



Notes for the teacher: an introduction to the course

de Romanis has been designed as an *ab initio* course which offers an exciting and interesting introduction to the Classical world. The cultural content included within it has been chosen both to be interesting on its own terms, but also to give the general knowledge of culture and context needed to help students make sense of the original texts they are likely to read if they continue to GCSE, ALevel and beyond. Book 1 focuses on Roman myth and religion: it starts with some of the gruesome and compelling myths about the Olympian gods inherited from the Greeks and then moves on to consider Roman heroes and aspects of Roman religion such as sacrifice, festivals and prophecy. Book 2 charts the political history of Rome from kings through to the fractured end of the Roman Republic and explores some of the reaches of the Roman empire, namely Egypt and Roman Britain.

Progression to GCSE

Students who are keen to continue with Latin to GCSE will find that they can transition smoothly into the second volume of *Latin to GCSE*: all vocabulary and grammar from *Latin to GCSE* Book 1 and some of the material from the early chapters of Book 2 is covered within *de Romanis*. There is plenty to prepare students for the Latin literature papers too: the cultural content within the course will help them to appreciate the context of their GCSE set texts, and appreciation of literary style is developed throughout the course. Due attention is given, as the course progresses, to Latin idiom and the different emphases within Latin word order, and the online comprehension exercises gradually develop students' skills in interpretative response and literary analysis.

In addition, the content of *de Romanis* connects with many areas of the OCR GCSE Classical Civilization and Ancient History specifications. Further details about this are given in Appendix 1.

The structural principles behind *de Romanis*

Each chapter is built around five strands of material. The aim is that these five strands can be used flexibly within the classroom: the Core Language is essential to the course, but this can be supplemented with further cultural study and / or language work as suits the time available to a teacher or the interests and needs of the students. It is extremely unlikely that any one class would do all the available exercises.

The five strands within each chapter are as follows.

1. **Introduction:** this introduces the theme of each chapter, and offers the information about Roman culture and context that will help students make sense of the Latin stories.
2. **Sources to Study:** each chapter includes four different sources which offer students the chance to understand something about the Romans from direct engagement with contemporary evidence.

3. **Questions for Discussion:** these are wide-reaching questions which encourage the student to reflect upon the cultural and historical content of the course in an analytical way.
4. **Core Language:** this contains all the new Latin material for each chapter. There are sentences to translate from Latin to English, stories written in Latin, and a range of quick-fire exercises such as grammar or derivation hunts.
5. **Additional Language:** these exercises offer further practice for the grammar and vocabulary introduced in each chapter. There are many different types of Additional Language exercises, and these will enable students to strengthen their understanding by practising material in different ways. The Additional Language exercises also provide the opportunity to translate from English into Latin.

The language materials in *de Romanis*

Vocabulary is introduced in the Core Language section: each chapter contains 30 new words. The vocabulary used is predominantly from the OCR / Eduqas GCSE syllabuses. Repetition and consolidation of this vocabulary are a central part of the structure of the Core Language exercises and the sentences within each chapter are constructed solely from known vocabulary. For the Latin stories, glosses are given for any word not met previously within the chapter vocabulary lists. In order to promote a decent pace of reading, each Latin story makes frequent use of repetition. This is partly so that core vocabulary is practised, but also so that students do not grind to a halt because they are bombarded by word upon word which they do not know. Throughout each of the first 6 chapters, every word from the previous chapters' vocabulary lists features in each subsequent chapter; in Chapters 7-12, specific vocabulary consolidation exercises are included in the Additional Language materials.

Grammar is introduced in stages throughout each Core Language section and then practised in the sentences and stories which follow: each Latin story contains examples of the grammar points most recently introduced. The grammar syllabus takes a different route at times from that of other *ab initio* courses: the principles behind the planning of the syllabus are to achieve a smooth progression through material and to make sure that at no point is there a huge bulge of new material to deal with all at once. The rationale behind the structure of the grammar syllabus is detailed in Appendix 2.

The **Additional Language** exercises are designed to offer further practice and materials which will suit a range of abilities. They are divided into sections as follows:

- **Section A** contains the most basic exercises and focuses on vocabulary acquisition and understanding. It uses only the words which are new for the relevant chapter.
- **Section B** focuses on new points of grammar and allows students to practise new forms in isolation and in a targeted way. These exercises focus on words which are new in the relevant chapter and the most recent chapter(s), and the provenance of the words is stated at the start of each exercise. This is so that the B exercises can be tied to formal revision of previous vocabulary lists.
- **Section C** offers English into Latin tasks which progress within each chapter from the very accessible (e.g. single words within a sentence and a choice for the answer from the options

given) to whole sentences for translation which should test even the most able linguist. The exercises in Section C draw on known vocabulary from any of the previous chapters.

