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Strategies for Teaching and Assessing Vocabulary Acquisition in Latin

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AP® Latin Literature
Curriculum Module: *Strategies for Teaching and Assessing Vocabulary Acquisition in Latin*

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Vocabulary Testing in Latin

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Vocabulary development is fundamental to learning a language. It plays a large role in elementary language courses and is still tested extensively in the most advanced high school courses. Yet in many programs the manner of testing and assessment of vocabulary knowledge receives little attention. Moreover, the informal observations of many teachers indicate that the relationship between student performance on vocabulary tests and student comprehension of the texts, especially at the advanced levels, is unclear at best. Students who excel on vocabulary list quizzes, for example, may not perform well when asked to translate those same words in a poem or piece of prose, or be able to use the words to support an argument about a text. This article draws upon recent developments in the area of vocabulary assessment and relates them to traditional practices of vocabulary testing in Latin courses. In particular, the article encourages a developmental approach to vocabulary testing that begins with discrete item recollection and moves to a contextual/cultural-based understanding of meaning. This approach has direct application to the vertical team practices in pre-AP and AP language courses.

Every school week, in countless language classes across the country, teachers will give vocabulary tests to their students. Few, if any, would likely subscribe to the proposition that a knowledge of vocabulary is the chief reason for studying a language, but it seems nearly universally accepted that vocabulary development is essential to the larger goals of foreign language study. In the executive summary of the recent American Council on the Teaching of Foreign Languages *Standards for Foreign Language Learning*, vocabulary development is described as "crucial" to language learning and preliminary to the larger goal of understanding the communication that takes place in the language.[1] Given that vocabulary development is fundamental to foreign language learning, how do we best encourage students to build a strong vocabulary and how do we assess just what it is about Latin vocabulary that they know? The goal here is to understand *what we are testing and what the results tell us***.** Often, it seems, we fall into patterns of testing that we remember from our own school days and/or test formats we have simply grown accustomed to over time. While we may be comfortable with the tests, are the results

[1] For the full Executive Summary, see: http://www.actfl.org/files/public/execsumm.pdf. The contrast between older and more recent "organizing principle[s]" of foreign language education may be stated more sharply than was accurate to suggest that the ACTFL Proficiency Guidelines are "new", but the key element for this essay is that vocabulary development is considered crucial under both models.

useful? Do the results tell teachers that students will be successful when they confront those same words in authentic texts?

The 1980s and 1990s saw renewed interest in vocabulary assessment and, at present, studies of vocabulary acquisition for specific languages or conditions abound.[2] Translating theory and/or observation from other contexts into practice in the Latin classroom is not always straightforward. In his book *Assessing Vocabulary,* John Read offers a summary of recent scholarship and proposes three dimensions of vocabulary assessment that have application to Latin teaching.[3]

Before even discussing the new thinking about vocabulary assessment, Read points out the change in foreign language education away from learning discrete words as independent units of meaning, toward a "task" based approach, understanding how language works in certain situations or to accomplish tasks. This is in line with the emphasis on communication in the ACTFL Standards, mentioned above. The rest of his book examines how vocabulary assessment can respond to a task-based or communication-based approach to language teaching.

Read offers three "Dimensions of Vocabulary Assessment" to determine just what will be tested when developing vocabulary tests. These are:

> Discrete ↔ Embedded
> Selective ↔ Comprehensive
> Context-Independent ↔ Context-Dependent
> (Read, 7–13)

The first dimension asks us to consider whether we are assessing the meaning of words as discrete lexical items or as contributions to the larger meaning of a text. Perhaps the most common vocabulary quiz—a list of words with blanks for students to supply the meaning, or a list of multiple options—usually falls under the discrete-point vocabulary tests. So, too, would a text selection with certain words underlined for students to define in context. An embedded vocabulary test would measure students' ability to comprehend the meaning of the text and use their understanding of vocabulary to support their view.

The second dimension focuses on the range of vocabulary to be tested. Selective tests emphasize a specific list of words chosen for the test. A comprehensive test would evaluate students' comprehension of vocabulary across the whole content area. Read's examples of comprehensive assessment address students' active use of vocabulary in

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[2] Two useful surveys and collections with both theoretical and practical applications are James Coady and Thomas Huckin (Eds.). (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* (Cambridge: Cambridge University Press). Norbert Schmitt and Michael McCarthy (Eds.). (1997). *Vocabulary: Description, Acquisition and Pedagogy* (Cambridge: Cambridge University Press). See also the review by Paul Meara, (October 2002), "The Rediscovery of Vocabulary," Second Language Research 18(4), 393–407.

[3] John Read, *Assessing Vocabulary*. (2000). (Cambridge: Cambridge University Press).

modern language contexts, but could be extended to address students' recognition of significant vocabulary in the corpus of a single author.

The third dimension addresses meaning that is context-independent or context-dependent. The example above of a simple vocabulary list is often also context-independent. But so, too, can be the vocabulary quiz based on words underlined in a passage. A context-dependent example would emphasize a particular meaning of a word in a specific context. For example, in a context-independent test, asking for the meaning of causa could yield "reason, case, cause, interest," etc. In a context-dependent example, asking for the meaning of causa in a sentence containing the phrase virtutis causa should yield "for the sake of" or "on account of."

Read emphasizes that his three dimensions do not suggest "a comprehensive model of vocabulary assessment." "Rather," he says, "they provide a basis for locating the variety of assessment procedures currently in use . . . and, . . . they offer points of contact between tests which treat words as discrete units and ones that assess vocabulary more integratively . . . " (Read, 13). And the rest of his book examines vocabulary assessment tools according to the dimensions he outlines.

Where Read's dimensions are useful to Latin teachers, I suggest, is in: 1) helping us understand what types of tests we are writing, and 2) encouraging us to contemplate a movement to and fro between discrete vocabulary item testing and evaluating how vocabulary contributes to the larger meaning of a work. I would venture to speculate that many vocabulary tests in Latin classes at all levels fall on the left side of Read's three dimensions. My discussions with teachers—and their language on course syllabi—indicate an affinity for quizzes based on discrete-item, selective, context-independent vocabulary. Those same discussions and syllabi, however, often focus on how we want students to understand Latin at a higher level, to appreciate the language in context, and to refer specifically to their understanding of vocabulary in context to articulate and support interpretations about the text. In short, these are the goals of the AP Latin courses. You will notice that they fall squarely on the right side of Read's three dimensions. Thus our dilemma: We need to ask ourselves whether our standard classroom practices of vocabulary testing are adequate to prepare our students for the higher level understanding of Latin that we expect of them.[4]

Read lists five criticisms of discrete-point vocabulary tests, three of which seem most appropriate to teaching Latin:

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[4] A related issue is the message about vocabulary implied in recent textbooks designed for high school students. With vocabulary on the page facing the text, available on extra sheets, or as frequency lists, both teacher and student are encouraged to reduce vocabulary learning to lists. While these aids may be useful at the early stages when students are building their vocabulary, they may not offer students the help they really need at the advanced levels. Moreover, placing the vocabulary next to the text does not encourage students to learn vocabulary as thoroughly as they might otherwise. Students who regularly use the vocabulary on the facing page have not—usually—learned it well enough to analyze literary texts.

