

# SATIPS

Support and training in Prep, Primary and Senior Schools

Classics

## Editorial

A wealth of information awaits us this term, and I hope as the summer term draws to a close that time can be found to take it all in. My thanks, as ever, to Bob Bass and Fred Pragnell, always prolific and thought-provoking in their contributions to this Broadsheet. Fred has recently produced a comic strip version of the Odyssey and launched the IAPS Classics Teachers' Forum, about which more can be found herein. Of particular note this time is the survey carried out at the recent IAPS conference which highlights the circumstances under which many of us work. There remains, it seems, a particular division in the Latin-teaching world between the CLC and what might be termed the 'traditional' grammatical approach (although it might be argued that as it approaches its half-century, the CLC itself has traditions of its own). Finding a means of taking the best from both approaches continues to be a preoccupation. My best wishes to all for a relaxing, sunny and warm summer.

## A Survey of Classics Teaching in Prep Schools – 2015 update

### 1998 Classics Survey

Based on the 54 responses to his questionnaire in the SATIPS Classics Broadsheet of Spring 1998, Bob Bass summarized his findings:

'The typical prep school Classics teacher has a classics degree of some kind and a post-graduate teaching qualification. He/she has been in his/her current post for about ten years and works in a school of about 270 pupils. The teaching allocation to Latin will be four 35-minute lessons in each of years 6 – 8, with no allocation to Greek. The course-book followed will be a combination of Disce Latinum and home-made support materials. Candidates will be offered at CE levels 2, 3 and some scholarship level. The teacher will take greatest pleasure in the linguistic competence achieved by his/her best pupils and their enjoyment of Latin, but will be frustrated by constraints of time and the lack of opportunities for interchange with colleagues in other schools.'

### 2015 Classics Survey

At the annual IAPS classics conference at the Holiday Inn, Regents Park, in February, I took the opportunity to ask the teachers present to complete a short questionnaire. The answers of the 43 teachers, mainly from the south-east of England, are summarized below. Although it would be unreasonable to extrapolate from this limited and unrepresentative sample to what is going on further afield in the UK and abroad, nonetheless certain trends of both stasis and change are evident

#### 1 Years of Latin

Roughly half of the schools offered Latin for 3 years, with the rest starting one even two years earlier.

#### 2 Level Reached

Pupils at most schools sat Level 2, 3 and Scholarship, depending on the requirements of the relevant senior school.

#### 3 Scholarship Class

Over half the respondents 28/43 had a specific scholarship class, normally for Years 7 & 8. This will have implications for pupils competing for scholarships from schools which do not have such classes.

#### 4 Course-books used

Teachers now choose from a wider range of published materials, some of which are specifically tailored to the CE syllabus. As many of the respondents use a variety of course-books, it is difficult to put any firm percentages of market-share. Bob Bass's *Ab Initio / Practice Exercises* seems to be the most widely used, followed by Theo Zinn's *So you really want to learn Latin*. It appears that a number of schools start off using book 1 of the Cambridge Latin Course, then switch in Years 7 and 8 to a course designed for CE. Whether this is because the CLC is the most popular course book in the senior schools and the CE is seen as a temporary diversion is an interesting question. 🍷

## Contents

18  
Editorial

18  
A Survey of Classics Teaching in Prep Schools – 2015 update

19  
CE Latin Level 1: new format for Question 3

21  
The story of the Odyssey in comic-book form in Latin and Greek

21  
English-into-Latin: Why not give it a go?

23  
Staring off in Greek

## Editor:

**Tim Peters**  
Lancing College  
Preparatory School,  
The Droveaway, Hove.  
BN3 6LU  
TEL: 01273 503452  
tpeters@lancing.org.uk

<b>Course book</b>	Number of schools / 43
Bob Bass <i>Ab Initio/ Practice Exercises</i>	24
Theo Zinn <i>Latin Prep</i>	11
Cambridge <i>Latin Course</i>	7
Own materials	6
<i>Minimus &amp; Secundus</i>	6
Pragnell <i>Latin for CE</i>	5
Oxford <i>Latin Course</i>	4
<i>Ecce Romani</i>	1
<i>Disce Latinum</i>	1

### 5 Time allocation

Between 1.5 and 2 hours per week were the most popular allocation for Years 7 and 8, with a little less earlier on.

