

Cambridge University Press  
978-0-521-70515-8 - Cambridge Latin Course Units 3 and 4 Fabulae Ancillantes  
Stan Farrow  
Frontmatter  
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The North American Fourth Edition

# Cambridge Latin Course

## Units 3 and 4

### 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. In Units 3 and 4, the vast majority are longer two-part stories, since the new language features in these Units, unlike the concentration on cases of nouns and tenses of verbs in Units 1 and 2, involve longer sentence structures like the uses of the subjunctive and various forms of indirect speech. Also, to match the unfolding story line in the Student's Texts, there is a balanced mixture of the serious and the not-so-serious. The Answer Key will sometimes explain the local events which inspired a particular narrative.

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. No one group of my students ever read all of these stories and I would suggest you follow suit. The Answer Key also includes a few warnings about overlap or contradiction.

Teachers may note that a few Stages are not represented by stories. It was my custom in Unit 3 to give tests every two Stages and in Unit 4 to vary the procedure depending on the curriculum and time restraints of a

particular year. The school calendar and the timing of term-end examinations would also be a factor. 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 in Part II if it appears again there. The comprehension section of the stories (usually Part II) often allowed for inclusion of some sentences and phrases (including poetry) 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 stories do not always fit neatly onto one page.

A number of these stories, in whole or in part, appear in *Stage Tests 3* and *Stage Tests 4*. While the wording is not identical, because of differences in adapting the stories for the Fourth Edition, it would be unwise to use a story from one before a “test” from the other, where students are expected to be seeing the Latin for the first time. However, using the TestCrafter software from Cambridge University Press, teachers could mix and match stories and follow-up questions, to avoid overlap.

The following stories appear in *Stage Tests 3* and *Stage Tests 4*: 22.2 (used in the Stage 23 test); 22.3 II (except for the first two paragraphs); 24.1 I; 25.1 I; 26.3 I; 27.2 I and II; 30.4 I and II; 31.1 I and first half of II; 32.3 I; 32.4 I and first half of II (used in the Stage 33 test); 34.2 I and II; 36.1 I and II; 38.2 I and II; 39.1 I and II, with a large omission in the middle of II, summarized in an English paragraph; 40.1 I and II.

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 much of 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