- It is difficult to make any general statement about a learner's vocabulary on the basis of scores in such a test. If someone gets 20 items correct out of 30, what does that say about the adequacy of the learner's vocabulary knowledge?
- Being proficient in a second language is not just a matter of knowing a lot of words—or grammar rules, for that matter—but being able to exploit that knowledge effectively for various communicative purposes. Learners can build up an impressive knowledge of vocabulary (as reflected in high test scores) and yet be incapable of understanding a radio news broadcast or asking for assistance at an information counter.
- In normal language use, words do not occur by themselves or in isolated sentences but as integrated elements of whole texts and discourse. They belong in specific conversations, jokes, stories, letters, textbooks, legal proceedings, newspaper advertisements, and so on. And the way that we interpret a word is significantly influenced by the context in which it occurs.

  (Read, 3–4)

How, then, do we assess our students' understanding of vocabulary in a way that helps them develop a better understanding of Latin literature? I propose that we consider Read's three dimensions and endeavor to move from left to right in developing vocabulary tests, recognizing that different tests are appropriate at different stages in the language learning process. For example, discrete-item, context-independent vocabulary list quizzes are quite useful as a tool to help build vocabulary size. (Read, 80–84) Building a large enough vocabulary to enable the student to read Latin literature is a goal of the elementary language program. Standard vocabulary tests do assess whether students know the words and can assess relative vocabulary size. *The first two years* may be the most appropriate time for these types of quizzes, though there should be room for them later in the curriculum, as students add new words to their vocabulary.

At the intermediate stage, it is important to assess how well students can apply their discrete vocabulary knowledge to understanding words in a specific context. Testing a simple vocabulary list would not suffice. Passages with several words underlined for definition is one way to assess whether students understand context-appropriate meanings of the words, especially when the words chosen have special or idiomatic meaning in that context. Another way to gauge student understanding of context specific meanings is to use multiple-choice questions where all the distractors are valid dictionary meanings, but inappropriate to the context. At the intermediate stage, students are learning that authors employ the same or different vocabulary in similar and dissimilar ways and that this interplay of meanings affects what the author is saying.

Finally, at the advanced level, students should be able to articulate an analysis of a literary text using the Latin to support their thesis. Testing for vocabulary understanding at this level should look very different from elementary level vocabulary quizzes. And, of course, much more than vocabulary is being tested. What is being assessed is the

student's understanding of a text as a whole and its larger meaning. One way to focus on the vocabulary aspect would be to make a statement about a text and have students list words that support the statement and state why and how they do it. The ultimate goal would be to have students construct an argument about a text and use the Latin to support their thesis.

These three types of vocabulary tests may be particularly appropriate to the different stages of the Latin curriculum, but each can and should be used in the other levels as well. Teachers who are part of a vertical team or who coordinate different levels of a Latin program should work together to develop different types of vocabulary tests to support students as they progress through the stages of their language development.

Teachers of the AP Latin Literature and AP Latin: Vergil Exams have practical examples of test questions that focus on vocabulary and can use them to guide their own sample test writing. The long- and short-essay questions on the free-response section provide the most advanced type of question that can be used, as mentioned above, in a way that focuses on vocabulary. Teachers can see how effective understanding and use of vocabulary helps students write better analytical essays by examining the questions and sample student responses published on AP Central® (http://apcentral.collegeboard.com) and in *Classical Outlook*.

Multiple-choice questions may address vocabulary more directly, and provide useful samples for teachers writing vocabulary quizzes at the intermediate and advanced levels. Since the 2005 AP Latin Literature and AP Latin: Vergil Exams have been released, we may look at a few of those questions to see how vocabulary is assessed and what the assessment means.[5] The first passage on Section I of the AP Latin Literature Exam was 11 lines from Ariadne's lament in Catullus 64 (ll. 77–87), of which I quote only the first three lines:

> Nam quo me referam? Quali spe perdita nitor?
> Idaeosne petam montes? At gurgite lato
> discernens ponti truculentum dividit aequor.

The first two questions test vocabulary in different ways:

1. In line 1, <u>quo</u> is translated
   a. in order that
   b. with the result that
   c. whereby
   d. where

[5] The 2005 Released AP Latin Literature Examination is copyright 2005 by the College Board, New York. Scoring data are furnished by the College Board.

2. The words ponti truculentum . . . aequor (line 3) are translated
   a. a trusty surface for the bridge
   b. the bumpy planking for the bridge
   c. the muddy bottom of the sea
   d. the stormy surface of the sea

Question 1 asks for the meaning of a discrete word, but the word is in context. Note that all distractors are equally available definitions in the dictionary, but in context only D is the correct answer. Translation of a single word is rare on the AP Exam (this being the only instance on the 2005 released exam that I found), and it should be considered one of the easier types of questions (perhaps the reason it was the first question on the exam). Scoring indicated that students did well on this word: 93 percent of students receiving a 5 on the exam got it correct; 86 percent of students receiving a 4; 80 percent of 3s; 74 percent of 2s; and 66 percent of students receiving a 1. Overall, 79 percent of students got it correct.

Question 2 is another straightforward vocabulary question, but with a group of three words. The distractors all represent faulty vocabulary choices, "bridge" for ponti; "trusty," "bumpy," and "muddy" for truculentum; and "planking" and "bottom" for aequor. Note that grammar is not a distractor in this question: the form ponti looks like the dative of pons and is so translated in the distractors using "bridge," whereas it is translated as a genitive when the questions take it to refer to pontus. This keeps the focus on vocabulary and not on grammar, as the possible distractors "for the sea" or "of the bridge" would do. The scores for this question follow a regular distribution and indicate that it was fairly easy: 97 percent of students receiving a 5 got it correct; 90 percent of 4s; 82 percent of 3s; 80 percent of 2s; and 59 percent of 1s. 81 percent of students taking the exam answered it correctly. This type of question assesses understanding of discrete vocabulary items in a relatively context-independent setting.

These two questions represent the true vocabulary questions on the AP Exam, but make up only a small percentage of the exam. Students demonstrate their understanding of vocabulary far more often and more importantly on the exam through their use of Latin words and phrases to support their argument in essays and to show general understanding of the texts. This use of vocabulary addresses the ultimate goal of vocabulary learning: to understand what the text as a whole communicates. The third question on Ariadne's lament is one of the ways students are asked to use vocabulary to demonstrate their comprehension of the text in a multiple-choice format:

3. Lines 2–3 (At . . . aequor) tell us that Ariadne
    a. discerns a bridge of escape across the wide bay
    b. is prevented from fleeing by rough seas
    c. climbs the mountains and looks at the cruel water
    d. finds her route of escape equally dangerous whether by land or by sea

All the distractors for Question 3 make use of faulty vocabulary, as in Question 2, but at issue in this question is not a literal translation of a few words, but the student's broader understanding of what Ariadne perceives. In this case, grammar is not a distractor, since the correct answer, B, uses a passive verb and translates "rough seas" in the ablative case. What is tested is the student's ability to see the meaning of the passage at a level above literal translation. This is more difficult and represents one of the highest levels of testing vocabulary knowledge. Indeed, the scores on this question reflect the difficulty: 91 percent of students receiving a 5 on the AP Exam answered this question correctly; whereas 77 percent of students receiving a 4 got it correct; 61 percent of the 3s; 53 percent of the 2s; and 41 percent of 1s. In all, only 64 percent of students got this question right. Nevertheless, the question discriminated very well according to ability, with most of the students receiving a 5 answering it correctly, and a majority of the students receiving a 1 answering it incorrectly.

A comparison of student responses to Questions 1, 2, and 3 illustrates one of the issues involved in vocabulary testing that was raised at the beginning of this essay. Students may understand discrete vocabulary entries, as in Question 2; indeed may know specific contextual meaning, as in Question 1, but it does not always indicate that they understand the larger meaning of the text, as shown in Question 3. What is surprising is the discrepancy of answers to Questions 2 and 3 because they covered the same vocabulary items, but at different levels of understanding.