### 6 Other teacher feedback

Unlike most other subjects, CE Latin has a range of levels to reflect the experience and ability range of candidates. Whilst this is reasonable and welcome, it does raise questions of setting or differentiated teaching, which may be difficult to accommodate especially in smaller prep schools.

### 7 Greek

Over half of the respondents 24/43 offer Greek. Of these, 14 offered it as a timetabled subject, with the rest having before or after-school classes. It is hoped that the 2015 revised syllabus will encourage more schools to enter pupils for the CE Level 2 Greek.

### Initial Conclusions

The wider range of published materials for both Latin and Greek CE is to be welcomed. Nonetheless, there remains a certain disconnect between the grammatical, analytical approach of the prep school syllabus, which prepares for the CE and the intuitive approach used in reading the Cambridge Latin Course, Book III of which is the starting point for the vast majority of senior schools.

Given the intention to introduce some English to Latin translation into the forthcoming revised GCSE, it may be argued that the present CE syllabus provides a secure foundation for any such changes.

The range of published materials for teaching prep school Latin and Greek and their relative merits both for CE and Scholarship exams and in the wider context are topics we hope to explore in greater detail in next year's proposed conference Back to the Future to be held on Friday 29th April 2016 again at Holiday Inn, Regents Park.

Please email me on Fred.Pragnell@stanthonysprep.co.uk if you have any comment on the above or related issue. This applies especially to Classics teachers who are unable

to attend the annual conference. Bob Bass's comment above regarding the frustrations of 'constraints of time and the lack of opportunities for interchange with colleagues in other schools' remains just as valid today and any way such interchange can be encouraged must be welcome.

### Fred Pragnell

#### IAPS Classics Adviser from June 2015

Fred has set up an online forum for Classics teachers to network with their counterparts in other IAPS schools and discuss Classics-related issues.

Users must register to use the forum at [\t "\\_blank"](http://iaps.us5.list-manage2.com/track/click?u=4446ecf5894fe2b5c26afdb0d&id=e385edd6d5&e=c00d4fed61) www.iapsclassicsforum.co.uk

### CE Latin Level 1: new format for Question 3

ISEB notices do not always find their way to those at the coal face, so I am grateful to your editor for agreeing to devote space in the Broadsheet to this. Starting with the November 2015 paper there will be a change to the format of question 3 at Level 1. This will now be more of a multiple-choice arrangement, and I have taken the January 2015 question 3 and rewritten it along the new lines. This appears below to give you an idea of what to expect. There will be no specimen paper as such; the November paper will in effect act as that. There is no change in the syllabus, and no change in format at Level 2, Level 3 or CAS.

The thinking behind this change is to make the grammar questions more accessible to those who are only able to offer Level 1 at CE. It has met with approval during the course of the two years' worth of market research I've conducted at conferences and regional meetings, which is why the change has been sanctioned officially. Your voice and input are important of course, and are actually taken seriously by the people who matter. If you have any initial thoughts, either now or in the light of the Summer 2016 paper in about a year's time, please do get in touch.

### Bob Bass

Orwell Park School  
bobbass@orwellpark.org

3. Study the following passage (do not write a translation) and answer the questions below. Complete sentences are not required.

The Greeks make no headway against the Trojans. They want to give up the war and return home to Greece.

Graeci contra Troianos diu pugnauerunt. muros non deleverunt. oppidum non ceperunt. bellum longum et saevum erat. Graeci, iam fessi, ex oppido discedere et ad Graeciam navigare iam cupiebant.

