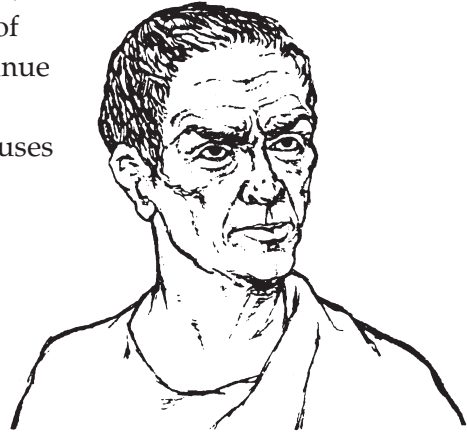


Stage 13 in Britannia

In Stage 13 you are transported to Roman Britain in AD 82. The Romans have been in Britain for nearly forty years, but are still fighting the tribes in the north. The south, where our stories are set, is peaceful: the towns are flourishing but most of the population live in the countryside and continue to farm as they have always done. Some of the wealthier farmers begin to rebuild their farmhouses in the Roman style.

The man in the picture is Salvius, an important Roman administrator. He appears in this Stage with his wife Rufilla and several of his slaves. He is then seen at work, inspecting a Roman mine, where he escapes an attempt on his life. He finally returns to his large country estate to check that it is being run efficiently.



Picture p. 1

This shows a reconstruction of a British farmhouse. What differences are there between this and the Pompeian town houses you are familiar with from Book I? How different is the appearance of the farmer and his wife from that of Caecilius and Metella? To find out more about the Britons and their farms, turn to pp. 16–17 and read the information.

Check

Model sentences pp. 2–4

The setting for these is Salvius' large country estate where he lives in an elegant Roman villa.

- p. 2 Here are the people in authority on Salvius' estate. Work out the meaning of sentences 1–3. The new words are in the box below.

<i>vilicus</i>	<i>farm manager, bailiff</i>
<i>cūrat</i>	<i>looks after, supervises</i>

- pp. 3–4 Here are some of Salvius' slaves. Read sentences 4–9 and see if you can answer the questions below.

<i>fessus</i>	<i>tired</i>
<i>vōcem</i>	<i>voice</i>
<i>suāvem</i>	<i>sweet</i>
<i>agilis</i>	<i>agile</i>
<i>saltāre</i>	<i>dance</i>
<i>geminī</i>	<i>twins</i>

- Sentences 4** What is Philus holding? How does it work? How do we know that Philus is clever?
- Sentences 5** How do we know that Volubilis is a very good cook?
- Sentences 6** How do we know that Bregans is not as clever as Philus? What does he want to do?
- Sentences 7** a What does Loquax have?
 b Complete this translation: Loquax _____ sweetly.
- Sentences 8** a How is Anti-Loquax described?
 b Complete this translation: Anti-Loquax _____ very well.
- Sentences 9** a How are the slaves described (two words)?
 b Complete this translation: The slaves _____ to work.

Check

trēs servī p. 5

Work out the meaning in your head and then read the play aloud.

Exercise Who made the following statements? What do they mean? Complete the following table.

Statement	Person	Translation
ego ad Ītaliā redire volō.		
fessus sum.		
ego aquam bibere nōn possum!		
ego labōrāre nōlō.		
nōs sōlem numquam vidēmus!		
semper pluit!		
ego dormire volō.		
nūllum vīnum videō.		
ego sōlem vidēre volō.		
nōs dē hāc coniūrātiōne audire volumus.		

Check

Note on the new words in the margin

You may have noticed that some of the new words are presented in a slightly different way. New nouns are given in the form in which they appear in the story, e.g. **sōlem**, followed by the nominative singular and meaning, **sōl sun**. If new nouns occur in the story in the nominative singular, this is the only form that is given.

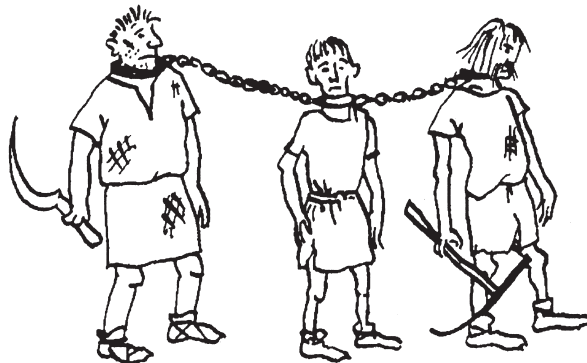
New verbs are also given in their form in the story, e.g. **lavat**, followed by a new part of the verb, **lavāre** (which will be explained on p. 10), and the basic meaning of the verb, *wash*. You will have to work out that **lavat** means *he washes*.