An important distinction for vocabulary learning is that students with several years of experience with a foreign language are sometimes still stuck translating and understanding the text at the level of the individual word. The challenge for teachers is to build vocabulary tests that help students develop their skills from vocabulary acquisition and building vocabulary size, to understanding the specific meaning of vocabulary in context, and, finally, to understanding the communicative meaning of the text.

Teachers should adopt several forms of vocabulary assessment to reflect the different skills students need at each level of language study, and these forms of vocabulary testing should be developmental. I will suggest three types of tests.

At the very beginning, simple vocabulary tests should be given to help students build their vocabulary base. These tests may present multiple-choice options for meanings or list the Latin word and simply provide a space for the student to write in the English meaning, or vice versa. The first format is the easiest and might be used with

young students; the second is harder, but makes the students rely on their memory for the proper meaning.

The second stage of vocabulary testing assesses a student's understanding of words in context. This may involve a single word with a specific meaning in a sentence, or a natural cluster of words, such as adjectives and their nouns, a short relative clause, prepositional phrase, etc. Often the context—the original text—must be supplied. As students progress, vocabulary testing at this level may or may not involve assessing the grammatical function of the word(s) as well. It is important to be clear to the students about what is being tested: vocabulary meaning in context or the vocabulary meaning expressed properly in English according to its form in Latin. For example, as a vocabulary item, cano in the first line of the *Aeneid* can mean "to sing" (as opposed to "white hair"), whereas its grammatical meaning must be "I sing."A student who missed the item by writing "to sing" is not being marked off for not remembering the vocabulary, but for not translating it according to form.

The third stage of vocabulary assessment should allow students to demonstrate their understanding of vocabulary items as they contribute to the meaning of a text. This can be done formally, by asking students to list words that refer to a general idea and then to show how the words contribute to a text's apparent argument or message. For example, students might list words that refer to friendship in a handful of poems by Catullus and then show how the poet's use of those words and ideas suggest aspects about his relationship with Lesbia. At the highest level, students can be asked to argue for a certain interpretation of a text and refer to the Latin specifically to support their position.

There is no doubt that a strong vocabulary is essential to understanding what and how language communicates at all levels. As students' language skills develop, they will benefit from different forms of vocabulary learning. Teachers will be able to assess students' understanding of vocabulary at these increasingly more complex levels if they provide different forms of vocabulary testing. The three forms of vocabulary testing outlined above provide a developmental sequence for testing that could be implemented across the three or four years of a high school language program. Teachers responsible for the different levels of Latin classes would use vocabulary tests appropriate to their level, building upon the vocabulary skills developed at the earlier level, and preparing students for the types of language understanding they will need to demonstrate at the next level. This is not to say that there will be no vocabulary lists quizzes in the fourth year, for students still need to expand vocabulary size, but that vocabulary lists should not constitute the majority of vocabulary testing at that level, nor should teachers presume that students who excel at this type of quiz will do well on the AP Exam on various question types. Likewise at the earliest levels, vocabulary building should be emphasized, but students should be introduced to a word's different meanings in different contexts.

In conclusion, vocabulary acquisition for the AP student must transition through the years from list-based to context-based testing, and knowing vocabulary in context must not wait until the AP year.

Accounting for Every Word from Latin I to the AP® Examination

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Every year the Chief Reader's report on the grading of the AP® Latin Examinations appears in *Classical Outlook*. Almost every time it does, the overview of student performance echoes the same theme: Students can only perform well if they can translate accurately.

Of course this theme rings out in comments about literal translations:

> "Teachers should impress upon their students that a *literal* translation must account for every single word . . . " (*CO* 84.2, on Question LL8)

and then, further in the same report,

> "It bears repeating that . . . students must discipline themselves to account for every Latin word." (*CO* 84.2, on Question LL11),

Equally important, the Chief Reader reports similar concerns about essays:

> "Although literal translation is not required, students should be encouraged to pay close attention to voice, person, and tense in order to avoid misinterpretation of the passage." (*CO* 84.2, on Question LL10),

and again,

> "Teachers also need to emphasize vocabulary, as failure to recognize key words can have almost as deleterious an effect on essays as it has on translations." (*CO* 84.2, on Question LL7).

This year, the Chief Reader's report for 2007 on the AP Latin: Vergil and AP Latin Literature Examinations especially noted the negative impact of student errors in vocabulary, sentence structure, tense, and the translation of subjunctives. These skills, typically taught in the first two or three years of Latin study, are the foundation on which the reading of AP authors rests. It is no surprise, then, that a lack of precision in basic skills is in part responsible for lower scores on AP Examinations. As every AP teacher

should know, the success of an AP program is determined not by the quality of the AP courses *per se*, but by the coordination of all the years leading up to the AP course and culminating in the examination.

This article describes some activities and exercises that are helpful for training students in introductory Latin classes in: (1) understanding and practicing literal translation; (2) applying literal translation skills to essay writing; and (3) acquiring the vocabulary of AP authors.

Literal Translation

No matter how good they are at Latin, students must be taught the discipline of literal translation and they must come to appreciate the role of this activity in learning Latin grammar. Practice in literal translation should begin as soon as students start to read even the simplest passages from ancient authors.

As soon as students begin to read any unadapted Latin at all, they should be made aware of the difference between literal and literary translations. Teachers can introduce this topic by explaining the AP grading system of dividing a passage into segments and scoring each segment as right or wrong. When students grade some of their own translations using these segments, they soon note that entire segments are lost for want of even the smallest of words. They start to see that <u>et</u> is a small word, but not an unimportant one in the context of a literal translation. Next, students should consider a published modern translation of the same passage that they have been working on. When students grade such a readable translation, especially one written in such a way as to have literary merit in English, they find that the best translators don't score especially high as literal translators. This is not because the translators are not expert readers of Latin and writers of English; it is because literal translation is not the objective of such translators.

Temptations beset the young literal translator from many sides. The desire to explain parenthetically, add descriptive words, change passives to actives, and summarize ideas is strong. But these habits, although salutary in other contexts, obscure the student's mastery of the grammar and result in lower AP scores. Students who have a fine ear for English are often confused on this point; they want their translation to be as fluid and sonorous as an essay that they would submit to their English teacher for a grade. Such students must learn that the objectives of literal translation are different from those of literary translation.

> A <u>literal</u> translation must: (1) make sense, and (2) reflect the grammar of the passage, *while*
>
> A <u>literary</u> translation must: (1) read well, and (2) reflect the content of the passage.

If these points are made early in a student's career, the student grasps how important it is to deal with Latin, in Latin, one word at a time. Other people's translations

may provide a great deal of insight into the propositional meaning of a passage or the overall text of the author, but they do not reveal much about Latin grammar. Reflecting Latin grammar in English, even for the youngest student, means accounting for every word.

It will not, however, be enough to explain literal translation to students and to give them some examples. They need to see what it is to deal with every Latin word in a passage.

Teachers must literally *show* students how to account for every word. By "show" here, I mean exactly that: it is important for students to experience visually their progress through a passage. Passages can be projected on a chalk- or whiteboard with an overhead projector, displayed on a SMART Board, or projected on a wall or screen with a computer connected to a multimedia projector. In any case, the teacher must be able to check-off or highlight a word for which a student has provided at least one English equivalent. As a student works on a passage, the whole class can see which words have and have not been accounted for. The passage is not complete until every word has been checked or highlighted.

Many teachers have suggested that students double-check their own translations by reading through their finished work and checking off each word for which they have provided at least one English equivalent. I like quizzes in which the students receive a Latin passage and a translation of that passage. The translation contains a few errors and omitted words. Students receive points for finding both errors and omissions. This type of quiz is not very difficult to write and provides excellent practice in accuracy and detail when working with a Latin passage.

