NACCP 4e Teaching Materials

NACCP offers supplementary teacher-made materials to support classroom teachers who use The Cambridge Latin Course (CLC). Our materials correspond to the Stages in CLC Units 1-4. All materials are available on our website: www.cambridgelatin.org

For over 30 years, NACCP has offered materials organized by 4th Edition Topic area: Certamen, Culture, Derivatives, Language, Reading, and Vocabulary.

On the following pages, we have assembled a cross-section of our 4e Teaching Materials to show representative content and format from each topic area for Stage 13. It provides an opportunity for you to "try before you buy" and determine if our materials will be of value to you in your classroom.

4th Edition examples include:

- Certamen
- Contextual Vocabulary Quiz
- Culture – Anticipation Guide
- Culture Questions
- Derivatives Matching
- Derivatives Sentences
- English Comprehension Questions
- Language Infinitive Practice
- Latin Comprehension Questions
- Reading Comprehension

CERTAMEN CANTABRIGENSE, Unit 2

1. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    "*-ne*" and "*-que*" are known grammatically as _____.
                Answer: enclitics

2. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    Complete the following analogy: *numero* : *numeravi* :: *dico* : _____.
                Answer: *dixi*

3. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    Complete the following analogy:
            direct object : accusative case :: indirect object : _____.
                Answer: dative case

4. UNIT   2   PART   1   STAGE   13   SUBJECT   H
    Salvius is mentioned by two Roman writers. Name one of them.
                Answer: Pliny the Younger / *Plinius Secundus, Suetonius*

5. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    difficile est nobis procedere.   What case is *nobis*?
                Answer: dative

6. UNIT   2   PART   1   STAGE   13   SUBJECT   D
    What is a novel idea? Is it the plot of a book, the ninth choice, something
    borrowed from a book, or something new?
                Answer: something new

7. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    Complete the following analogy: *dominus* : *dominum* :: *custos* : _____.
                Answer: *custodem*

8. UNIT   2   PART   1   STAGE   13   SUBJECT   X
    Varica servos ancillasque inspexit. Translate *servos ancillasque*.
                Answer: the slaves and the slave-girls / slave-women

9. UNIT   2   PART   1   STAGE   13   SUBJECT   G
    What are missing in the following sequence?
    possum, _____, *potest, possumus, potestis*, _____.
                Answer: *potes, possunt*

STAGE 13 CONTEXTUAL VOCABULARY QUIZ - A

Directions: Write a correct English meaning for each underlined word. As each word appears in context, be sure to indicate by your translation the proper person and tense of a verb, the proper number (singular or plural) of a noun.

