



Notes for the teacher: Chapter 6

de Romanis has been designed for a selective approach. Students need to learn the new vocabulary and grammar from each chapter's Core Language section, but teachers should select a suitable combination of introductory and practice material to suit the time available and the needs of their students.

INTRODUCTORY MATERIAL

The notes which follow aim to highlight areas of interest within the theme for each chapter; teachers are encouraged to be selective in accordance with the age and interest of their classes.

Overview

Chapter 6 focuses on fate and prophecy. Its content invites questions and discussions of a more philosophical nature, such as how the belief in fate and prophecy may have impacted on the way in which the Romans conducted their lives and made decisions. What was the relationship between fate and free will or personal responsibility?

The role of omens in the stories which charted Rome's history also raises questions: many of these stories suggest that the gods were responsible for engineering Rome's greatness. What did this mean for the way the Romans viewed the contribution made by individuals?

The Latin stories in the chapter encourage students to reflect on how poets such as Virgil made use of prophecy within their own imaginative writing: did the Romans use their belief in fate for political ends or to justify their actions? Students might like to consider the interplay here between religion and art: religious beliefs may have shaped works of art (such as the sculptures in Chapter 1), but to what extent can art / literary texts be seen as shaping religious belief?

Chapter 6 also provides a bridge to Book 2, the focus of which is a more linear account of Roman history. Throughout Chapters 4-6, the Latin stories have spread more widely on a timeline so that students can develop their understanding of the flow of Roman history. The stories in Chapter 6 are particularly targeted at key Romans within this: Tarquinius Superbus, Marius and Julius Caesar. Early familiarity at this stage with these figures will help establish a framework on which to hang the more detailed account of Roman history in Book 2.

How to begin

For all chapters, it is beneficial to read and discuss the introduction in overview before beginning the Core Language material: students will find the Latin sentences and stories more interesting (and more accessible) if they are already familiar with the context behind them. The PowerPoint slides available online might be helpful for teachers keen to offer a compressed introduction; in addition the worksheets (also available online) will direct students' attention to the most important details in the introduction. As students progress through each chapter, the Latin stories will



provide opportunities to return to aspects of the introduction in greater depth. Detailed at the end of these notes is a breakdown of which material might work best alongside each Latin story.

Some students might be quick to pour scorn on the Romans' belief in fate and prophecy, so it can be helpful to ask them to consider at the start the extent to which we still try to predict the future today, for example with horoscopes or political forecasts. Students could be invited to ask why it is that we desire to know what will happen in our future, whether we believe such predictions, and whether a reliable prediction might change how we act.

Chapter 6 introduces a number of labels which will be unfamiliar to students: it might be helpful to write a list of the main terms (fate, prophecy, omens, auspices, augurs, oracles) and make sure that students understand their meaning before they read the information about them in the introduction.

What's interesting

Prophecies were often very difficult to interpret and those who seemed skilled in this were treated with great respect. It might be interesting for students to discuss why they think the Romans might have been so keen to look for meaning within often rather opaque signs.

The role of the Sibylline books in Rome's history and decision-making is remarkable: do Rome's achievements seem less valuable if they were believed to have been set down by fate? The age of the books is also worth noting. They were kept for nearly 1000 years, evidence which highlights the impressive stability of Rome and continuity of Roman custom.

The role of prophecy in the *Aeneid*, and in the life of Aeneas, is in particular focus in Chapter 6. Exercise 6.9 and Source 6.1 focus on Jupiter's prophecy to Venus about Aeneas' destiny. In Exercise 6.12 the Sibyl predicts further war for Aeneas. The story of Aeneas sharpens the idea of the tension between divine design and individual agency: students might like to discuss whether Aeneas seems enhanced or diminished as a hero in this context. Some students may also like to consider the role of religion within poetry: is it surprising that poets had the licence to create prophecies within their works? Is this shaping of religion within art something which alters the way we should understand Roman views about religion?

Tarquinius Superbus will return to the stage in Chapter 7, and students will learn there that a hatred of kings dominated Rome's republican history. Students might like to engage with Tarquin's character as seen in Exercise 6.5 and discuss the extent to which they think he comes across as arrogant, rude or contemptuous towards others.

Marius will feature again in Chapter 9 as an extremely successful general and the man who introduced some of the most significant changes to the Roman army. In the context of Chapter 6, students might like to discuss the extent to which it is helpful for an individual to believe that divinely-approved success has been promised to them.

The Latin stories for this chapter end with Julius Caesar. Many students will know something about him already and be aware of his fame as one of Rome's most successful military commanders and statesmen. His gruesome assassination sits in striking contrast with his previous success, and students are likely to be interested in the ghoulish drama provided by the prophecies foretelling his death.



What's difficult

As mentioned above, the religious terminology in this chapter may be confusing and students need to be clear about the meaning of *fate*, *prophecy*, *omens*, *auspices*, *augurs* and *oracles*.

Students can find it hard to accept that there are degrees of belief, and they can be quick to assume that the Romans must either have thought of prophecies as absolutely true or absolutely false. It can be helpful for them to consider the middle ground here, and how ready we are still to make use of ideas of fate (e.g. by touching wood or phrases such as *don't tempt fate*) even if we do not fully believe in them.