Here is a short passage from Caesar's *Commentaries* along with a translation. Find four errors that the author of the "literal" translation has made.

> eo proficiscitur cum legionibus. locum reperit egregie natura atque opere munitum, tamen hunc duabus ex partibus oppugnare contendit. hostes, paulisper morati, militum nostrorum impetum non tulerunt, seseque alia ex parte oppidi ejecerunt.
>
> He went there with the legions. Though he finds the place outstandingly reinforced by nature and works, he nevertheless exerts himself to attack from two sides. The enemies, delaying for a little while, did not withstand the military attack of our men, and they hurled themselves out of another part of the town.

The translation certainly captures the sense of the passage, but careful students will note the following literal translation errors:

1. "went there" should be "goes there." Although an "historic present" may be translated as a past tense, this is only appropriate if the student translates all the present tense forms in the passage in the same way.

2. "works" should be "work." Except for a few poetic plurals, singular Latin words should be translated as singular English words and plural as plural.
3. "from two sides" should be "from two places." Even in those instances in which the English idiom is slightly different from the Latin, the English translation should reflect the Latin phrasing.
4. "delaying" should be "having delayed." Though it is true that a smooth translation may give the meaning of a perfect deponent participle as though it were present (see Allen and Greenough, rule 491), a literal translation reflects the student's knowledge of the form of the participle.
5. "military attack of our men" should be 'the attack of our soldiers." There is no substitute for knowing the forms and vocabulary.

Students who practice making these careful distinctions in reflecting the precise forms and syntax of words become more careful readers, and more confident translators, whether or not they continue on to AP.

Writing About Latin Passages

As I have argued elsewhere, teachers need not wait until the AP course to ask their students to write about Latin passages in English and to use appropriate Latin support in doing so. The first step is to train students in the habit of locating text from throughout the passage, explaining what the text says, and citing it properly.

By writing simple sentences about the content of passages, students will learn the relationship between literal translation and essay writing. Thus, even with simple Latin, students can be asked to show the teacher that they understand a Latin passage not by translating it, but by writing about it.

It is liberating for both students and teachers at the introductory levels to have something to do with real Latin text other than turn it into English. Most enjoy having the chance to write about the Latin and to select from a passage the parts on which they want to comment. I like to provide students with a Latin passage appropriate for their level of experience and ask them to circle a specified number (from three to five depending on the length of the passage) of Latin quotations from throughout the text and write one English sentence about each selection. Each English sentence must do three things: (1) point specifically to some word or words in the Latin text; (2) make clear that the student understands exactly what the Latin says; (3) describe the place of those words in the passage. I like to specify a rubric under which the students should organize their comments. This trains students to go beyond writing anything at all about the passage and instead to write something relevant to the prompt.

Below is an example using text that appears on the AP Latin: Vergil syllabus. Aeolus's kingdom is described.

Line	
	. . . hic vasto rex Aeolus antro
	luctantis uentos tempestatesque sonoras
	imperio premit ac vinclis et carcere frenat.
	illi indignantes magno cum murmure montes
5	circum claustra fremunt; celsa sedet Aeolus arce
	sceptra tenens mollitque animos et temperat iras.
	ni faciat, maria ac terras caelumque profundum
	quippe ferant rapidi secum uerrantque per auras;
	sed pater omnipotens speluncis abdidit atris
10	hoc metuens molemque et montis insuper altos
	imposuit, regemque dedit qui foedere certo
	et premere et laxas sciret dare iussus habenas.
	ad quem tum Iuno supplex his vocibus usa est:

Aeneid I. 48–63

Directions:

"Select **five Latin quotations** in the above text and write **one** English sentence about **each** selection. Try to convince me that you know what the Latin words mean without translating all of them. Instead, write about how the sentence fits into the passage as a whole.

Each English sentence must explain how the Latin words you choose refer to one of the following:

a. **person**(s) or **thing**(s) that Aeolus rules over

b. **why** Aeolus rules over someone or something

c. **how** Aeolus rules over someone or something.

Your five Latin quotations must come from **throughout** the passage."

Here are some model responses from students:

1. **person or thing:** *rex Aeolus . . . premit In lines 1 and 2 King Aeolus is described as pressing the raging winds and thundering storms with his command (imperium).*
2. **how he rules:** *In lines 5 and 6 it says that Aeolus calms the winds' spirits and lessens their angers (Aeolus . . . iras).*

3. **why he rules:** *If Aeolus didn't do this (ni faciat, line 7), the winds would surely sweep away the seas (maria) and lands (terras) and extensive sky (caelumque profundum).*
4. **why he rules**: *the pater omnipotens (Juppiter) placed the winds under this mountain and gave a king (regemque dedit, 11)*
5. **how he rules:** *Aeolus rules under the certain pact (foedere certo) that Juppiter gave him, by which he has the knowledge to (scirit) et premere et laxas . . . dare iussus habenas "to press them down and to give them loose reigns when he is ordered"—lines 11–12.*

The "outlines" those students created in response to this sort of quiz will be developed into essays in later years. In introductory classes, the goal is to accustom students to be aware that, "The responsibility rests with the student to convince the reader that the student is drawing conclusions or support from the Latin text and not from a general recall of the passage."

Most importantly, this type of practice moves even young students away from, "When Catullus remarks, lingua sed torpet (l.9), the reader vividly senses the depth of the poet's passion through his remarks concerning his tongue," to "When Catullus says that his 'tongue is numb'— torpet — he means that it is difficult for him to talk around Lesbia (l.9)." In other words, in order for a student to write about Latin in a cogent manner, he or she must be able to read Latin accurately.

AP Vocabulary in Introductory Latin Courses

Finally, I must return to the matter of vocabulary itself. No matter how excellent a student's training in literal translation and citing Latin may be, it can never rise above the limits set by the number of words in a passage that the student recognizes. Thus, courses leading to AP must help students acquire the vocabulary of the AP authors that they will read in subsequent years.

Three suggestions are most important here: read, read, and read. Always give challenging assignments and hold students to a high standard of figuring out every word they can. Seeing words in context, and grappling with them in that context, is the best training for students in vocabulary. Writing out forms, parsing, and giving dictionary entries are all effective ways of making sure that students are focusing on the details of vocabulary and forms. These practices, though, should never stray too far from real Latin texts. In order to be ready for the AP Exam, students must be familiar with figuring out sizeable chunks of Latin. Keeping up with a challenging reading schedule with real Latin authors will reinforce vocabulary. Seeing words in various contexts will give students a better sense of what each word can do than memorizing a list of possible meanings from a vocabulary assignment.

Most successful programs do not attempt to front-load the syllabus by reading some of the required works in the years before AP. On the contrary, consistent exposure

to Vergil, Cicero, Ovid, and Catullus is good practice in any course, and better prepares students for the unseen passages that they encounter on the AP Exam and on the SAT® Subject Test in Latin. Reading at sight and being exposed to a variety of authors prepare students not only for AP, but for reading Latin throughout their lives.

Students who have been held accountable for the vocabulary in prepared passages throughout their years of Latin study enter their AP year with the necessary discipline to master each passage on the syllabus as it is read.

It is in the initial years of study that the most important habits of the Latin student are formed: literal translation, forms analysis, writing about Latin in English, and learning vocabulary in context. To judge from the Chief Reader's comments, the success of AP Latin students two or three years from today may be determined by the first and second year Latin classes that will meet tomorrow morning.