For Book 2, a fourth strand of Additional Language material is available within the supplementary online resources:

- **Section D** offers consolidation exercises for vocabulary, structured around a grammatical category.

Every exercise within the Additional Language materials is constructed solely from known vocabulary and grammar. This means that those teachers who are looking for further extension material will be able to set additional translation work into or from Latin from any of the sentences in the Additional Language, even if the instructions given for the exercise ask students to translate, for example, only the verbs.

Supplementary materials online

de Romanis is supplemented by a range of resources available online via the Bloomsbury website as follows.

Teachers' guide:

- **Notes by chapter for teachers:** these summarise key areas of interest within each chapter, and offer guidance on how to teach new language content.
- **Introduction to Book 2:** this offers a summary of the main differences between Book 1 and Book 2.

Material to support the introduction / theme for each chapter:

- **PowerPoint presentations:** these offer a distilled summary of the key content from each chapter. They are available in a plain format so that teachers can adapt to suit their own preferred visual style for PPs.
- **worksheets:** these are built around short-answer questions and are suitable for homework or classwork. Each worksheet focuses on the material which is most important for each chapter and is designed to help make the introductions more accessible for students. Each worksheet includes some questions which invite students to consider the images within the chapter introductions.
- **video links:** links to short videos relating to each chapter have been collated on a *de Romanis* YouTube channel. It is important to note, however, that teachers will need to judge their suitability for the specific age-range of their own classes.
- **quick quizzes:** these are multiple choice quizzes which can be completed online and are assessed automatically. Each quiz contains 10 questions which relate to the most important content within the introduction.

- **map of the Roman empire:** this map marks the places mentioned within *de Romanis* and is accompanied by a full glossary of place names.

Material to support the language content for each chapter:

- **Latin text for each Latin story:** this is available within malleable word documents so that teachers can adapt it if they wish to create differentiated tasks based upon each Latin story. At the most basic level, teachers might colour-code verbs, for example, or highlight key phrases for students to focus on. At the other end of the scale, teachers who wish to challenge their most ambitious linguists might like to add some mistakes and ask their students to correct the Latin!
- **comprehension worksheets:** these are available for two of the Latin stories in each chapter; these stories are denoted with the CW icon. As the course progresses, the comprehensions gradually develop in difficulty and include questions on literary style as well as interpretation and personal response.
- **audio files:** each of the stories which have a comprehension worksheet also has a recorded reading of the Latin text. Teachers might like to use these recordings as a starter activity before beginning the comprehension.
- **Additional Language worksheets:** each Additional Language exercise is available in printable PDF worksheet format. For Book 2, the Additional Language Section D materials are **only** available online.
- **vocabulary master spreadsheet:** this contains all the words from each chapter, and it gives their meaning, chapter provenance and grammatical category. This should make it straightforward for teachers to sort the sheet by chapter or part of speech, and so pull out targeted revision lists, particularly in support of e.g. the Additional Language B exercises which focus on a specific range of vocabulary (e.g. nouns from Chapters 5 and 6).
- **Quizlet links:** these are links to Quizlet flashcards for each chapter's vocabulary.
- **vocabulary quizzes:** these are multiple choice and can be completed online. These quizzes test the vocabulary for each chapter, with a focus on understanding grammatical form as well as meaning.

Some materials will be accessible only to teachers. These are:

- **end of chapter tests:** each of these contains 100 marks and is built around four sections: vocabulary, grammar, translation and cultural knowledge / understanding.
- **answers:** answers are provided for all Core Language and Additional Language exercises.

How to use the course

de Romanis rests on four key teaching principles:

1. interest in the world of the Romans should be centre-stage.
2. it is very hard for any student other than the most able to learn new material from translation alone; instead, translation is most effective and enjoyable as a task if new vocabulary and grammar are learned first, and then practised and reinforced through translation work.
3. translation is a multi-processing task: students have to think about word order, word endings, vocabulary, idiom and sense all at once. This means that, although it is the most enjoyable and most interesting exercise, it is also often the hardest way for students to build new knowledge. Students who find language work harder will find that the single-focus tasks in the Additional Language sections are the best way of developing their knowledge and understanding.
4. students learn Latin in widely varying circumstances, and so *de Romanis* has a flexible structure to cater for variations in teaching time, teacher expertise, the age of the students, and their aims and ambitions within the subject.

