> What would be the effect of the speech on the soldiers? What would be the effect on the Romans who read the book? How did the writer know what was said?

> What was his aim?

In discussing the archaeological evidence, draw upon the material used in the stories, e.g. Why did people go to Bath? How do we know? or How do we know how the Romans treated their slaves? Students may remember the slave chains illustrated in Book II, p.5.

Go through the section on 'Inscriptional evidence' (p. 140) with the class. Start by asking them to cover up the information in the yellow frame, then lead them through the inscription, allowing them to uncover the points as you go. They could then work through the inscriptions on p. 141 in pairs or groups. For translations and answers see pp. 84-5 of this Guide.

Illustrations

p. 135   Julius Caesar (Naples, Museo Archaeologico Nazionale).

Penguin book cover, showing carving from an off-the-peg sarcophagus intended for a soldier. Heroic figure shown towards top right; facial details of the occupant to be added once the coffin was bought.

p.136   Both photographs show work in progress by English Heritage. Ask students 'Why do archaeologists take photographs at every stage of a dig?' (To elicit that excavation of lower levels entails destruction of upper levels.)

p.137   Northamptonshire Archaeology rescue excavation before gravel extraction in the Nene valley. It produced the first evidence proving the existence of vine cultivation in Roman Britain (layout of trenches, pollen grains, etc). On the basis of these finds, other evidence for vine growing has since been sought and found.

Left: Trench as first identified.

Right: After further study, showing postholes and area for planting down the middle.

p. 138 Well-worn silver denarius from Ugthorpe, N Yorks (Whitby Museum). Vespasian's wreath (much worn) tied by ribbon at back. Inscription (from bottom right): IMP CAES VESP AVG CEN (dated by his censorship to AD 73).

Samian ware fragment showing two legs (*Whitby Museum*). Even from this fragment the style of Cinnamus of Lezoux can be identified, dating the pot to third quarter of 2nd Century.

Calleva, 1909 plan, with north at top. As the site was not occupied in later periods, it provides the clearest evidence today of the layout of a Roman town. Get students to identify the following: amphitheatre outside town; defensive ditch outside walls on left; grid pattern of streets; forum in centre. The big building at bottom surrounding an open space is a mānsiō (official inn). Long-term excavation, Reading University.

p. 139 Britain in the later first century AD. Pinnata Castra (Inchtuthil), a legionary fortress of Agricola's, dismantled when the Romans withdrew from Scotland. The other sites (clockwise from top right): Corbridge, York, Lincoln, Colchester, London with St Albans to the north, Silchester with Chichester to the south, Exeter, Bath, Cirencester, Gloucester, Caerleon, Wroxeter, Chester, Carlisle. The Stanegate runs south of the later Hadrian's Wall.

Top left: Note, in the inscription in the green frame, the representation of 45 by VL instead of XLV. Roman numbers were indicated in a variety of ways.

Top right: Line drawing of optio's tombstone (see reconstruction, p. 74 and commentary). Answers:

1 Caecilius Avitus (Caecilius is a common name)

2 optio (recognisable by the picture and the title)

3 Twentieth Legion Valeria Victrix

4 345 years (shown as XXXIIII instead of XXXIV)

5 15 years

The inscription also tells us that he came from Emerita Augusta (Merida) in Spain, like the soldier in the inscription below.

Bottom left: Caius Lovesius Cadarus (Lovesius was a Spanish name) of the Papirian tribe (I is a ligature with P) from Emerita (I is a ligature with R), soldier (MIL with the I as a ligature with both the M and the L) of the Twentieth Legion Valeria Victrix (note line over the number XX, quite common with numbers), lived 25 years, served (STIP with the I as a ligature with the T and the P) 8 years (8 shown as IIX rather than VIII). Frontinius Aquilo (I as ligature with T, another I as ligature with N), his heir, had this stone put up. Ask students how old Cadarus was when he joined the army.

p. 142   Painted cast of an altar put up by an optio (*Chester, Grosvenor Museum*). Altars were often put up by army officers. Note the red lettering, and the hollow on top for offerings of wine or food. The Latin reads: GENIO SANCTO CENTVRIAE AELIVS CLAVDIANVS OPTIO VOTVM SOLVIT.

p. 143   Writing implements from Roman London (*British Museum)* including (from top) pottery inkwell belonging to Iucundus (the N D I underneath is obscure), possible metal brush-handle, two metal stili and bronze pen.

Suggested Activities

1   Visit your nearest Roman site and find out what is known about it, and the kind of evidence on which this knowledge is based. Take your notes of the commonest abbreviations with you, to help you work out the meanings of any inscriptions.

2   Discuss with your friends any television programmes or films featuring Roman Britain that you may have seen. Was it clear what evidence they were based on? Could you spot any inaccuracies?

3   Revision. Even if time is short, students need to revise, not just for the Attainment Test, but in order to establish a sense of the progress they have made in this Book; consolidate their reading skills and grasp of the language; identify cultural topics which they can build on for GCSE; appreciate the political dimension of the coming Stages.

Suggest that they work individually, in pairs or in groups, on language, cultural background and the events in the stories, consulting you about any problems.

Language

a   Select one or more stories (depending on time) from earlier Stages for rereading. Do students find them easier than the stories they have been reading recently? Note any mistakes and revise accordingly.

b   Administer Attainment Test 3, noting how well students deal with the features listed in the language information section of the book.

c   As an alternative, set one of the Graded Tests for this Book. Students will need to revise the cultural topics as well as the language.

Cultural topics

You will need to revise the topics that occur in this Book, particularly if your students are going to study prescribed topics in GCSE. Methods include: questions related to familiar or unfamiliar pictures or quotations; quizzes compiled by students or yourself; groups or pairs delegated to research topics and then report back to the rest of the class. Check that students have up-to-date notes on the topics, so that they can refer to them and add to them in the future. The Graded Test is a useful motivation for revision.

Storyline

As it will be helpful later, revise what Salvius has done in Stages 21-28. What is his position now in relation to Agricola, the Britons, and Domitian?