1. Philus numerāre potest. 1. _____

2. Bregāns semper fessus est. 2. _____

3. Bregāns dormīre vult. 3. _____

4. quid dīxistī? Cantiacī dominum vulnerāvērunt? 4. _____

5. omnēs dē vītā dēspērābant. 5. _____

6. servī labōrāre nōlunt. 6. _____

7. dominus noster īrātus advenit. 7. _____

8. apud Cantiacōs servī coniūrātiōnem fēcērunt. 8. _____

9. Alātor dominum nostrum petīvit et vulnerāvit. 9. _____

10. ūnus servus aeger erat. 10. _____

11. Salvius servum aegrum ē turbā trāxit. 11. _____

12. ego servōs inūtilēs retinēre nōlō. 12. _____

13. carnificēs eum statim interfēcērunt. 13. _____

14. custōdēs in cubiculum ruērunt. 14. _____

15. Salvius statim Pompēium excitāvit. 15. _____

16. in ordinēs longōs sē īnstrūxērunt. 16. _____

17. ubi sunt ancillae? nūllās ancillās videō. 17. _____

18. Volubilis venīre nōn potest. 18. _____

19. Bregāns ad terram dēcidit. 19. _____

20. "ita vērō, difficile est," inquit Volūbilis. 20. _____

21. "quid est hoc aedificium?" inquit Salvius. 21. _____

22. alterum horreum iam plēnum est. 22. _____

23. Bregāns cantāre suāviter nōn potest. 23. _____

24. iste Bregāns est stultior quam cēterī. 24. _____

25. ego novum horreum aedificāre voluī. 25. _____

26. dominus et vīlicus ad horreum advēnērunt. 26. _____

27. Pompēius carnificibus omnēs custōdēs trādidit. 27. _____

28. Bregāns canem ingentem sēcum habēbat. 28. _____

Stage 13 Anticipation Guide

nomen:_____

I. Directions: Read the following statements carefully and decide whether you *agree, disagree,* or *don't know.*

- If you *agree* with the statement, check the column marked
  consentio (I *agree* in Latin) under J'/Before Reading."
- If you *disagree,* check dissentio *(I disagree)*
- If you *do not know,* check nescio *(I do not know).*

Before reading...				After reading...		
C	D	N	Statement	V	F	Why?
			Britain was completely uncivilized and uninhabited when the Romans discovered it almost 2100 years ago.			
			Romans thought of the Celtic people who lived in Britain, France, Spain, and the rest of northwestern Europe as uncivilized, savage barbarians.			
			All the Celtic tribes in Britain at the time of the Roman invasion had completely different languages, customs, and governments.			
			In a Celtic tribe, the king or queen usually held absolute power and permitted no one else to command military forces.			
			Celtic government, art, and religious practices were so similar to the Romans' that the Celts welcomed Romans as allies, not conquerors.			
			The first Roman general to visit Britain was Julius Caesar.			
			After two visits to Britain, Caesar decided to conquer the island for Rome; only his death prevented a Roman invasion in 44 B.C.			
			Augustus and the other early Roman Emperors after Caesar thought that Britain was too far away and too difficult to conquer.			

Before reading...				After reading...		
C	D	N	Statement	V	F	Why?
			In A.O. 43, Emperor Claudius personally led a successful Roman invasion of Britain.			
			Britain was finally conquered and made a province of the Roman Empire in A.O. 78.			
			Gnaeus Julius Agricola, the Roman governor of Britannia at the time of our stories, not only increased the size of Roman territory in Britain but encouraged the British population to adopt Roman customs.			
			Under Agricola, a network of Roman roads in Britain caused a great increase in trade between Britain and the rest of the Roman Empire.			
			Rome withdrew its armies from Britain in A.O. 85, shortly after the end of Agricola's term as governor.			
			Gaius Salvius Liberalis, our new main character in the Unit 2 book, was born in Pompeii and came to Britain after the eruption of Mount Vesuvius.			
			By the time he arrived in Britain, Salvius had already held important political, military, and religious positions in the Roman government.			
			As *legiitus iuridicus* or assistant governor, Salvius commanded the Roman army in northern Britannia while Governor Agricola was supervising the law courts and administering the southern territories			
			Details of Salvius' life are found in a long autobiography which he wrote and on his tomb in Britannia.			

II. Directions: Now read pp. 17-24 of CLC Unit 2. As you read, you will learn
whether the statements above were true or false.
- If the statement is *true,* check VER.UM (True) under "After Reading."
- If the statement is *false,* check FALSUM (False) and explain *Why* in the space provided.

III. Directions: Try to put the following events in chronological order. You may want to refer to the chart'on p. 23 of CLC Unit 2.

#	Event	#	Event
	Salvius came to Britain as *legatus iii.ridicus.*		King Caratacus led a rebellion against the Romans.
	Queen Boudica led a rebellion against the Romans.		Emperor Claudius decided to invade Britain.
	Julius Caesar visited Britain twice.		After the death of Emperor Nero, a civil war occurred; eventually Vespasian, who had served in the Roman invasion of Britain, became Emperor
	Augustus became Roman Emperor.		Britain became a Roman province.
	Julius Caesar was assassinated.		Gnaeus Iulius Agricola came to Britain as governor.