This means that the course is likely to be used most effectively if the following are observed:

1. the theme of each chapter should be introduced before students tackle the Latin translations within it: this is so that the Latin sentences and stories connect with ideas which are already familiar to the students.
2. students should be encouraged to engage with the images and illustrations within the course because these often offer an engaging and immediate route to the world behind the language.
3. the vocabulary for each chapter should be learned at the outset: this means then that translation work will reinforce the students' knowledge and the pace of translation should be quicker because the majority of the words should be familiar. Chapter 1 introduces the vocabulary in phases to accompany the initial exercises, but in all later chapters the full vocabulary list is printed at the start of each Core Language section.
4. the Additional Language exercises (especially those in Sections A & B) will be the best source of practice for those students who are finding it hard to get things right; the best motivation for students who might otherwise struggle is to give them material which is focussed and therefore more straightforward to complete than the more complex task of continuous translation.
5. knowing the vocabulary is the single most important ingredient for developing a student's enjoyment of Latin as a language: frequent testing and consolidation of vocabulary will do much to help students believe that Latin is a subject over which they have a firm grasp.
6. teachers should be selective about the material to use. All students need to cover the new vocabulary and grammar within each chapter, but new material can be practised either via the sets of Latin sentences, or the Latin stories, or a combination of the two. Additional Language

materials can be used to supplement these, as suits the needs of the students. In addition, the themes of different chapters will interest different teachers and students, and it is entirely likely that some will spend longer on particular chapters than others.

What to prioritise if time is short

The notes for each chapter highlight which material to focus on within Core Language if time is short. In addition, the following can be used to streamline the route through the course:

- the Power Point presentations offer a summary of the introductory material for each chapter.
- the worksheets for each chapter's introduction are designed to be quick for students to complete and focus on the details which are most relevant to the Latin stories for that chapter.
- there is no need to complete every sentence within a set of Latin sentences or to translate a Latin story in full every time: some teachers will find that cherry-picking a couple of words or highlighting a particular sentence or section is often the best way to focus attention on the most important new material.
- the Latin stories increase considerably in length as the course progresses. The online comprehensions offer a quicker route through these than straight translation, and practise a wider range of skills. Teachers may also like to create their own materials such as fill-in-the-gaps translation tasks, or to do the bulk of a translation as a group activity. Whatever the task set, students always enjoy knowing the outline of the story in advance, and teachers are encouraged to make use of and expand upon the introductions to each story before translation work begins.
- the Sources to Study sections and the Questions for Discussion offer extension and challenge: it is inevitable that teachers will make use of this material to varying degrees.

A note for non-specialists

The most important principle to note for non-specialists is that the study of Latin is often very different as a process from the study of a modern language. This is largely because it aims at an accurate understanding of a fairly fixed language as defined by a finite number of texts, and - on the whole - it is a language for reading and writing rather than spoken conversation. Latin benefits from a steady pace, a careful acquisition and consolidation of knowledge, and then an accurate recognition and application of that knowledge in practice exercises. Over the years there have been strong advocates for teaching Latin in a way which is akin to modern language, but it is the belief of the writers of this course that for most students the value of learning Latin alongside a modern language is precisely that it is a different process and develops different skills.

de Romanis aims to explain new material and then practise it; this means that it should be possible for all exercises to be completed based only on what has been covered in the pages prior to the exercise. Teachers who might feel that they are only a page ahead of their students should be confident that they will not be tripped up by surprising content which assumes further knowledge. Answers are available online for all Core and Additional Language exercises, and the chapter notes for teachers flag up likely

areas of difficulty and offer advice about how best to approach them.

There is a guide to pronunciation in the Foreword to Book 1. Further notes on Latin pronunciation can be found in James Morwood's *Latin Grammar* (OUP).

Appendix 1: Overlap with OCR Classical Civilisation and Ancient History GCSE specifications

de Romanis has been designed as a spring-board to facilitate future study in the full range of Classical subjects available at GCSE. Culture and context material within *de Romanis* relates to a significant proportion of the material covered by the OCR specifications for GCSEs in Classical Civilisation and Ancient History. Details of this overlap are listed below.

Each chapter of *de Romanis* includes original sources for study and analysis; this develops the skills students will need at GCSE.

Inevitably, students who continue to a GCSE in one of these subjects will need to cover the relevant material in greater depth during their GCSE courses.