Adaptation of Text: A Multipurpose Tool

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Why Use an Adapted Form?

For most of my students, the last Latin class they take in high school will be the last EVER. Knowing that, I try to work with as many ability levels as I can, but as the only Latin teacher for grades 8 through 12 (and I know there are many of you out there in the same situation), there is only so much splitting of time and effort that I can manage without shortchanging everyone (and going a little crazy myself). Last fall, when I discovered that one of my senior boys was faced with a scheduling choice of either AP, for which he was not ready, or nothing, I knew I wasn't going to be able to give him much, but whatever I could think up would be better than nothing.[6]

At first, I gave him a literary translation and asked him to try to use it as a guide, working through a very few lines every night. It quickly became apparent that that was not going to work. He was becoming frustrated with spending his time looking up almost every word in the dictionary, and still failing to get them together to form anything that resembled Vergil's meaning. In addition, because he covered fewer Latin lines each night, he felt like he could contribute little to class discussion.

I felt that the most fruitful aid I could give him was to ease his vocabulary difficulties, allowing him to focus on syntax and content. Glossing every word was too time-consuming for me, and he would still be spending a good portion of his time trying to unravel sentences, so I decided to try a technique I had studied in Jill Crooker's "Preliminaries in Latin" summer course at The Taft School. In class, we had worked on adapting certain passages to include vocabulary and constructions with which our pre-AP students were familiar to facilitate their progress to more complex readings. I wanted to keep as much of the content the same for all members of the class, so, while partly feeling like this was not what Jill had in mind, I started to adapt the *entire* text. Again, I reasoned, reading actual Vergil in a simplified order was better than no Vergil at all.

Before I go one step further, a *caveat*: I am NOT recommending that such an adaptation be used for ALL students ALL the time. Used as a resource, however, it can make convoluted sentences suddenly make perfect sense, turn ordinarily frustrating experiences for even the best of students into "AH-HAH" moments, and even rescue valuable class time lost to snow days or practicing for the Spring Concert.

[6] He will not be taking the AP Exam, and the course name on his transcript does not have the AP designation.

Adapting the Text

My goal was to help my student experience Vergil's art using Vergil's own words. I made no word changes, additions, or deletions to the Latin; I merely rearranged the text as far as possible into English word order. I highlighted the words annotated in the text we were using, which gave him some hints about words which were understood, but didn't appear, and I gave him as literal a translation as I could. I used some awkward but understandable English constructions so that I could keep the Latin word order wherever possible. In my translation, I enclosed in brackets words not found in the Latin.

Sample

Shown below are, first, a portion of original text:

Uritur infelix Dido totaque vagatur
urbe furens, qualis coniecta cerva sagitta,
quam procul incautam nemora inter Cresia fixit
pastor agens telis liquitque volatile ferrum
nescius: illa fuga silvas saltusque peragrat
Dictaeos; haeret lateri letalis harundo.

Aeneid IV.68–73

and then the same text as I have adapted it:

infelix Dido Uritur que vagatur tota urbe

furens, qualis cerva sagitta coniecta,

quam procul incautam pastor fixit inter Cresia
nemora agens telis liquitque volatile ferrum

nescius: illa fuga peragrat silvas saltusque

Dictaeos; letalis harundo haeret lateri.

Unhappy Dido is burned and roams through the entire city
raging, like a doe, with an arrow having been shot,
which, from afar, an unsuspecting shepherd, has pierced among the Cretan groves,
[he] chasing with weapons and [in which] he has left [his] flying iron,
unaware. That one in flight wanders through the woods and groves
of Mt. Dicte; the death-bringing reed clings to [her] side.

I use LaFleur and McKay's *A Song of War*; the highlighted words in the adaptation are annotated in the text.

Utilization

The first assignments I gave my non-AP level student were to identify grammatical forms and syntax. Because he had the translation and a Latin word order to match, he didn't have to look up words for meaning, and could concentrate on endings. In line 70, for instance, grammatical possibilities of nemora are reduced and its syntax is clear. Then, having made the connection in this format, he has little difficulty transferring what he has learned to the construction as it appears in the original text**.** He's working backwards, but he still has to figure out what construction makes the Latin words match the English meaning. He may know the basic meaning of fuga in line 72, but he has to figure out what turns "flight" to "in flight."

AP level students are also grateful for an assist on particularly convoluted sentences, and I can use the same adapted text as an alternative to the keep-everything-in-order-but-use-different-fonts-to-indicate-words-that-go-together technique. On days when I want to spend extra time working on essays or something other than translation, they get the adapted form and translation ahead of time. They translate, then check themselves using the adaptation and literal translation as guides. Usually they can figure out what they've done wrong. If they can't, we have a focus for the next day's questions. I have to say, though, that with the literal translation and adaptation as guides, they have very rarely had additional questions.

I have also used the adaptation when they've had an especially long assignment or a relatively short one. We have a three-week break in March, but the AP schedule stops for no one, and they were assigned lines 98 through 211 in Book VI. They were able to get through the necessary lines without feeling that they had had no vacation at all! On the other hand, with the exam just around the corner and the students confident in their translating skills, Book XII. 829–842 was an easy passage to have them self-check, and we were able to spend most of the class reviewing characters.

For both levels, the adapted form can be used as a basis for discussing why Vergil chose an order apart from regular Latin conventions, e.g., change of emphasis, word picture, meter. As I mentioned previously, in an effort to keep as much of the original flavor as possible, I do sometimes keep somewhat awkward or ambiguous English. Further refinements can be done in class and are also appropriate for mixed levels.

Class Time

During class, the adaptations are out of sight. All students are responsible for understanding vocabulary, syntax, and poetic devices as they appear in the original text. Everyone is able to participate in discussions of theme, characters, and plot. The work done at home may have been very different, but in class, everyone is at the same level.

Testing

Students take the same quizzes and tests. I give my AP students general parameters. I give my non-AP student the test ahead of time so he knows exactly what to study, but he is still required to take the test without assistance during test time. I do not worry that the

information will be given to anyone else. For example, on the first test of the year, I gave the following types of questions:

Multiple choice. (Based on a passage from Book I in which Juno seeks help from Aeolus [lines 65–75].)

The phrase *divum . . .rex* (line 65) is translated

a. the divine father and the human king
b. the father of the divine and human kings
c. the father of divine (ones) and the king of humans
d. the divine king and the human father

fluctus (line 66) is the direct object of

a. *mulcere* (line 66)
b. *dedit* (line 66)
c. *tollere* (line 66)
d. *navigat* (line 67)

Identification. For each passage, identify the speaker and attendant circumstances.

o passi graviora, dabit deus his quoque finem.

. . . si Pergama dextra
defendi possent, etiam hac defensa fuissent.

Essay. In the given passages (I.37–49 and I.94–101) Vergil presents Juno and Aeneas complaining about their current circumstances. Prepare an outline showing how Vergil presents the character of each, giving the Latin words you would use to support your claims.

The adaptation helped to get through the material initially, but the Latin still had to be understood in its original form.

Standards for Classical Language Learning

The fit with the national Standards is interesting, but not needed in all five categories of the *Standards for Classical Language Learning* in this context.

Standard 1.1: The student is, in fact, reading, understanding, and interpreting Latin even if it is in an altered order.

Standard 1.2: Comparing the sound of reading both versions aloud assists the student in better understanding the craftsmanship of the original.

Standard 2.1: Participating in discussions of events and themes in the *Aeneid* certainly increases the student's understanding of culture in Roman practices.

Standard 2.2: The student is able to see that the *Aeneid* itself is a Roman product, crafted according to identifiable specifications.