Graeci m. pl. = the Greeks  
Troianus, -a, -um = Trojan  
longus, -a, -um = long  
Graecia, -ae f. = Greece

(a) This question tests your knowledge of the origins of English words. Complete the table below. One example has been completed for you.

<i>Latin word from passage</i>	<i>Meaning of the Latin word</i>	<i>an English word that comes from the Latin word</i>
contra (line 1)	against	contradict
muros (line 1)		
navigare (line 4)		

(b) **diu** (line 1). What sort of word is this? Underline one of the answers below.

**an adjective | an adverb | a verb in the present tense | a preposition**

(c) **pugnauerunt** (line 1). This means **they fought**. How would you say in Latin **they are fighting**? Underline **one** of the answers below.

**pugnent | pagnas | pugnunt | pugnant**

(d) **deleverunt** (line 2).

(i) Give the person of this verb. Underline **one** of the answers below.

**first | second | third**

(ii) Give the number of this verb. Underline **one** of the answers below.

**singular | plural**

(e) **ceperunt** (line 2). What is the first person singular of the present tense of this of this verb? Underline **one** of the answers below.

**cepeo | cepeo | capio**

(f) **oppidum** (line 2). What sort of word is this? Underline **one** of the answers below.

**a noun | a verb | a conjunction | an adjective**

(g) **oppidum** (line 2). What the case of this noun? Underline **one** of the answers below.

**accusative | genitive | ablative | dative** 🍌

(h) **bellum** (line 2). Give the gender of this noun. Underline **one** of the answers below.

**masculine | feminine | neuter**

(i) **erat** (line 3). What is the tense of this verb? Underline **one** of the answers below.

**present | imperfect | perfect**

(j) **erat** (line 3). What is the first person singular of the present tense of this verb? Underline **one** of the answers below.

**ero | erro | sum | sumo**

(k) **oppido** (line 3). Why is this word in the ablative case? Underline **one** of the answers below.

**it is the subject of the verb | it is the object of the verb | it follows the preposition ex**

(l) **Graeciam** (line 4). What is the case of this noun? Underline **one** of the answers below.

**nominative | accusative | ablative**

(m) **cupiebant** (line 4). What is the Latin subject of this verb? Underline **one** of the answers below.

**Graeci | oppido | Graeciam**

(n) Complete the Latin sentence by selecting the correct word.

**He watches the sailor.**

nautam

Tick **one** box only  
spectant   
spectet   
spectes   
spectat

(o) Complete the Latin sentence by selecting the correct word.

**The slave has a master.**

servus \_\_\_\_\_ habet.

Tick **one** box only  
dominam   
dominum   
domine   
dominorum

(p) Which one of these Latin sentences means **The girl is calling the farmer?**

Tick **one** box only  
puella agricolae vocat.   
puellam agricola vocat.   
puella agricolam vocat.   
puella agricola vocat.

**The story of the Odyssey in comic-book form in Latin and Greek**

As I watched the animated film The Destruction of Troy and The Adventures of Odysseus with one of my classes for what must have been the hundredth time, it occurred to me that the script of the film, so straightforward and clear, was well suited to being put into Latin and indeed Greek, which could then be recorded and dubbed on to the original to produce a film in Latin and Ancient Greek.

I set about translating the English script into Latin and Greek. Unfortunately, it has proved difficult to organize the recording of the Latin and Greek and for the moment, I have come up with a comic book as a compromise. With the permission of Frixos Constantine, director of Poseidon Film Distributors, I took several hundred screen shots of the original film and then added speech bubbles into which I have put the Latin and Greek.

As I worked my way through the translations, I came to realize that presenting the story in a cartoon strip with the Latin or Greek text in small speech bubbles gives a number of advantages and opportunities which are difficult to provide in both the individual sentences of traditional textbooks and the short passages of narrative:

(i) The individual pictures will help with understanding of the Latin and Greek in the accompanying bubble.

(ii) The momentum developed from following the picture story will help draw the readers along as they make their way through the story, with the result that 'Reading for meaning' becomes a more active activity.