IV. Directions: Think about the following possible Quaestio Magna topics.

A. It is interesting to realize that both the Roman Empire and the United States began as small, relatively weak nations and grew into vast world powers by expanding westward. In a well-organized essay, compare and contrast what you know of Rome's westward expansion into Britannia with American westward expansion in the nineteenth century. You will want to consider such factors as the causes of the expansion, the treatment of native populations, the management of conquered territories and their integration into the larger society, and any other factors which seem important to you.

-OR-

B. We have now met two very different wealthy, powerful Roman men: Lucius Caecilius Iucundus of Pompeii and Gaius Salvius Liberalis in Britannia. In what ways are the two different, and what factors might have caused these differences? You will want to consider such factors as their involvement in politics and government; their families and family background; their treatment of "inferiors" such as slaves and foreigners;

Stage 13 Britannia Culture Questions

1. For what reason were the Romans apt to dismiss the achievements of the Britons?

   _____

2. When the Romans arrived in Britannia, they found many separate Celtic tribes there. Describe three features that the Celtic tribes had in common:

   a. _____

   b. _____

   c. _____

3. The word prīnceps is important when talking about British tribes. Look it up in the back of the book and write its meaning: _____

4. Now describe further who prīncipēs were and what they did. _____

   _____

5. In what area of Celtic culture did the Druids have control? _____

6. Describe three specific roles of the Druids in their society:

   a. _____

   b. _____

   c. _____

7. How did the Druids feel about Roman occupation of Britain? _____
   _____ Why do you think this might be? _____
   _____

8. Who was the first Roman general to lead soldiers into Britain, and when did he do it?

   _____

9. What was the purpose of the Romans' first incursion into Britain? _____

   _____

10. Why did this first explorer's visits to Britain not continue? _____

_____

11. What did the first few emperors think about Britain? _____

12. For what two reasons did the emperor Claudius order troops to invade Britain in 43A.D.? a. _____ b. _____

13. Who was Aulus Plautius? _____

14. What did it mean for Britannia to become a Roman province? Give both pros and cons. _____

_____

_____

15. Who was Gnaeus Julius Agricola? _____

16. Name two of his major accomplishments:

a. _____

b. _____

17. According to Agricola's son-in-law, Tacitus, what did Agricola do to "accustom the Britons to a life of peace"? _____

_____

18. Thinking back to question 2, what changes did the Romans encourage the Britons to make in terms of the way they lived? _____

_____

19. How did the Romans handle the Britons' worship of Celtic gods? _____

_____

20. What benefits did Britons see from Roman occupation? _____

_____

_____

STAGE 13 DERIVATIVES

Directions: Each of these English words either is a Latin word or has part of a Latin word. Write the Latin word and its meaning on the line. Match the definition to the English derivative.

English Derivative	Latin Word - Meaning	Match	English Meaning
1. volition		1.	A. a manner of speaking
2. subtrahend		2.	B. not selfish
3. ruin		3.	C. number to be subtracted
4. vital		4.	D. to cancel, do away with
5. vulnerable		5.	E. a magic spell
6. canticle		6.	F. to withdraw or renounce
7. custody		7.	G. determined by the will
8. conjuration		8.	H. to count
9. advent		9.	I. a large building
10. ordinal		10.	J. essential
11. possible		11.	K. someone who has takes care
12. retinue		12.	L. downfall, destruction
13. altruistic		13.	M. person new to an activity
14. deciduous		14.	N. expressing order
15. diction		15.	O. an arrival
16. custodian		16.	P. capable of existing
17. to annul		17.	Q. a hymn
18. edifice		18.	R. can be wounded
19. to recant		19.	S. an escort
20. novice		20.	T. shedding leaves annually
21. to enumerate		21.	U. care; protection; detention

Samples – Not Intended for Sale

CAMBRIDGE
STAGE 13   Sentence Derivatives

Directions: Using your knowledge of the Latin words and their English meanings in
this stage, fill in the blank in the English sentence. Then write the Latin word from
which the English word is derived and the definition of the Latin word.

