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Stan Farrow  
Frontmatter  
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The North American Fourth Edition

# Cambridge Latin Course

## Units 1 and 2

### fābulae ancillantēs

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## Preface

Stories that serve! This collection of ancillary Latin passages is designed to supplement the *Cambridge Latin Course*. The stories can be used to provide extra practice in translation and/or comprehension or to provide material for evaluation purposes on tests or examinations. They served both purposes in the classes for which I composed them during the 20-plus years I enjoyed teaching the *CLC*.

Since the aim of any reading course, like the *CLC*, is to learn a language by reading it, the test of its success must come by evaluating how well students can indeed read and understand connected passages of that language. The fact that the textbook passages are so interesting in the *CLC* is a major factor in its success. But what does the teacher do when the need arises for extra practice or evaluation? Where does one turn to find more stories in the Cambridge style, with vocabulary and language features presented in the same order as the textbook series?

My solution was to make up my own, usually featuring further escapades by the *CLC* cast of characters. Soon I was sharing these with other teachers in my city and then beyond. Eventually the North American Cambridge Classics Project Resource Center published a selection of them under the skilled editorship of Pat Bell. It is that collection, revised to match the changes in the North American Fourth Edition of the *CLC*, that forms the basis for this booklet. Once again, my colleague and Canadian compatriot, Pat Bell, is at the editorial helm.

Most of these stories began life on tests or examinations and then became a resource for review or extra practice in later years. The shorter stories would have appeared as part of in-class tests (total test time 30–40 minutes). The longer ones would have been part of term- or year-end examinations (total exam time 60–90 minutes). The length of the story was limited not only by time but also by the number of marks/points allotted to that part of the test/exam. Since many of the stories are of a humorous or ironic nature, it was not unusual for smiles or laughter to break out as students reached the appropriate point in the story. I had teachers who were supervising the more formal examinations ask me to explain why my students in their charge were enjoying the evaluation process so much!

One word of caution, however. Unlike the stories in the *CLC*, this collection is not a continuous narrative, arising as it has from unconnected evaluation sessions with different classes in different years. Some of the stories may actually contradict others or at least seem inconsistent. Grumio, for example, makes many popular appearances,

even throughout Unit 2. It would stretch credibility, if such is necessary, to believe he could have been everywhere and done everything that I have invented on his behalf. No one group of my students ever read all of these stories and I would suggest you follow suit.

Teachers may also note with some disappointment that not all Stages are represented by stories. It was my custom to give tests every three Stages in Unit 1 and every two Stages in Unit 2. Stories for Stages other than these are usually from term-end examinations, or may be the result of those examinations' altering of the pattern of tests for the following Stages. With usually slight changes to language and vocabulary content, many stories can be adapted to suit a near-by Stage, if necessary.

In glossing vocabulary for the stories, I have followed the usual *CLC* custom of including every word which has not appeared on a Checklist. Teachers are free to omit words from the glosses if it is felt that they are unnecessary. In two-part stories, vocabulary which is glossed in Part I is not glossed if it appears again in Part II. Part I of these stories often has a fairly compact set of new language features, particularly in Unit 2. In Part II, there was not the same pressure of "marks" to limit length. However, the comprehension passages also allowed for inclusion of some sentences and phrases which might prove difficult to translate, but somewhat easier to comprehend. Judge accordingly.

Teachers may want to do some cutting and pasting to prepare a master copy of the version they wish to use with their students as the stories do not always fit neatly onto one page.

The following stories have also been used in *Stage Tests 1*: 3.2, 6.1, 9.2, and 12.3.

In addition to thanking Pat Bell for her editorial encouragement, I wish to acknowledge that this project would not have seen the light of day without a patient but persistent push from Fiona Kelly at Cambridge University Press. I also owe a debt of thanks to Richard Popeck, another member of our Fourth Edition revision team, who conveniently had all the old NACCP material from this collection on disk and saved me hours by sharing it with me. Finally, of course, my appreciation to the many students whose interests, idiosyncracies, and initiatives inspired most of these stories. Please feel free to change, adapt and otherwise modify any of them to help your own students share that same enthusiasm. And if, by chance, you too feel inspired to create your own collection, *euge!*

Stan Farrow