Standard 3.1: Certainly the student makes connections to both world literature and world history through the study of the *Aeneid*, no matter what the word order.

Standard 3.2: Adapting the order in no way detracts from the richness of the emotional, political, historical, cultural content and increase in knowledge.

Standard 4.1 : Comparing the original and adapted versions is a natural aid in recognizing and using elements of Latin to increase knowledge of English (this particular student did not know which letters were vowels prior to learning scansion, and had difficulty with parts of speech.)

Standard 4.2: Making it possible for a student to take part in the class, and thereby in the discussion, allowing him to compare and contrast his own culture with that of the Roman world.

Standard 5.1: Being able to continue Latin studies and increase his Latin vocabulary helps the student to find connections in words of Romance languages themselves and to understand the basis of inflected languages.

Standard 5.2: Learning to find similarities and appreciate differences in a culture separated from his own by millennia serves as a tool for finding similarities and appreciating differences in cultures separated from his own, whether by a few blocks or hundreds of miles.

Bonus Teaching Tool

I have found that the easiest way to create the adaptation is to scan the text into the computer, do the literal translation alongside, then make a second copy and drag the words of the original text into position to match my translation. I also discovered, however, that if I print a copy of the unadapted text—triple-spaced, highlighted, and with the translation lined up as close to line-by-line as possible—I am able to make note of almost everything I want to say in one place!

Below is a page of unadapted text with my literal translation.

Aeneid IV. 65-128

Heu, vatum ignarae mentes! Quid vota furentem,	65	*Alas, ignorant [are the] minds of prophets! How [do] prayers (help) her raging*
quid delubra iuvant? Est molles flamma medullas		*how do shrines help? The flame consumes [her] soft marrow[s]*
interea et taciturn vivit sub pectore vulnus.		*meanwhile, and the silent wound lives beneath her heart.*
Uritur infelix Dido totaque vagatur		*Unhappy Dido is burned and roams through the entire*
urbe furens, qualis coniecta cerva sagitta,		*city raging, like a doe, with an arrow having been shot,*
quam procul incautam nemora inter Cresia fixit	70	*which unsuspecting from afar a shepherd, has pierced among the Cretan groves,*
pastor agens telis liquitque volatile ferrum		*chasing with weapons and [in which] he has left [his] flying iron,*
nescius: illa fuga silvas saltusque peragrat		*unaware: that one in flight wanders through the woods and groves*
Dictaeos; haeret lateri letalis harundo.		*of Mt. Dicte; the deadly reed clings to [her] side.*
Nunc media Aenean secum per moenia ducit		*Now she leads Aeneas with her through the middle of the walls*
Sidoniasque ostentat opes urbemque paratam,	75	*and shows [him] Sidonian riches and the city having been prepared,*
incipit effari mediaque in voce resistit;		*she begins to speak and in the middle of a word she stops;*
nunc eadem labente die convivia quaerit,		*now, with the day slipping by, she seeks the same banquets,*
Iliacosque iterum demens audire labores		*and again mad[ly] demands to hear the Trojan labors*
exposcit pendetque iterum narrantis ab ore.		*and again hangs from the mouth of him speaking.*
Post ubi digressi, lumenque obscura vicissim	80	*After[wards], when they (had) departed, and the dim moon in turn*
luna premit suadentque cadentia sidera somnos,		
sola domo maeret vacua stratisque relictis		

This is available to my AP students. If you read the translation, you will find that it is very confusing in some places (e.g., lines 69–73). The students must study the Latin

(and that is the point, after all) in order to sort out any run-on sentences, dangling participles and/or apparently misplaced modifiers.

To aid my instruction, I keep a notebook of these pages. When I'm preparing, I first go over all the highlighted words to see if I need to remind myself of the annotation. If so, I write it on the page. If I have trouble juggling the Latin myself, I diagram the sentences (old habits die hard) using the underline the subject once, verb twice, etc. technique. Some pages have so many lines going from one place to another that they look like they're from a playbook. I note poetic devices in purple, names of people and places in orange, so they're easy to find during review. I note potential essay questions on the page, and sometimes use a colored highlighter for the words and/or phrases I would use to answer the question. Even with all of that, there's still room for scansion of selected lines and notes referring me to other passages for comparison or to outside texts for commentary!

The Reward

As simple as this whole process is, intellectually speaking, it has taken many hours to pull together. On the other hand, I've gained the ability to serve a multilevel class; I've minimized page flipping, book balancing, and binding cracking; and best of all, it's all on disc for next year!

Bibliography

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The Importance of Vocabulary in AP Latin Essays

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When we begin our study of Vergil, I use a series of 10 work sheets which correspond to the lines assigned for translation. Each work sheet includes a few lines of scansion, declensions of unusual nouns and/or adjectives, a grammar point (e.g., indirect statement), identification of participles, parsing of verbs, and common vocabulary words which occur in those lines we are currently reading. After every two or three work sheets there will be a vocabulary quiz (wherein the student gives genitive, gender, and meaning for nouns and principal parts and meaning for verbs) and after every five there will be a similar vocabulary test. Since we use Pharr's 'Purple Vergil' with the extensible word list in the back (containing the words most commonly found in Books I–VI), I use that list as the basis for the vocabulary words on the work sheets. Thus, by the time we have finished the work sheets, the students have been quizzed and tested on every one of the words on Pharr's word list. At the end of the article is an example of one of the work sheets. This vocabulary is reinforced with short, unannounced translation quizzes, involving 4–6 lines recently done for homework and corrected in class

I grade these translation quizzes in segments, the way the AP Exams are scored. Here is an example, with the scoring sheet the students receive when their graded quiz is given back to them. Quizzes given early in the year may include some vocabulary assistance, as seen on the following page.

In Class Translation Quiz: *Aeneid* Book I, lines 12–16 **Nomen _____**

10 minutes

Urbs antiqua fuit, Tyrii tenuēre coloni,
Karthago, Italiam contra Tiberinaque longe
ostia, dives opum studiīsque asperrima belli;
quam Iuno fertur terrīs magis omnibus unam
posthabitā coluisse Samō

Vocabulary

15 quam [urbem]

16 posthabeo,-ēre – to consider of less value

In-Class Translation Quiz: *Aeneid* Book I, lines 12–16—KEY **Nomen _____**

___ *Karthago fuit*	Karthage was
___ *urbs antiqua*	an ancient city
___ *Tyrii coloni*	the Tyrian colonists
___ *tenuēre*	held [it]
___ *Italiam contra longe*	at a distance facing Italy
___ *Tiberinaque ostia*	and the mouth of the Tiber
___ *dives opum*	rich in resources
___ *-que asperrima*	and very fierce
___ *studiīs belli*	in their desires for war
___ *quam unam*	which one [city]
___ *Iuno fertur*	Juno is said
___ *coluisse*	to have cherished
___ *terrīs magis omnibus*	more than all the lands
___ *posthabitā Samō*	with Samos having been esteemed less

In this way, students know exactly where points were missed and they have a sample translation for each segment to compare with their own. There is also plenty of room for indicating why a point was lost (e.g., wrong tense or voice).

Early in the year, the students are given 15–20 lines of translation for homework each night. This increases as the year progresses, until they are doing 25–30 lines each night. We go over the homework in various ways during the next class period. I may ask a

student to read his or her prepared translation from his or her notebook, or I may use the projector to put the passage on the board. The student is then invited to come to the board and go over the passage word by word without the benefit of notes. I make mental notes about particular vocabulary words which give difficulty and I add these to the lists for upcoming review. This is also a time to review scansion, as I can ask the student to scan a particular line of the passage (always looking for elisions, non-elisions, and multisyllabic words that cause difficulties).