Suggestions for cultural comparisons and wider discussion

- **modern-day prophecies:** what sort of information do we try to predict and why? e.g. sports fixture results, horoscopes, weather forecasts, political forecasts. Students might like to consider how often these are right or wrong and how this might influence decisions, for example the result of the 2016 EU referendum or the 2016 USA presidential election. How far do we think the Romans really believed in fate and prophecies if we do not?
- **famous prophets:** which other religions have famous prophets, and how are the stories of those prophets and their prophecies told or celebrated? Students might like to discuss beliefs about Jesus, Mohammed or Buddha.
- **what do we think today about fate and free will?** If we believe in fate, does that change our behaviour or justify bad behaviour?
- **how ready are we to believe in omens or signs?** Why do some people understand certain things as an omen? Do we look for comfort through omens and signs? Students might like to consider why people often believe that they have 'seen a sign' after someone has died, or that they are destined to fall in love with a particular person.
- **what is the relationship between prophecy and political power?** How might a prophet or priest gain substantial personal or political power? How could they abuse that power? Students might like to consider the power and influence of the Christian Church or other religions.

Suggested extension and creative activities

- students could write their own prophecy in the style of a riddle or poem and see if someone else can interpret it
- the teacher could provide a description of a possible sign from the gods, e.g. a pile of autumn leaves that gets blown up in a whirlwind on a still day. Students could then see how many different interpretations they can imagine for that sign.
- students could consider the image of a bronze liver in Figure 6.3, and then create their own guide for others who are trying to interpret the world around them (e.g. how to interpret signs or smells in a school context)
- students could act out the story of the oracle of Delphi in Source 6.3. and then discuss the characters within the royal family as preparation for the story of the expulsion of the kings in Chapter 7



LANGUAGE MATERIAL

Overview

vocabulary	practice material
Chapter 6 CL vocabulary list	AL Exercise A6.1 AL Exercise A6.2 online Quizlet vocabulary flashcards
grammar	practice material
possessive adjectives	CL Exercise 6.1 AL Exercise B6.1
imperatives and direct commands	CL Exercise 6.2 AL Exercise B6.2 AL Exercise B6.3
numbers	CL Exercise 6.3 AL Exercise A6.3
time phrases	CL Exercise 6.4 CL Exercise 6.5¹
future tense <ul style="list-style-type: none"><i>sum, possum, eo</i>	CL Exercise 6.6
future tense <ul style="list-style-type: none">1st and 2nd conjugation verbs	CL Exercise 6.7 CL Exercise 6.8 CL Exercise 6.9 AL Exercise B6.4
future tense <ul style="list-style-type: none">3rd and 4th conjugation verbs	CL Exercise 6.10 CL Exercise 6.11 CL Exercise 6.12 CL Exercise 6.13 AL Exercise B6.5
future tense <ul style="list-style-type: none"><i>volo, nolo, fero</i>	CL Exercise 6.14 CL Exercise 6.15
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
verb tenses	AL Exercise B6.6 AL Exercise B6.7 AL Exercise B6.8 AL Exercise B6.9

¹ Latin stories are denoted in bold



	AL Exercise C6.1
all syntax	AL Exercise C6.3

What's difficult, and how best to teach it

- **Translating sentences is likely to be more challenging than the stories**, because a wider range of vocabulary from previous chapters reappears. It might be useful to consolidate vocabulary as a warm-up before beginning a set of sentences. The grammar practised will also be more wide-reaching, as within a set of ten sentences a range of different endings has been built in. If teachers wish to focus on just one aspect of grammar, they may decide to side-step a particular sentence.
- **The quantity of known vocabulary is 180 words by Chapter 6.** Therefore vocabulary consolidation tasks become increasingly important. It is very useful to do a mini test or flashcard review of vocabulary before embarking on an exercise, so that students go into the exercise confident that they can remember a significant number of the words contained within it. Additional Language B exercises provide an excellent opportunity for targeted revision of prior vocabulary, since they always focus on a specified range of words e.g. verbs from Chapters 4 and 5.
- **Possessive adjectives are sometimes confused with personal pronouns:** students should be reminded that *my / your* and *I / me / you* etc are very different categories of words. Students sometimes need some help to understand that possessive adjectives are indeed adjectives, and so they agree with the noun they describe. Pairs of examples such as *I kill the huge horse / I kill your horse* can be useful here. It is worth making sure students understand that *suus* describes a noun as belonging to the subject of the verb. This will help prepare them for meeting the personal pronoun *se* in Chapter 8. Possessive adjectives are also a good chance to check English grammar, and to remind students that there should be no apostrophes for *ours, yours, his, hers, its*.
- **Numbers can trip students up.** Although their meanings can be easily guessed from English, indeclinable numbers can be difficult to spot because they will not appear to agree with the noun they accompany e.g. *septem libri*. Similarly, *novem* can be easily mistaken for the adjective *novus*, also introduced in this chapter. For numbers which do decline, students should refer to the Reference Grammar on p228 for the forms in full². Until students have come across these and are familiar with them, forms such as *tribus* and *tria* can be surprisingly difficult to associate with *tres*.
- **Some imperatives are difficult to recognise.** Imperatives are deceptively easy to begin with, because there is very little manipulation of English needed to translate them, but students often then forget about them in the context of extended translation. The dominant vowels should be familiar now for the endings across the different conjugations, but, as ever, students should be alert to the range of vowels used in the 3rd conjugation. The irregular imperatives of *eo* and its compounds (e.g. *abi*) typically need plenty of practice, as is often the case for very short forms of the verb. This also applies to the imperatives of *do*. It is worth giving attention to the *noli / nolite* + infinitive idiom, not least because students will need to