The slaves p. 20

Large numbers of Britons were enslaved at the time of the Roman conquest and after the revolt of Boudica. Those that worked in the mines and on farm estates were often very badly treated and sometimes kept in chains (see the pictures on p. 5).

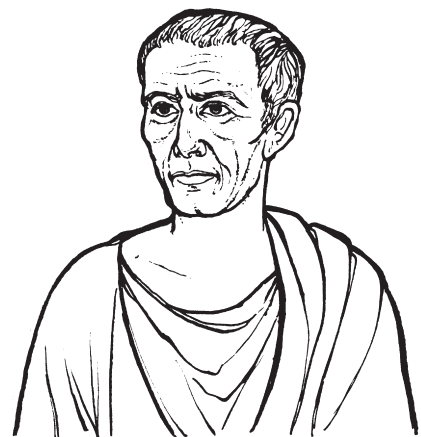
The Britons, too, kept and exported slaves before the Romans came and used the same type of slave chains.

Read **The slaves**, p. 20, to find out more.



Salvius p. 21

Read this section. You will find that some details are known about Salvius' life, but very little has come down to us about his character or what he did in Britain. The stories about him in Book II keep to the known facts but are largely invented.



coniūratiō p. 7

In this story Salvius inspects an iron mine in Kent.

Read lines 1–10 then answer the following questions.

- 1 Why was Salvius in the territory of the Cantici?
- 2 His host was Pompeius Optatus. What sort of person was he?
- 3 **Salvius nōn erat contentus** (line 5). Why was it strange that Salvius was not satisfied?
- 4 Why did Salvius pick on one of the slaves?
- 5 What did he say about **servōs inūtilēs** (line 8)?
- 6 What did he do about the slave he picked on?

Write out a translation of lines 11–21.

Read lines 22 to the end and then answer the questions.

- 7 Pompeius Optatus was shocked by Salvius' behaviour. What does he say in line 24?
- 8 What accusation does Salvius make about the guards?
- 9 Do you think he was right? (Look back at lines 17–18, if necessary.)
- 10 What did Pompeius do? Which word in the last sentence tells you that he really disagreed with Salvius?

Check

Pictures p. 6 Study the pictures and text which show how the site of an iron mine in Kent has been identified. One of the main reasons that attracted the Romans to Britain was its wealth of mineral resources (see the map on p. 40).

About the language 1: infinitives pp. 10–11

Para. 1 Read.

Para. 2 Translate the examples in your head and write down the infinitive in each example.

Para. 3 Learn the present tenses of **volō** and **nōlō**. Why is **nōlō** easy to learn?

Now learn **possum**. The last part of each of the forms of **possum** should be familiar to you. Why? For help turn to p. 162 and look at the present tense of **sum** and **possum**.

Para. 4 Read.

Para. 5 Test your knowledge by translating the examples without looking up any words.

Check

Bregāns pp. 8–9

Look at the cartoon version of the story on p. 5 of this book. If you have time you should read the whole story and answer the questions on p. 9.

<p>1</p>  <p>dominus advenit. vocāte servōs in āream! ego eōs inspiciere volō.</p> <p>Vārica</p>	<p>2 Bregāns</p>  <p>canis ferōcissimus</p>  <p>vīlicus per ōrdinēs ambulābat. servōs inspiciēbat et numerābat.</p>	
<p>3</p>  <p>rēx Cogidubnus dominō hunc canem mīsit. canis ferōcissimus est. bēstiās optimē agitāre potest.</p> <p>Bregāns in mediīs servīs stābat. canēm ingentem sēcum habebāt.</p>	<p>4</p>  <p>subitō vīginti equitēs āream intrāvērunt. primus erat Salvius.</p> <p>servōs inspiciere volō.</p>	
<p>5</p>  <p>Salvī! Salvī! spectā canem!</p> <p>Salvius saeviēbat quod servus erat insolēns.</p>	<p>6</p>  <p>servus insolentissimus es.</p> <p>Bregantem ferōciter pulsāvit.</p> <p>7</p>  <p>Bregāns ad terram dēcidit.</p>	
<p>8</p>  <p>canis Salvium petivit.</p>	<p>9</p>  <p>nōnnulli servī canem retrāxērunt.</p>	<p>10</p>  <p>Salvius gladium dēstrinxit.</p> <p>istum canem interficere volō.</p>
<p>11</p>  <p>illud difficile est. rēx Cogidubnus, amicus tuus, tibi canem dedit.</p>	<p>12</p>  <p>ita vērō, difficile est. sed ego tē pūnīre possum. illud facile est, quod servus meus es.</p>	

Check

Salvius fundum īnspicit p. 12

Read lines 1–21 then answer the following questions.

