

---

# Cambridge Latin Course

## Book II

### Student Study Book

FOURTH EDITION



CAMBRIDGE  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University’s mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Information on this title: [education.cambridge.org](http://education.cambridge.org)

© University of Cambridge School Classics Project 1997, 2001, 2007

First published by the University of Cambridge School Classics Project  
as *Independent Learning Manual Book II* 1997

Second edition 2001

Fourth edition 2007

4th printing 2015

Printed in the United Kingdom by Printondemand-worldwide, Peterborough

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-68593-1 paperback

NOTICE TO TEACHERS IN THE UK

It is illegal to reproduce any part of this work in material form (including photocopying and electronic storage) except under the following circumstances:

- (i) where you are abiding by a licence granted to your school or institution by the Copyright Licensing Agency;
- (ii) where no such licence exists, or where you wish to exceed the terms of a licence, and you have gained the written permission of Cambridge University Press;
- (iii) where you are allowed to reproduce without permission under the provisions of Chapter 3 of the Copyright, Designs and Patents Act 1988, which covers, for example, the reproduction of short passages within certain types of educational anthology and reproduction for the purposes of setting examination questions.

# Preface

This *Student Study Book* is designed to be used in conjunction with Book II of the *Cambridge Latin Course* (ISBN 978-0-521-64468-6). It is intended for use by students in the following situations:

- students learning Latin on their own
- students on short courses who have to do much of the work on their own
- students being taught privately and requiring additional support material
- students who are catching up after illness or a change of schools
- students working ahead of the rest of the group
- teachers who wish to set cover work for a class
- classes in which independent learning is encouraged
- classes containing groups of students working at different levels.

An Answer Key is also available (ISBN 978-0-521-68594-8), as are online resources and e-tutor support (see page v).

The *Student Study Books* are re-workings of the earlier *Independent Learning Manuals*. In the creation of the original materials we benefited greatly from the advice and help of many teachers and students. In particular we should like to thank the following: Julien Melville for generously allowing us to make use of his own materials; Richard Woff, Neil Williams, Eileen Emmett, Betty Munday, Alex Nightingale and Wilf O'Neill for reading the draft materials and making many helpful suggestions and criticisms; Helen Vicat, whose ideas for pictures and skill in executing them have enlivened several pages; Helen Forte for her talented and witty artwork; Jean Groombridge; Christine Spillane; Joan Wootten; Jill Dalladay, for her suggestions for comprehension questions and exercises; Roger Dalladay, for his notes on the illustrations; Christine Simister, who pioneered the use of independent learning materials with the *Cambridge Latin Course*.

We are grateful to the following teachers and students who trialled the materials: Lucy Harrow and students at St Teresa's School, Dorking; Neil Williams' students at South Park Sixth Form College, Middlesbrough; David Karsten and students at Ranelagh School, Bracknell; Marian Small and students at St Margaret's School, Bushey; Jean Hubbard and her students at Banbury Community Education Council and Pat Story and her students at Coleridge Community College, Cambridge.

Finally, we should like to thank Betty Munday and Margaret Widdess for much detailed and demanding work; Debbie James for her meticulous reading of the texts; Maire Collins for designing and setting the original texts with such patience, care and ingenuity; and Jean Hubbard and Pat Story for all their work in developing, creating and editing the original *Independent Learning Manuals*. To these and all our other helpers we are much indebted.

Cambridge School Classics Project  
July 2006

Cambridge University Press  
978-0-521-68593-1 - Cambridge Latin Course: Book II: Student Study Book: Fourth Edition  
Cambridge University Press  
Frontmatter  
[More information](#)

# Introduction

Welcome to Book II of the *Cambridge Latin Course*. We hope you will enjoy learning more Latin and finding out about the lives of people in two very different parts of the Roman Empire. Stages 13–16 are set in Roman Britain, Stages 17–20 in Alexandria in Egypt.

## What you need to begin

The *Cambridge Latin Course Book II*, Fourth Edition.

If possible, you should have the *Cambridge Latin Course Worksheet Masters for Book II*. This is a pack of photocopiable additional exercises on language points, word derivations and the cultural background sections.

If you do not have a teacher to mark your work, you will need the *Student Study Book II: Answer Key*.

These books are obtainable from Cambridge University Press.

## Online resources

All the stories in *Cambridge Latin Course Book II* are available online in ‘exploring’ format. This allows you to click any word and see the vocabulary definition for that word instantly. You will also find interactive comprehensions, activities for practising grammar and many carefully selected weblinks for each Stage of the book. All the resources are available at [www.CambridgeSCP.com](http://www.CambridgeSCP.com).

## E-tutor support

If you would like tutored support through the book, we can provide you with a distance e-tutor and study guide. You may begin your course whenever you choose and study at whatever pace suits you – your tutor will be on hand to help you for up to 40 weeks. All you need is a computer with an internet connection and an email account. For more information, please visit [www.CambridgeSCP.com](http://www.CambridgeSCP.com).

## How to use this Student Study Book

If you turn to page 1, you will find instructions for working through Stage 13. This book has the same headings as those in the textbook. It also gives page references to the textbook, e.g. **Model sentences** pp. 2–4. Start working through the material in the order given in this book which is sometimes different from that in the textbook. This is to give you more variety.

You may wish to use an exercise book for your answers. Although there is space in this book for some shorter answers, there is not space for answers to every exercise.

## How to check your answers



This sign tells you when to check your answers. You do this by using the separate *Answer Key* if you do not have a teacher to help you.

When you are checking the translation of a story, you may find that you have used different expressions from those in the *Answer Key*. If their meaning is the same, your translation will be correct. In order to help students, the *Answer Key* often gives a rather literal translation and you may be able to think of better, more idiomatic expressions.

## How to learn efficiently

It is better to have several short sessions a week than one or two long ones. If you have only one or two long sessions in school or college, try to find short periods of time (even 10 minutes) in between to revise what you have learnt. This is particularly important when learning vocabulary or grammar.

---

Use active learning methods whenever possible; for example, in learning vocabulary, learn a few words and their meanings; then cover up the English meanings and give yourself a mini-test; better still, ask someone to test you. Then learn the next batch and give yourself another test.

## How to keep track of your progress

You will find a **Progress record** at the end of each Stage in this book. You can use it to record work as you do it or to note any questions you would like to ask your teacher. Use the Revision section for any particular points from the whole Stage which you need to continue to revise.

## How to pronounce Latin

The best way to learn to pronounce Latin is to listen to a teacher reading from the textbook and then imitate him or her.

Both in the textbook and in this book you will see that many Latin words have marks over some of the vowels. This is to help you to remember that those vowels have a long sound; e.g. **ā** in **māter** is pronounced like the *a* in *father*.

There is a **Short guide to the pronunciation of Latin** on p. 98.