(iii) The narrator will use verbs in the 3rd person singular and plural, whilst, in the dialogue, verbs in the 1st and 2nd person singular and plural, question forms and the imperative are more likely to be found. The combination of the two will provide extensive practice of verbs in the various persons and tenses.

(iv) Pupils will find themselves actively learning and repeating the language of real speech, bringing to life the text on the page and helping retention of common phrases.

(v) The use of dialogue allows frequent and natural repetition of vocabulary, something that can seem contrived in a normal narrative presentation.

(vi) The cartoon presentation encourages readers to proceed at their own pace and allows frequent back-tracking to previous pictures and text for checking.

(vii) As the language is presented in small bite-sized chunks, rather than in lengthy and forbidding paragraphs, readers of a range of abilities will be encouraged to persevere rather than get bogged down in a succession of often complex sentences where losing the thread of the story is so easy.

(x) As the cartoons and speech bubbles allow Latin to be presented in the way of a modern foreign language, students will be encouraged to view Latin as a means of oral communication. We must remember of course that the modern Romance languages developed from Vulgar Latin (*sermo vulgaris* = the speech of the people), little evidence for which remains, rather than in the Classical Latin of the works of Caesar and Cicero.

It is a pity therefore that there isn't much suitable Latin material available in comic-book form. In order to appreciate and read with a degree of fluency the Latin dialogue in the translations of the Asterix series of adventures, an A level standard is required. The same may be said for the *Iuvenis commentariolus* series of booklets published by the European Language Institute in 1982. This presentation of The Odyssey, on the other hand, can be read by pupils with a good grasp of the basics, such as CE Level 2 or Book II of the Cambridge Latin Course.

Following the story, there is a comprehensive Latin-English word-list for reference. Indeed, the majority of the vocabulary required for the GCSE Latin language paper is covered by this word-list.

Both the Latin and Greek versions are available from Monica at Hellenic Bookservice, 89 Fortress Road, London NW5 1AG HYPERLINK "<http://www.hellenicbookservice.com>" www.hellenicbookservice.com Tel: +44 (0)20 7267 9499

**Fred Pragnell**

**Email: HYPERLINK "<mailto:fred.pragnell@stanthonysprep.co.uk>" fred.pragnell@stanthonysprep.co.uk**

A pupil review of the Odyssey will appear in the next edition.

**English-into-Latin: Why not give it a go?**

I was very heartened to read in last term's Broadsheet, in Nick Oulton's tribute to the legendary Theo Zinn, the words: 'Theo taught me that, to learn to read a language, you have to be able to write it, no arguments.'

There was a flurry of activity a couple of years ago when the then Education Secretary, Michael Gove, suggested that some English-into-Latin might be a good idea. Peter Jones supported the idea, but not surprisingly the rank-and-file of Latin teachers at senior level were anti; they have enough to contend with, getting bums on seats and ploughing through set texts with a miserly curriculum allocation. Sounds familiar.

About five years ago I started teaching my Year 6 beginners Latin the way I learned it myself in the late 60s: by writing in Latin from the outset. The rationale is simple: if you learn to write in Latin from the word go, it does not become a big deal later on, and it demands an inescapable thoroughness and attention to detail which can, to a degree, be side-stepped when working out of the language.

I have a theory that we tend to patronise young children and that in our efforts to make everything easy and attractive for them we fail to stretch their intellects and bring out their best. But the children derive great satisfaction from achieving success in something which is quite admittedly not easy: the emphasis is on not being disheartened by making mistakes, but on learning from them. After plenty of practice they soon stop making the same old errors, and things once considered too tricky become routine. Even moderate achievers are, in a term and a half, writing Latin well beyond the standard demanded by Common Entrance Level 1 question 3. They make the usual mistakes when they come across their first passages of Latin, like anyone else, but they soon get into the habit of recognising the significance of the endings which they have been using in their own composing, and of looking for the verb at the end.