- 1 What did Varica show Salvius first on their tour of the farm?
- 2 **seges est optima** (line 3). What proof did Varica give of this?
- 3 The picture shows what Salvius expected to see. Why was he disappointed (lines 5–9)?
- 4 How did Varica try to defend Cervix (lines 12–13)?
- 5 What effect did this have on Salvius? What did he want to do with Cervix?
- 6 Why were the two slaves going to the barn (lines 15–18)?
- 7 Why was Salvius displeased when he heard the answer?



Write out a translation of lines 22 to the end.

- General question** 8 You have now met Salvius and Varica several times. How would you describe them and why? Try to think of several aspects of each character, both good and bad. If you are in a group you could divide the characters between you and then compare your descriptions.

Check

About the language 2: -que p. 13

Paras. 1 and 2 Read and then rewrite examples **a** and **b** in paragraph 1, using **-que** instead of **et**.

Para. 3 Translate the further examples. Then rewrite these examples in Latin using **et** instead of **-que**.

Check

Practising the language pp. 14–15

- Ex. 1** Write out this exercise. You should use each infinitive in the box only once. Check your answers. If you have made more than two mistakes in the second sentence of each pair, read the language note on p. 10 again.
- Ex. 2** Write out the exercise as instructed.
- Ex. 3** Revise the verb forms in the box and their meanings before attempting this exercise. If you need help, see p. 160. Then write out the exercise.

Check

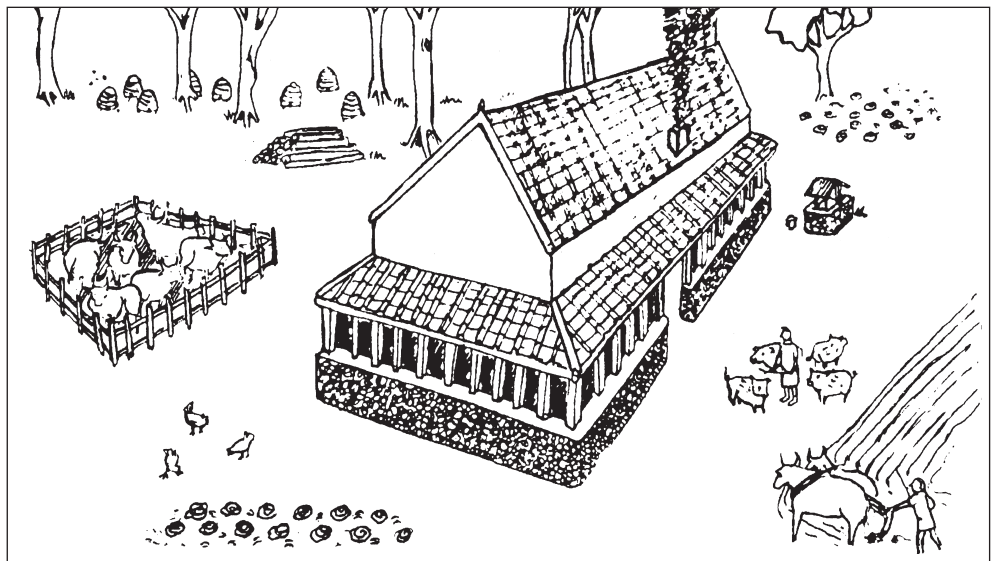
Farms in Roman Britain pp. 16–17

Re-read this section. Then consider the following situation.

You were born twenty years after the Romans came to Britain and your father is a prosperous British farmer. You suggest that he replaces the family roundhouse with a farmhouse in the Roman style (see the drawing below). Your father is violently opposed to the idea and threatens to disinherit you. His arguments boil down to the following:

- 1 Why should we change from the ways of our ancestors to imitate these upstart and arrogant Romans?
- 2 We know how to build and repair our British houses. We can supply all the materials from our land. I'd rather spend our wealth improving our farm or buying high-status objects to impress our neighbours. (See the gold torc on p. 22.)
- 3 Our house is easy to keep warm. We have a big hearth and oven and our entrance faces south-east and gets all the morning sun.
- 4 How would we smoke our meat and keep down the vermin in the thatch if we didn't have a fire in the house?
- 5 How could I see what was going on if we lived in one of these newfangled houses with separate rooms?