                                                                    Latin Word/Meaning

1. An <u>edifice</u> is a (n) _____.   _____

2. *Et cetera* means literally _____.   _____

3. <u>Gemini</u> in the zodiac means _____.   _____

4. A <u>posse</u> is _____to capture crooks.   _____

5. <u>Ferrous</u> rock contains _____.   _____

6. An <u>equestrian's</u> statue depicts a _____.   _____

7. A <u>nominal</u> fee exists in _____only.   _____

8. An <u>agrarian</u> society is interested in _____matters. _____

9. <u>Punitive</u> damages are awarded as additional _____
     to a defendant by the court.   _____

10. A <u>magistrate</u> is one who _____.   _____

11. A <u>cantata</u> in music is a vocal and instrumental composition
      comprised of _____.   _____

12. A <u>supplicant</u> is one who_____.   _____

CLC Stage 13 *coniūrātiō*

Directions: Please read "*coniūrātiō*" and answer the following questions:

1. Why were Salvius and Varica among the Cantiaci?
_____

2. Who was Salvius' host?
_____

3. What kind of man was Pompeius Optatus?
_____

4. What were the slaves digging from the ground?
_____

5. Why did Salvius drag one slave from the row?
_____

6. According to Salvius, of what use was a sick slave?
_____

7. To whom did Salvius hand over the sick slave?
_____

8. Who was the slave's son?
_____

9. What did Alator want?
_____

10. When did Alator enter Salvius' bedroom?
_____

11. What did Salvius do after Alator attacked and wounded him?
_____

12. Who heard the sounds and rushed into the bedroom?
_____

13. Whom did Salvius immediately awaken?
_____

14. According to all the slaves, what were all the slaves?
_____

15. What did Salvius demand for all the slaves?
_____

16. What is Pompeius not able to do?
_____

Stage 13 Infinitive Review

REVIEW 1
<u>Directions:</u> Underline the words below which are infinitives. Identify the conjugation to which each verb belongs on the line to the left.

_____ 1. sentiō, sentīre, sēnsī

_____ 2. numerāre, numerō, numerāvī

_____ 3. dēfendī, dēfendō, dēfendere

_____ 4. dēlēre, dēlēvī, dēleō

_____ 5. dīctō, dīctāre, dīctāvī

_____ 6. agnōvī, agnōscō, agnōscere

_____ 7. rīdēre, rīsī, rīdeō

_____ 8. legō, legere, lēgī

_____ 9. fūgī, fugiō, fugere

_____10. faciō, facere, fēcī

_____ 11. dēspērō, dēspērāvī, dēspērāre

_____ 12. discessī, discēdere, discēdō

_____ 13. persuādēre, persuāsī, persuādeō

_____ 14. dēcidō, dēcidī, dēcidere

_____ 15. cupiō, cupere, cupīvī

_____ 16. mānsī, maneō, manēre

_____ 17. convenīre, conveniō, convēnī

_____ 18. taceō, tacuī, tacēre

_____ 19. plaudere, plaudō, plausī

_____ 20. dō, dare, dedī

Stage 13 - INFINITIVE REVIEW

REVIEW 2
<u>Directions:</u> Underline the words below which are infinitives. Identify the conjugation to which each verb belongs on the line to the left.

