



Notes for the teacher: an introduction to Book 2

Book 2 of *de Romanis* is structured along similar lines to Book 1. Teachers who are using Book 2 only are encouraged to read the *Introduction to the course* (available online) for an explanation of the structure of the course and how to use it.

Book 2 differs from Book 1, however, in the following aspects:

- **Book 2 offers a more linear route through Roman history:** each chapter is thematic in nature but, taken as a series, the chapters chart the growth and collapse of the Roman Republic, and the changing nature of Roman rule as its empire expanded. The aim here has been to help students develop an understanding of the politics and history of the world behind the texts they are most likely to encounter at GCSE and beyond so that the interest of these texts can ring true when they meet them.
- **Consolidation is central to the structure of the language materials:** less new material is introduced in the later chapters of the course than is the case in the earlier chapters. Instead, there are exercises designed to help students pull together the various strands of grammar they have met on the way through. The aim has been to make sure there is room for understanding to strengthen as well as to extend.
- **Subordinate clauses are formally introduced:** Book 1 focussed solely on vocabulary and the grammar needed for a simple sentence. Book 2 introduces the concept of subordinate clauses. Simple subordinate clauses introduced by conjunctions such as *quod*, *quamquam* or *postquam* are explained at the start of Book 2, and relative clauses are also included in Chapter 7. The more complex syntax on the GCSE syllabus is beyond the remit of this course (especially syntax which involves subjunctive forms of the verb), but Chapter 11 and Chapter 12 introduce indirect statement and the ablative absolute in their most basic forms. As with other aspects of the grammar syllabus, *de Romanis* is built on the principle that a phased introduction is the best way to build confidence with harder aspects of language work. This means that rather than introducing the full span of indirect statement rules at once, the basic ideas only are offered so that those who progress to learn the construction more fully later on find it easier to understand because the foundations have already been laid.
- **Literary style gradually features to an increasing degree:** notes on emphasis and word order are included, and the online comprehensions for the Book 2 stories include questions which focus on literary style. It is important to note that unusual word order is key to Latin's methods of emphasis, and the best way for students to recognise the impact of this is to learn to read Latin in the order of the words. Further notes on this are given below in Appendix 1.



- **Additional Language Section D:** each chapter in Book 2 contains a new section of Additional Language exercises. Section D focuses on consolidation of vocabulary via a particular grammatical category. These exercises are available online and are a good way for students to consolidate key vocabulary and grammatical endings in a straightforward and accessible format.

Appendix 1: Reading Latin in the order of the words

At the start of Book 1, students were encouraged to translate the words in simple Latin sentences in an order which tipped most smoothly into idiomatic English, i.e. to push on past an accusative noun in order to translate the verb first.

As part of the progression in Book 2, students should be encouraged to form a very literal translation first, preserving the order of the Latin words, before recasting into idiomatic English. The benefits of this approach are considerable:

- students are spared the complication of dancing about in the context of longer sentences, jumping from subject to verb to object. Reading in the order of the words is the most straightforward way to proceed and Latin becomes much more accessible when handled thus.
- students are much less likely to miss words out in their translations
- students will learn to pay more attention to grammatical form if they have to think about each word individually on its own terms, rather than grabbing at the overall meaning of a sentence
- students will notice the emphasis placed on promoted or delayed words.

In order to read Latin in the order of its words, it can be useful to observe the following:

- a promoted accusative is often best translated as *as for*....
- extra pronouns may need to be supplied when translating a verb left until the end of a sentence.

Printed below are some examples of Latin sentences translated in this way. It is important to note, of course, that these literal translations are only a first step; the final leap is to recast this rather Latinate English into something much more natural.

- | | |
|--|---|
| 1. multi cives patriam defendere volebant. | Many citizens - as for their homeland - to defend it they wanted. |
| 2. per vias currebam quod in taberna diutius manseram. | Through the streets I was running because in the inn too long I had stayed. |
| 3. milites a duce puniti sunt quod dormiebant. | The soldiers - by their leader - they were punished because they were sleeping. |



B L O O M S B U R Y

4. cur seni quam ferocissime respondisti?

Why to the old man as fiercely as possible did you reply?

5. Caesar oppidum incendit.

Caesar - as for the town - he burned it.

6. forte liberi felices pecuniam prope viam invenerunt.

By chance the lucky children - as for the money - near the road they found it.