You decide to wait until your father calms down before you approach him again. What do you say then to try to win him over?



Check

The economy of the farm pp. 18–19

Study this section and the accompanying pictures and revise **Farms in Roman Britain**, pp. 16–17. Then answer the following questions.

- 1 Why might a family have chosen to settle in this spot?
- 2 What crops are grown, or likely to be grown, on this farm?
- 3 What animals were used to pull the plough? Extra clue: look at p. 19.
- 4 What animal products can this farm supply? Think of things to wear and use as well as to eat.
- 5 What everyday things would the farm not provide?
- 6 How would the farmer have obtained these?
- 7 What other buildings might there have been near the farmhouse? What would they have been used for?

Check

Revision

Present, imperfect and perfect tenses p. 160

Revise the first three tenses in the table.

- 1 Test yourself by writing out in full from memory:
 - a the present tense **trahō**
 - b the imperfect tense **audiēbam**
 - c the perfect tense **docuī**.
- 2 Without looking at the table translate the following examples:
 - a portābam; portāvit; docēmus; docuistis.
 - b audīs; trahēbant; portātis; audīvī.
 - c docēbat; portāvisti; trāximus; audiunt.
- 3 Translate the following examples:
 - a ambulābat; ambulāvērunt; manēmus; manēbātis.
 - b dūxī; dūcit; pūnīvērunt; pūniēbam.
 - c sedeō; laudāvistis; venīs; mittēbant.

Check

Vocabulary p. 171

Read paragraph 6 before learning the checklist on p. 22. This explains that the verbs in the following vocabulary and in the checklists are given in a different way from those in Book I.

Work through the examples in paragraphs 7 and 8. If you have problems refer again to the table of verbs on p. 160.

Check

Vocabulary checklist 13 p. 22

Learn the checklist, including all parts of the verbs. Then answer these questions. Use an English dictionary to help you if necessary.

- 1 What is an *edifice*?
- 2 What is *alternative* medicine?
- 3 What Latin word do *incantation* (English) and *chanter* (French) come from? Clue: What can Loquax do?
- 4 *Etc.* is a common abbreviation. What is the whole phrase? What does it mean?
- 5 If a burglar receives a *custodial* sentence, what happens to him?
- 6 Why is the *diction* of an air traffic controller important?
- 7 What is a *novel* solution to a problem?
- 8 If a contract is declared *null and void*, what does that mean?
- 9 Think of an English word beginning with *vita-*. What is its connection with *vīta*?
- 10 If you belong to a *voluntary* organisation what is special about it? Why is it called this?
- 11 What do we mean when we say that young children or old people are *vulnerable*?
- 12 Give the meaning of the following parts of the verbs you have learnt: **advenīre; excitāvī; interficere; ruō.**



Check

Language test

- 1 Rewrite the following sentences, using **-que** instead of **et**. Translate the sentences.
 - a Salvius et Rūfilla in villā magnificā habitābant.
 - b libertus dominum et uxōrem excitāvit.
 - c canis ex ordine ruit et Salvium petīvit.
 - d custōdēs cubiculum intrāvērunt et Alātōrem interfēcērunt.
 - e Salvius ad fundum advēnit quod agrōs et servōs īnspicere volēbat.

- 2 Complete the sentences by selecting a suitable infinitive from the box and then translate the sentences. There are many different possibilities.

currere	ambulāre	cantāre
pugnāre	recumbere	rīdēre
lacrimāre	manēre	

- a _____ vult.
 b _____ potestis.
 c _____ nōlunt.
 d _____ vīs.
 e _____ possumus.
- 3 Read the following sentences. Translate the words and phrases in **bold type** and say what tense the verbs are. The first one is done for you.

Latin word or phrase	Translation	Tense
a servī ad horreum festīnābant .	The slaves were hurrying.	imperfect
b Salvius servum aegrum ē turbā trāxit .		
c dīlīgenter labōrāvīstis , geminī.		
d in Britannīā sōlem numquam vidēmus .		
e vīlicus dominō agrōs ostendēbat .		
f cūr arātōribus cibum dātis ?		
g dē hāc conīūrātiōne audīre volumus .		
h ubi sunt ancillae? nūllās ancillās videō .		
i cūr saeviēbās , domine?		
j custōdēs Alātōrem interfēcērunt .		

Check