_____ 1. audiō, audīre, audīvī

_____ 2. laudāre, laudō, laudāvī

_____ 3. trādidī, trādō, trādere

_____ 4. timēre, timuī, timeō

_____ 5. servō, servāre, servāvī

_____ 6. mīsī, mittō, mittere

_____ 7. respondēre, respondī, respondeō

_____ 8. intellegō, intellegere, intellēxī

_____ 9. rapuī, rapiō, rapere

_____10. capiō, capere, cēpī

_____ 11. clāmō, clāmāvī, clāmāre

_____ 12. crēdidī, crēdere, crēdō

_____ 13. habēre, habuī, habeō

_____ 14. dūcō, dūxī, dūcere

_____ 15. īnspiciō, īnspicere, īnspexī

_____ 16. fāvī, faveō, favēre

_____ 17. invenīre, inveniō, invēnī

_____ 18. placeō, placuī, placēre

_____ 19. scrībere, scrībō, scrīpsī

_____ 20. stō, stāre, stetī

CLC Stage 13 *trēs servī*
Latin Comprehension Questions

Directions: Please read *trēs servī* and answer the following questions:
respondē Latīnē!

1. ubi trēs servī labōrant? _____

2. quī in vīllā labōrant? _____

3. ubi est vīlla? _____

4. quō modō servī labōrant? _____

5. cūr servī dīligenter labōrant? _____

6. quem servī exspectant? _____

7. quid servī faciunt? _____

8. quid Philus agit? _____

9. quid Philus numerat? _____

10. quis cēnam parat? _____

11. ubi Volubilis cēnam parat? _____

12. quid Volūbilis parat? _____

13. quid Bregāns agit? _____

14. quis pavīmentum lavat? _____

15. quis vīllam intrat? _____

Directions: Answer the questions based on each selection.

postrīdiē Salvius fundum īnspicere voluit. Vārica igitur eum per fundum dūxit. vīlicus dominō agrōs et segetem ostendit.
 	
   "seges est optima, domine," inquit Vārica. "servī multum frūmentum in horreum iam intulērunt."
 	
   Salvius, postquam agrōs circumspectāvit, Vāricae dīxit,
   "ubi sunt arātōrēs et magister? nōnne Cervīx arātōribus praeest?"
   "ita vērō, domine!" respondit Vārica. "sed arātōrēs hodiē nōn labōrant, quod Cervīx abest. aeger est."
	1. What did Salvius want to do on the next day
	
	2. What did Varica do?
	
	3. What two things did the overseer show the master?
	
	4. How was the crop described?
	
	5. Was it a successful harvest?
	
	6. What have the slaves done already with the grain?
	
	7. When did Salvius speak to Varica?
	
	8. For whom was Salvius looking
	
	9. Where did Salvius think he should be?
	
	10. Why were the plowmen not working that day?
	
	11. What was wrong with Cervix?

Salvius eī respondit, "quid dīxistī? aeger est? ego servum aegrum retinēre nōlō."	12. What two questions did Salvius ask? 13. What did Salvius say about sick slaves?

"sed Cervīx perītissimus est," exclāmāvit vīlicus. "Cervīx sōlus rem rūsticam cūrāre potest." "tacē!" inquit Salvius. "eum vēndere volō." simulatque hoc dīxit, duōs servōs vīdit. servī ad horreum festīnābant. "quid faciunt hī servī?" rogāvit Salvius. "hī servī arātōribus cibum ferunt, domine. placetne tibi?" respondit Vārica.	14. What was Cervix alone able to do? 15. What did Salvius want to do with Cervix? 16. What did Salvius then see? 17. What were these people doing? 18. What did Varica say they were doing?
"mihi nōn placet!" inquit Salvius. "ego servīs ignāvīs nūllum cibum dō." tum dominus et vīlicus ad horreum prōcessērunt. Salvius tamen duo aedificia vīdit. ūnum aedificium erat sēmirutum. "quid est hoc aedificium?" inquit Salvius. "horreum novum est, domine!" respondit vīlicus. "alterum horreum iam plēnum est. ego igitur horreum novum aedificāre voluī."	19. Was Salvius pleased? 20. What did Salvius want to do to those slaves? 21. Where did they arrive? 22. What did Salvius see near it? 23. In what condition was one of the buildings? 24. What was this second building? 25. What was the condition of the first building? 26. What did Varica decide to do?