

Examples of A-level student work

Task 2

1) I had several questions arise in this chapter, mostly pertaining to either vocabulary or clarification of grammar/translation. Vocabulary: petit, aliis, dum, errat, ipse/ipsum, quaerit, adit, abit and accurrit. I had difficulty translating line 15-16, "Qui via Appia Roma Brundisium it multos pastores videt in campis." I don't understand how Appia Roma Brundisium would translate in that sentence. Also, the grammar at the end of line 23-24 confused me, "In silvis et in montibus lupi sunt, in vallibus nulli sunt lupi." I don't understand why "silvis" is in genitive, then "montibus" is in ablative. If they are both at the same part of the sentence, wouldn't they share the same mood? What grammar forms is "relinquunt" using? I'm also unsure about the grammar surrounding "timore."

- Vocab: petit - seeks, aliis - the others, dum - while, errat - wanders, ipse/ipsum - himself, quaerit - seeks, adit - goes to, abit - goes away from and accurrit - runs up to.

- Translations: Qui via Appia Roma Brundisium it multos pastores videt in campis. He who goes on the Via Appia from Rome to Brundisium sees many shepherds in the fields. . . . In silvis et in montibus lupi sunt, in vallibus nulli sunt lupi. = The wolves are in the woods and in the mountains, there are no wolves in the valleys. (So, silva, -ae = 1st declension, -is there = dat/abl pl.; I think you mean 'case' not 'mood'). Relinquunt -- '-nt' -- 3rd pl pres act indic. timore = abl sg.

2) In this chapter, I noticed that there doesn't seem to be any new grammar cases introduced. This chapter furthers the practice and use of grammar moods and cases that we have already learned, and I noticed that all of the moods are present in this chapter. This chapter helped me to feel like I have a better grasp on the grammar moods. The chart on the side of page 63 was particularly helpful in orienting myself.

Agreed, although we do get the new declension of nouns!

3) I think I have a solid grasp on the content and grammar of this chapter! I was able to deduce majority of the vocabulary in this chapter, which helped further my understanding of the plot. The grammar is also starting to stick with me more, which helped me to have accurate translations when I was reading through the chapter, rather than simply paraphrasing based on which words I knew.

- Good.

4) I had a similar thought regarding two new vocabulary words, specifically regarding popular culture and the presence of Latin in modern times. The word "lupus" is most likely the easiest Latin word I have learned because of Professor Lupin from Harry Potter, who happens to be a

werewolf. That is a word I will not soon forget. Also, "panem" is the name of the fictional city/country in the Hunger Games, which I found extremely interesting, seeing as how it translates to bread.

- Nice!!

5) Oves pastoris cum campus ducit. Pastore, cane, et ovibus in sol ambulat. Sub arbore pastor oculos claudit et dormit. Ovis nigra relinquit et rivum currit. Ovis autem lupem audit. Ovis nigra balat. Pastor oculos aperit autem non ovis nigra videt. Pastor ovis sues cum lupibus per rivibus. Canis lupibus latrat. Pastor laetus et ovis ad arbor ducit.

Good; notes in ALL CAPS

Oves pastoris cum campus ducit.

- Actually, not sure what you intended here. Can you clarify?

Pastore, cane, et ovibus in sol ambulat.

Pastor, canIS, et ovES in solE ambulaNt.

Sub arbore pastor oculos claudit et dormit. Ovis nigra relinquit et rivum currit. Ovis autem lupem audit.

- lupUM.

Ovis nigra balat. Pastor oculos aperit autem non ovis nigra videt.

- ovEM nigraM

Pastor ovis sues cum lupibus per rivibus. Canis lupibus latrat.

- not sure here either; can you clarify?

Pastor laetus et ovis ad arborEM ducit.

Task 6

1) The podcasts were extremely helpful. When I was reading the chapter, I was very confused by *est/edunt* and I could not figure out how the sentences were supposed to be translated. However, the podcasts compared them to English homonyms, which definitely helped clarify this word. I wasn't entirely certain where the emphatic pronouns showed up in the chapter.

- Great!

2) I learned that wolves were actually looked at favorably in Roman myth, as a she-wolf (*lupa*) was believed to have suckled Romulus and Remus back to health. I'm sure the Romans were very grateful as Romulus went on to discover Rome. Another thing I learned was that donkeys were actually the first members of the horse family to be domesticated. I knew that Jesus rode into Jerusalem on a donkey, but I never considered that they were domesticated before full-size horses.

- Good observations!

3) The discussion of the importance of farms in the ancient world provided a good contextualization for Julius' house and the size of the land surrounding it. I knew that the shepherd in this chapter worked for Julius, but I was having a difficult time envisioning where he was taking care of the sheep. The culture in context helped to provide some background on just how extensive Julius' estate probably is.

- Good.

4) My remaining questions are the same as the ones from the beginning, just basic vocabulary translation and grammar clarifications.

5) I feel as though I have a pretty strong grasp on this chapter. I think reviewing specific sentences and clarifying the various grammar cases and moods used in them would be helpful.

6) As always, reading through the chapter with my peers is an immense help. Also, working on charts of cases and moods will help me to memorize the various endings. Flashcards are also a good option for memorizing vocabulary.

- Okay on 4, 5, and 6. Given Friday's absence, feel free to email with questions!