² Students who enjoy fine-grained grammar may enjoy the labels *cardinal* to refer to the numbers, and *ordinal* to refer to *first, second, third* etc.



remember to translate as a unit words which may be separated by the word order in a sentence.

- **Time phrases need quite a lot of attention.** These are very common in the Latin stories, they often start a sentence or phrase, and students always need to be extra aware of grammatical forms which require them to supply additional words in English. Students need to be careful not to confuse an accusative time phrase with the object for a verb, or to confuse *for many years* with *for* in the context of a dative case.
- **Meeting a new tense** means that there is now a greater complexity of possible translations for a verb. As discussed in the notes for Chapter 5, some students will benefit from regular practice manipulating English verbs so that they are comfortable pinning tense labels onto English forms too. In addition, students naturally lean towards translating verbs as past tenses, and therefore often mis-translate present and future tenses when they meet them.
- **The future tense of irregular verbs *sum, possum, eo*** are dealt with first (as per the present tense in Chapter 5) because it is so important for these verbs not to be an afterthought. Students should be careful not to confuse these endings with the imperfect tense.
- **The 1st and 2nd conjugation future endings can be confused with the imperfect**, although they are generally easily recognisable, and can be learned by building upon what they now know from *ibo*.
- **3rd and 4th conjugation future endings are problematic**, because they can be easily confused with the present tense in the 2nd conjugation. For students who are very comfortable identifying and learning endings, it is worth doing lots of manipulation of verbs in the present and future tense across all conjugations so that students grow familiar with this fine-grained detail. For those who find this confusing, it is worth focusing on the endings *-am, -es, -et* etc. as a set of future endings. The 3rd conjugation is much more common than the 2nd and so it is sensible for a student's first assumption to be that it is a future tense form, should they meet the endings on an unfamiliar verb.
- **The future of *volo, nolo, and fero* should be straightforward.** Once 3rd conjugation endings are familiar, there should be nothing difficult about the future of these irregular verbs, although, like other futures, they can easily be missed in a translation. This section is a good chance to give extra focus to the *-am, -es, -et* endings, since more verbs are 3rd conjugation than any other.

What to prioritise if you are short of time

de Romanis has been designed for a selective approach: it is highly unlikely that any student will have the time to do all the exercises within it. Teachers will need to make a decision about which Core Language practice material to use to help students understand new vocabulary and grammar, and which Additional Language or online materials to use to reinforce or extend the core content of each chapter. For an explanation about the differentiation built into the different categories of Additional Language and online exercises, see the Teachers' Introduction to Book 1.



For students and teachers who are short of time, the following are the key things to focus on within the Core Language section.

- learning new vocabulary and consolidating prior vocabulary
- remembering that the future tense has two core sets of endings: *-bo*, *-bis*, *-bit* etc. and *-am*, *-es*, *-et* etc.
- the irregular future forms of *sum* and *possum*
- time phrases in the accusative case and the need to supply *for* when translating them
- watching out for imperatives, especially in direct speech

LATIN STORIES

The Latin stories are a good opportunity to connect with material from the Introduction to each chapter. Below is a list of material which would work well alongside each Latin story.

- **Exercise 6.5: Tarquin and the Sibylline books**
 - Chapter 6: Introduction - Fate and prophecy
 - Chapter 6: Introduction - Oracles: the Sibyl and the Sibylline Books
 - Figure 6.5 The Sibyl's cave at Cumae
 - online comprehension and audio file
- **Exercise 6.9: Jupiter tells the future glory of the Roman race**
 - Chapter 6: Introduction - Fate and prophecy
 - Figure 6.2 Jupiter with a thunderbolt
 - Source 6.1: Jupiter's prophecy to Venus
- **Exercise 6.12: A frightening prophecy**
 - Chapter 6: Introduction - Fate and prophecy
 - Chapter 6: Introduction - Oracles: the Sibyl and the Sibylline Books
 - Figure 6.5 The Sibyl's cave at Cumae
 - online comprehension and audio file
- **Exercise 6.13: Marius and the sleeping chicks**
 - Chapter 6: Introduction - Omens
 - Figure 6.3 Bronze liver
 - Figure 6.4 Roman military eagle
 - Source 6.2: A future king is given a sign
- **Exercise 6.15: Caesar ignores two warnings from the gods**
 - Chapter 6: Introduction - Omens
 - Source 6.3: The oracle of Delphi predicts the next ruler of Rome
 - Source 6.4: The goddess Fortuna