On the reverse of each work sheet is a place for an essay outline (shown below), based on the lines being studied. The purpose of these outlines is to help students develop a plan for answering the essay questions which will appear on the AP Exam to be taken in May. The questions move from pure description (as in the case of Work Sheet #2 cited below) little by little to questions which require real analysis (as in the example of Work Sheet #6). This permits students to become comfortable with the concept of using the Latin as a basis for each point they choose to make in their essays. Since this is probably the first time they have tried this, the outline format helps them focus on the points they wish to use to answer the question and the specific Latin citation which proves their point.

15 Minute Work Sheet #2—*Aeneid I. 12–48* Nomen _____

1. Scan these lines:

   cum Iūnō aeternum servāns sub pectore vulnus
   haec sēcum: "mēne inceptō dēsistere victam
   nec posse Ītaliā Teucrōrum āvertere rēgem

2. Decline vis and sanguis. (Rationale for these two words: I chose sanguis here because it is in line 19, and I want them to see that the letter -u- can often attach to the previous consonant (like it does with -q-), making sanguis a two syllable word and not three. Prior to doing poetry we really never had to deal with that concern. As for vis, I want them to become familiar with the declension now, before we see it, as it tends to cause trouble throughout the year.)

N	_____	_____	N	_____	_____
G	_____	_____	G	_____	_____
D	_____	_____	D	_____	_____
Ac	_____	_____	Ac	_____	_____
Ab	_____	_____	Ab	_____	_____

3. Memorize these vocabulary words for a later quiz:

animus,-i m.—soul, breath	facio,-ere, feci, factus—to make, do; grant
aura,-ae f.—breeze; light	iubeo,-ere, iussi, iussus—to order
clamor,-is m.—shout	refero,-ferre,-tuli,-latus—to restore; say
cor, cordis n.—heart	ruo,-ere, rui, ru(i)tus—to fall, rush; sink
fluctus,-us m.—wave	tendo,-ere, tetendi, tentus—to stretch; aim
gens, gentis f.—race, nation	teneo,-ere, tenui, tentus—to have, restrain
imperium,-i n.—power, sway	tollo,-ere, sustuli, sublatus—to lift, raise
locus,-i m.—place (plural?)	vinco,-ere, vici, victus—to conquer
mons, montis m.—mountain	
mors, mortis f.—death	ater, atra, atrum—black; gloomy
unda,-ae f.—wave	velut(i)—as, just as

Parse these verbs:

a. audierat (line 20) _____

b. tenuere (line 12) _____

4. Locate these Participles:
   a. _____ is a Present Active Participle modifying _____
   b. _____ is a Perfect Passive Participle modifying _____
   c. _____ is a Future Active Participle modifying _____

5. Name the three parts (main verb, subject accusative, infinitive) of Indirect Statement and locate an example in lines 12–33:
   1. _____ _____ (line ___)
   2. _____ _____ (line ___)
   3. _____ _____ (line ___)

Essay Outlines are needed for students to understand the importance of their grasp of Latin vocabulary.

I also use the Essay Outline sections for group work, especially early on. After four or five of them, I will ask the students to turn one of their outlines into an actual essay. We read these in class and discuss what has worked and what hasn't.

Urbs antiqua fuit, Tyrii tenuere coloni,
Karthago, Italiam contra Tiberinaque longe
ostia, dives opum studiisque asperrima belli;
quam Iuno fertur terris magis omnibus unam
posthabita coluisse Samo; hic illius arma,
hic currus fuit; hoc regnum dea gentibus esse,
si qua fata sinant, iam tum tenditque fovetque.
Progeniem sed enim Troiano a sanguine duci
audierat, Tyrias olim quae verteret arces;
hinc populum late regem belloque superbum
venturum excidio Libyae: sic volvere Parcas.
Id metuens, veterisque memor Saturnia belli,
prima quod ad Troiam pro caris gesserat Argis—
necdum etiam causae irarum saevique dolores
exciderant animo: manet alta mente repostum
iudicium Paridis spretaeque iniuria formae,
et genus invisum, et rapti Ganymedis honores.
His accensa super, iactatos aequore toto
Troas, reliquias Danaum atque immitis Achilli,
arcebat longe Latio, multosque per annos
errabant, acti fatis, maria omnia circum.

15 Minute AP Essay Outline #2 Nomen _____

In lines 12–32, we learn of Juno's love for Carthage, her hatred of the Trojans, and her reaction to the plans of Fate. Referring specifically to the Latin, identify each of these and explain why each is important.

What specific points are you asked to make?	**What Latin will you cite to support them?**	**How do you translate that Latin?**	**IMPORTANCE?**
1			
2			
3			

In the work sheet above, the student is asked to merely identify the Latin for three specific things from the passage and indicate why they are important. The student can do this easily as part of a homework assignment. In class, I will put them in small groups to compare their responses, give them 10 minutes or so to come to a consensus, and then turn in a group copy. I will provide my own comments on the paper, make copies of the more successful examples for everyone, and discuss them in class the next day.

The Essay Outline #6 (below) is less directive and requires a more analytical approach. I like to follow the same pattern as before, only I will have them turn in their own papers, for which I will provide comments and which I will return to the students. A week or so later, I will give them 20 minutes in class to turn their outlines into an essay. These are turned in to me, scored 1 to 6 using the essay scale shown below with specific comments on why a certain score was assigned. The more successful examples are read (with student's permission) aloud in class for discussion.

Essay Grading Scale (6 point scale)

___ Description only—0 to 2
___ Mostly description with minimal analysis—1 to 3
___ Some description with a good attempt at analysis—3 to 5
___ Light description with strong analysis—5 to 6

___ No Latin cited—0 to 2
___ Little Latin cited and/or poorly translated—1 to 3
___ Good Latin cited but inconsistent or weak translations—2 to 4
___ Good Latin cited, generally well translated—4 to5
___ Good Latin cited, appropriately used and well translated—5 to 6

___ No (or little) recognition of the passage—0 to 2
___ General recognition of the passage—1 to 3
___ Good understanding of the passage, but poor response to the question—1 to 3
___ Good understanding, with fair response to the question—3 to 4
___ Full understanding, with good response to the question—4 to 5
___ Full understanding, with solid answer to the question—5 to 6

___ Only one section (lines 1–4, 5–8, 9–12) used from the passage—1 to 2
___ Only two sections (lines 1–4, 5–8, 9–12) used from the passage—2 to 4
___ Full passage used in the essay (lines 1–4, 5–8, 9–12) —4 to 6

N.B.: Line numbers given only as an example of how a 12 line passage might be divided.

15 Minute AP Essay Outline #6 Nomen _____

In lines 92–101 and in lines 198–209, we find the first two speeches which the author assigns to Aeneas. In them Vergil draws a striking contrast between the private image of Aeneas, the man, and the public image of Aeneas, the leader. Explain how the portrayal of Aeneas differs in the two passages and what we learn about leadership from them.

What specific points are you asked to make?	**What Latin will you cite to support them?**	**How do you translate that Latin?**	**SO WHAT?**
Passage 1			
Passage 2			
Concept of leadership			

This is also the perfect time to begin discussing the difference between a literal translation and a paraphrase within the context of essay writing. Invariably, there are students who have taken these different approaches, and we examine how these choices affect the essay. Have they chosen citations which are too long and/or do not lend themselves to a literal translation? Is the paraphrase too loose? Did they actually cite the Latin?

Often a less adequate response reverts to the problem of the student's *knowledge of the vocabulary*. Was the best citation not chosen because the student was not comfortable with specific vocabulary words? In this case, the class discussion will return to vocabulary and words may be added to the list for the next quiz.