OCR Classical Civilisation GCSE

Thematic study: Myth and Religion	
OCR Classical Civilisation GCSE specification content	Relevant material included within <i>de Romanis</i>
<ul style="list-style-type: none">• Gods	<ul style="list-style-type: none">• Jupiter, Neptune, Vulcan, Mercury, Mars, Pluto, Apollo, Juno, Venus, Minerva, Diana, Bacchus, Vesta and Ceres
<ul style="list-style-type: none">• The Universal Hero / Hercules	<ul style="list-style-type: none">• the myth of Hercules and Cacus; Hercules' role as protector of Rome
<ul style="list-style-type: none">• Religion and the City	<ul style="list-style-type: none">• the Pantheon• Roman priests such as the Pontifex Maximus; augurs, the Vestal Virgins• animal sacrifice; role of the Haruspex
<ul style="list-style-type: none">• Myth and the City: Foundation Stories	<ul style="list-style-type: none">• Aeneas' leadership of the Trojans, his arrival and settlement in Italy• the founding of Alba Longa and the line of kings

	<ul style="list-style-type: none"> the founding of Rome (Romulus and Remus)
<ul style="list-style-type: none"> Festivals 	<ul style="list-style-type: none"> the Lupercalia and Saturnalia
<ul style="list-style-type: none"> Myth and Symbols of Power 	<ul style="list-style-type: none"> the Prima Porta of Augustus the Ara Pacis
<ul style="list-style-type: none"> Death and Burial 	<ul style="list-style-type: none"> Parentalia and Lemuria
<ul style="list-style-type: none"> Journeying to the Underworld 	<ul style="list-style-type: none"> poetic descriptions of the Underworld and its monsters
Thematic study: Women in the Ancient World	
<ul style="list-style-type: none"> Women of Legend 	<ul style="list-style-type: none"> rape of the Sabine women Lucretia and Tarquinius Superbus
<ul style="list-style-type: none"> Women and religion 	<ul style="list-style-type: none"> Vestal Virgins the Sibyl
<ul style="list-style-type: none"> Women and power 	<ul style="list-style-type: none"> case-studies of other powerful women, e.g. Cloelia, Hortensia, Livia
<ul style="list-style-type: none"> Warrior women 	<ul style="list-style-type: none"> case-studies of other warrior women, e.g. Cloelia, Cleopatra, Boudicca
<ul style="list-style-type: none"> Women to be feared 	<ul style="list-style-type: none"> Cleopatra
Literature and culture in-depth study: Roman City Life	
<ul style="list-style-type: none"> Society 	<ul style="list-style-type: none"> structure of Roman society: citizens, slaves, freedmen classes by wealth and by birth
Literature and culture in-depth study: War and Warfare	
<ul style="list-style-type: none"> The Roman military in the imperial period 	<ul style="list-style-type: none"> Octavian / Augustus and the army Trajan and the empire at its largest extent

	<ul style="list-style-type: none"> ● Hadrian: Roman army in Britain and the Roman wall ● mercenaries, auxiliaries, life for a soldier at the edges of the empire
<ul style="list-style-type: none"> ● The Romans at war 	<ul style="list-style-type: none"> ● civil war between Octavian and Mark Antony ● role of Egypt ● political challenges after Actium and the political refounding of Rome

OCR Ancient History GCSE

Longer period study: The foundations of Rome: from kingship to republic, 753–440 BC	
OCR Ancient History specification content	Relevant material included within <i>de Romanis</i>
<ul style="list-style-type: none"> ● The legendary kings: Origins of Rome 753–616 BC 	<ul style="list-style-type: none"> ● Aeneas and Romulus foundation myths ● Rome's relationship with the Sabines ● the role of the senate ● Romulus' death and the succession of Numa
<ul style="list-style-type: none"> ● The Etruscan kings: 616–509 BC 	<ul style="list-style-type: none"> ● Servius Tullius' reforms ● the tyranny of Tarquinius Superbus ● Etruscan influence on prophecy / soothsayers
<ul style="list-style-type: none"> ● Origins of the Republic: 509–494 BC 	<ul style="list-style-type: none"> ● the expulsion of Tarquinius Superbus ● the political structure of the early Republic (consuls, senate, assemblies) ● social hierarchy (patricians / plebeians / nobles / equites) ● early warfare (Lars Porsenna, Tarquinius Superbus, Horatius Cocles, Cloelia)
<ul style="list-style-type: none"> ● Securing the Republic: 494–440 BC 	<ul style="list-style-type: none"> ● kings at Rome and their reforms (Numa, Tarquinius Priscus, Servius Tullius)
Depth study: Hannibal and the Second Punic War, 218–201 BC	<ul style="list-style-type: none"> ● Hannibal's threat to Rome

