

ORAL ACTIVITY

It is recommended that teachers play a recording of Catullus 1 or other Catullan poems so that students can hear how hendecasyllabic meter sounds. Such a recording will also help students by allowing them to hear how the words are pronounced, especially those affected by caesura or diaeresis. *Latin Aloud: Audio AP Selections from Vergil, Catullus, Ovid, Cicero, and Horace* by Robert Sonkowsky is one recording that is available from Bolchazy-Carducci Publishers.

TRANSLATION P. 82

To whom am I giving the charming new book just now polished with dry pumice stone? Cornelius, to you, for you were accustomed to think my trifles were something already at that time when you alone of the Italians dared to explain all [of] history in three volumes learned, by Jove, and full of much work. Therefore, have for yourself whatever this is of a little book and of whatever sort; may it, o patroness maiden, remain everlasting for more than one generation.



TEACHING TIP

p. 82 (also see Take Note p. 84)

- When discussing how papyrus was made and why the ends needed to be polished, the teacher may choose to give a demonstration in class. In preparation for this demonstration, take an ordinary piece of 8 1/2 x 11 paper and make the ends uneven by the use of scissors. Obtain a pumice stone, which usually can be found in a drugstore. In class, take the piece of paper and roll it up. Show the students how the edges are uneven and demonstrate how to use the pumice stone to smooth the edges. The teacher may wish to mention that the pumice stone was also used to polish the entire surface of the papyrus, but this is not recommended for demonstration in class. There is a picture of a sheet of papyrus on p. 81 of the student text.
- For those students who read unadapted passages from Nepos's *Life of Atticus* in *Latin for the New Millennium*, Level 2, the teacher may wish to discuss what the students read previously and open a discussion on why Catullus may have dedicated his book to Cornelius Nepos.

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READING 5 P. 112

A THANK YOU

CATULLUS CARMEN 49

Review Grammar in Language Facts: Comparative and Superlative Adjectives and Adverbs (pp. 109 –111, LNM 2)

Standards: 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2

ORAL ACTIVITY P. 112

The teacher may choose to play the recording of Catullus 49 from *Latin Aloud Audio AP* Selections from Vergil, Catullus, Ovid, Cicero, and Horace* by Robert Sonkowsky.

TRANSLATION P. 112

Most eloquent of the descendants of Romulus, how many there are, and how many there have been, Marcus Tullius, and how many there will be in other years in the future, Catullus, gives you the greatest thanks—[Catullus], the worst poet of all, by as much as he is the worst poet of all by so much you are the best patron of all.



TEACHING TIP

p. 112

The teacher may wish to assess the students' learning by asking for the definition and effect of the following figure of speech that was learned previously.

- anaphora – lines 2–3



TEACHER BY THE WAY

p. 112

Poem 49 is largely a montage of phrases and even entire lines taken from other poems in the polymetra (shown in the chart below). Through this stroke of inspiration Catullus well illustrates that he is anything but a *pessimus poëta*.

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