Mastering Vocabulary Through Cloze Passages

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Long-Term Goals for this Activity

After mastering this skill, the students will be able to

1. recall previously unseen vocabulary words;
2. pay close attention to the word order in prepared Latin passages;
3. give the meanings of vocabulary words in *and* out of context of the Latin passage;
4. comment on the relation of specific vocabulary words to the entirety of the Latin passage.

For the Latin student, each new author presents a new set of author-specific vocabulary, words which were not previously learned in the first two (or three) years of Latin. This provides an additional challenge for the AP Latin student, who must master a great deal of Vergilian vocabulary, or two authors' (Catullus, plus one more) word banks in a single year. Although it is feasible to teach this vocabulary through endless lists, this proves to be not only monotonous, but also inefficient. Teaching (and learning) vocabulary in context occurs when reading a newspaper article or novel, and this practice can also be applied to the study of a foreign language. The desired result is mastery of newly acquired vocabulary, for these new words can be found in other authors.

Vocabulary is essential for complete comprehension. In a sight passage, students focus on context clues and word derivatives, but for the prepared portion of the AP Examination, a complete understanding of the words, including their meanings, is necessary to convey the proper ideas to the Readers (who score the free-response questions). For this reason, I demand that my students master the vocabularies for each individual poem, both in *and* out of context. In this way, the students not only remember the words when reading a poem, but can apply the same words to unseen passages, especially on the AP Exam.

Borrowing from my colleagues in the modern language department often yields positive results. Below is a modified example of a *cloze passage*. In a modern language context, the standard cloze passage leaves blank every seventh word, and the student is responsible for filling in the blanks with words that makes sense. This exercise is simply an expansion of the following example.

Choose the correct answer:

Puella _____ felices amat.
a) puerum b) pueros c) pueris d) puerorum

In the example above, the correct choice (b) pueros is dependent upon the adjective felices. The student should look at the adjective, recognize that the noun must agree, and then select the proper form.

Now consider this example.

In the summer, I like to _____ in the ocean. Many people lie _____ the sand or play volleyball. We _____ like to go along the boardwalk.

Word bank: *also, on, swim*

In the example above, the reader must rely on his/her knowledge of the context clues and then fill in the blanks. In the first sentence, the word must complete the infinitive action "to swim." In the second sentence, the word must be a preposition to finish the phrase "on the sand." In the third sentence, the word must be an adverb that modifies the verb "like."

Using these two examples, and applying both to a prepared Latin passage, can be a powerful tool in aiding our students' ability to recall the Latin passages more efficiently. In the following example from Ovid's *Amores* I.1, not only have I asked that the students comprehend the meanings of the words, but I have chosen only words that end in –a. This gives them the added advantage of examining the case/number as well, while making sense within the context of the poem. Before giving this exercise to students, I would have already assigned the translation for homework.

By placing the appropriate missing Latin words in the blanks, students ultimately reach a familiarity with the words that they may customarily ignore. Special details such as word order, word choice, and figures of speech are clarified when words have been preselected.

Arma gravi numero violentaque _____ parabam
edere, _____ conveniente modis.
par erat inferior versus—risisse Cupido
dicitur atque unum surripuisse pedem.
'Quis tibi, saeve puer, dedit hoc in _____ iuris? 5
Pieridum vates, non tua _____ sumus.
quid, si praeripiat flavae Venus _____ Minervae,
ventilet accensas _____ Minerva faces?

quis probet in silvis Cererem regnare iugosis,
lege pharetratae Virginis _____ coli? 10

Word bank: *flava, turba, bella, arma, arva, materia, carmina*

The exercise above is more difficult than a normal cloze passage, since the words themselves resemble one another (i.e., they all have the ending –a). In this way, the students must think of the meanings of the words *within the context* of the sentence(s) in which they were written. In order to do this, however, the student must be familiar with the meanings of the words *before* attempting to fill in the blanks. I often tell my students, "One hand washes the other, and vocabulary and comprehension often go hand in hand."

After this exercise has been given, a more traditional vocabulary quiz may be given. The following is the format of a traditional memorization quiz on vocabulary words. Below, the student is unable to depend on the context clues, but may be able to recall the poem itself to provide the context.

1. flavus –a -um _____
2. turba –ae _____
3. bellum –i _____
4. arma –orum _____
5. arvum –i _____
6. materia –ae _____
7. carmen –inis _____

Although students may encounter difficulty with this exercise at first, simpler versions may be used until the students become accustomed to the level of detail demanded by such an exercise. With practice, students will be able to progress from providing the missing words to identifying aspects of the missing words within the context, and then to thoughtful and meaningful discussions in their free-response sections.

The following are several examples of cloze passages which increase in difficulty.

Example 1: Word Bank
Fill in the blanks with the missing words.

Vivamus, mea _____, atque amemus,
rumoresque senum severiorum
omnes unius aestimemus assis.
soles occidere et redire _____:
nobis cum semel occidit brevis lux, line 5
nox est perpetua una dormienda.
da mi _____ mille, deinde centum,

dein mille altera, dein secunda centum,
deinde usque altera mille, deinde _____.
dein, cum multa milia fecerimus,
conturbabimus illa, ne sciamus,
aut _____ quis malus invidere possit,
_____ tantum sciat esse basiorum.

Word bank: *centum, possunt, ne, cum, Lesbia, basia*

Example 2: Multiple Choice
Answer the questions.

Vivamus, mea _____, atque amemus,
rumoresque senum severiorum
omnes unius aestimemus assis.
soles occidere et redire possunt:
nobis cum semel occidit brevis lux,
nox est perpetua una dormienda.
da mi basia mille, deinde _____,
dein mille altera, dein secunda _____ ,
deinde usque altera mille, deinde _____.
dein, cum multa milia fecerimus,
conturbabimus illa, ne sciamus,
aut ne quis malus invidere possit,
cum tantum sciat esse basiorum.

1. The case and number of the missing word in line 1 are:

   a. nominative singular
   b. ablative singular
   c. accusative plural
   d. vocative singular

2. In lines 7–9, the missing word illustrates the figure of speech called

   a. litotes
   b. anaphora
   c. polysyndeton
   d. apostrophe

Example 3:

Vivamus, mea Lesbia, atque amemus,
rumoresque senum severiorum
omnes _____ aestimemus assis.
soles occidere et redire possunt:
nobis cum semel occidit brevis lux, line 5
nox est perpetua una dormienda.
da mi basia _____, deinde _____,
dein _____altera, dein secunda _____,
deinde usque altera _____, deinde _____.
dein, cum multa _____fecerimus, line 10
conturbabimus illa, ne sciamus,
aut ne quis malus invidere possit,
cum tantum sciat esse basiorum.

In the passage above, the removed words have a common link. In a well-organized essay, explain what the common link is and comment on the use of these specific words in this poem. How does Catullus use these words to drive home his point about his love for Lesbia?

The cloze passages above have several different functions; in the third example, the student is forced to recall the words' meanings and then apply them to the context of the passage. When the student next sees this passage, he or she can recognize it from the exercise and immediately see the significance in Catullus's word choice and placement. In the second example, the student is forced to rely on his or her knowledge of grammar and then on recognition of figures of speech.

The advantage of this exercise is that any teacher of AP Latin can customize these passages for the classroom or tailor them to show specific pieces within each Latin passage. Any exercise that leads students to look specifically at the Latin is well worth the time and effort; it can only yield positive results as the students begin to look at words more carefully, since they will need to produce those words and then write intelligently about them at a later date.