Come the end of Year 8, and their ninth term of learning, the brightest are really quite good, and can turn out purpose clauses, fear clauses and ablative absolutes like hot cakes. In fact, a visiting public school teacher said that they knew their stuff better than his AS candidates. You can see some samples of work online. It also, of course, gives them the edge in their scholarship exams. A talented latinist returned from his scholarship attempt at an academic senior school in the south east last week, and said that of the 35 candidates only two offered the English-Latin option in the paper: he was one of them. 🍌

I have now completed trialling all the materials in class. I have called it Latin as an Honour, a Churchillian reference. It is still a Latin reading course; it's just that the exercises between the reading passages are English-Latin rather than the reverse. Book 1 covers the CE Level 1 syllabus, the narrative being based on the Romulus and Remus story. Book 2 covers Level 2 and, as with Latin Practice Exercises 2, the narrative is based on the Trojan War. Similarly Latin as an Honour 3 deals with the wanderings of Odysseus and covers Level 3, CAS and public school scholarship levels.

Some colleagues have embraced this approach whole-heartedly: I am grateful for their support and enthusiastic comments. Others just dip into it now and then; that's fine, too – we all have our own approach and philosophy. The materials are free of charge: email me and I'll send you pdfs of Books 1-3, and any future updates. These can be viewed on computers, projectors and mobile devices, or you can do what I do, and take them to your local print shop to print off hard copies – you'll find that doing this works out at about half the cost of 'normal' text books. If you fancy an awayday to Ipswich, get in touch and come and see things in action. Why not join the revolution?!

**R C Bass**  
**Orwell Park School**  
HYPERLINK "<mailto:bobbass@orwellpark.org>"  
**org**"[bobbass@orwellpark.org](mailto:bobbass@orwellpark.org)  
HYPERLINK "<http://www.rcbass.co.uk>"**www.rcbass.co.uk**

### **Starting off in Greek**

At my establishment Greek is taught to our Year 8 scholarship group only. At the end of Year 7 our potential scholars have to opt for either Spanish – the easy option – or Greek. In Year 8 we only get one lesson plus a 30-minute prep a week, so getting off to a kick-start is essential. I don't want still to be faffing around with the Greek alphabet come October half term. So, the key is for the children to master the Greek alphabet over the summer break between Year 7 and Year 8, and to arrive at school in September ready to be tested on this in their very first lesson, after which we can get stuck into proper Greek right away; 'Making use of the time we don't have,' to quote a colleague at a conference at King's Ely last year.

I issue a workbook for them to work through during the summer; this deals with the alphabet, diphthongs and breathing marks gradually, and takes care of getting them used to actually writing Greek letters. It's rough and ready, but works: I'll send you a pdf if you wish. As far as the sounds are concerned, modern technology is the answer. There are two options, and I recommend the children to do both. First is to go to YouTube and in the search box type in 'Bassman Greek'; this will lead to a series of videos made some time ago, none of which are more than about five minutes in length. The other is to download an eBook I've produced called 'The Sounds of Ancient Greek'. This is in epub format, so can be viewed on any mobile device which has an ebook reader app installed, on or an iPad/iPhone using Mac's iBooks app. Let me know if you fancy a look, and I'll send you the link to the file in my Dropbox: it's a lengthy download, about 10-12 minutes, depending of course on your connection.

Once we get started it's on a Greek course I've devised, called Greek as a Treat Book 1. It covers 1st and 2nd nouns, present, imperfect, aorist and future verbs, simple adjectives, imperatives and infinitives: enough to lay down the basics in preparation for their next school. There's no exam pressure or cramming; I don't want to put them off the subject. I'm hoping to get round to writing books 2 and 3 eventually; I really do believe that there is a gap in the market for a new, well laid-out Greek course. Again, if you are interested, get in touch and I'll send you the pdf free of charge.

**Bob Bass**  
**Orwell Park School**  
**bobbass@orwellpark.org**

o homunculi, quid apud me facitis?