	<ul style="list-style-type: none"> ● political debate (Scipio / Quintus Fabius Maximus) ● expansion of Roman power after defeat of Carthage
Depth study: Cleopatra: Rome and Egypt, 69–30 BC	<ul style="list-style-type: none"> ● Cleopatra’s life and character ● Egyptian civil war ● Cleopatra’s relationships with Caesar (48–44 BC) and Mark Antony (41–30 BC) and their political significance ● the Battle of Actium and its significance for Egypt and Rome
Britannia: from conquest to province, AD 43–c.84	<ul style="list-style-type: none"> ● Caesar’s and Claudius’ invasions of Britain ● cooperation between Romans and Britons ● role of the Roman governor within Britain (Suetonius Paulinus, Agricola) ● further military conquest (Wales / northern England) ● rebellion: Boudicca, Calgacus

Appendix 2: The design of the grammar syllabus

The structure of the grammar syllabus is different from that in other *ab initio* courses. The rationale behind it is as follows.

- Grammar is harder to learn if students are dealing at the same time with a wide range of vocabulary. On this basis, adjective agreement is introduced in Chapter 1 so that students have space to grasp these key ideas while working with limited vocabulary and nouns with an obvious gender.
- Although it has been traditional to learn case endings by declension, it is much more helpful when translating if students can recognise batches of endings by case: if they know the accusative endings as a group, for example, it makes it easier to find the object of the sentence, or to notice when there is mixed-declension agreement. Therefore, *de Romanis* deals with the first three declensions in concert, and students are introduced to case endings as batches by case (*-am*, *-um*, *-em* for example). Full tables of nouns by declension are printed in the traditional way in the Grammar Reference section.

- When translating, the accusative and ablative cases are typically the most important for students to recognise accurately. This is partly because their use is so widespread (not least because they follow prepositions) but also because it is not uncommon for a sentence to start with an ablative or an accusative noun, and it is essential that this noun is not mistaken for the subject. These two cases, therefore, are given priority within the course, and the ablative is introduced before the genitive and the dative cases.
- Conjugations are a notoriously fiddly part of grammar, and so the concept of the differing vowels within them is introduced gradually. Chapter 1 and Chapter 2 introduce only the perfect tense so that students are spared the complication of four different sets of endings. Then come the infinitive and the imperfect tense so that the dominant vowels within each conjugation can be met, and only then, in Chapter 5, is the present tense introduced.
- The hardest grammatical forms are those which require most manipulation of English, and, of these, the passive voice is the most challenging. The passive is left until Book 2, therefore, and then introduced gradually over four chapters. The perfect passive is the form introduced first: this is because it is the most commonly met of the tenses, and a strong grip on its form will help those students who move on to GCSE to handle deponent verbs more comfortably when they meet them later in their GCSE course.
- Present participles are introduced in Book 1. These are often seen as a more challenging part of grammar, but they are far easier to handle than the perfect passive participle (PPP). Present participles are introduced, therefore, in Chapter 5 so that there is plenty of time for the concept of participles to be practised before the more challenging PPP is met in Chapter 9.
- Pronouns bring greater complexity to case endings, and so they are left until Book 2. This means that throughout Book 1 students can rely on the main endings within each declension as a guide for the cases of all the words they meet.
- As the quantity of vocabulary and grammar increases, proportionately more time needs to be given to consolidation so that students have a chance to work on strengthening previous material. The pace of new grammar, therefore, slows down considerably in the last third of the course, and consolidation sections are formally built into Chapters 9-12.

Appendix 3: Notes on the conventions for glosses

When words are glossed for the Latin stories the following conventions have been followed:

- words are presented in accordance with the expected knowledge for that stage in the course (e.g. noun stems are presented separately rather than via the genitive until students have formally met the genitive in Chapter 4).
- words which are in forms which have not yet been met (e.g. an otherwise unfamiliar tense for a verb) are directly translated.
- at the start of each Core Language section the names of gods / people / places which are central to the theme of the chapter are given so that students can be introduced to these before reading the

Latin stories. These names are also listed for reference in the Names Glossary at the back of the book. All other names in the Latin stories are glossed separately underneath the story.

All other words are listed for reference in the Vocabulary List at the end of the course.