EULALIA

European Latin Linguistic Assessment

Erasmus+ Strategic Partnership for Higher Education (2019-2022)

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Creating preparatory material for students (Praeambulum & A-Level)

(Typology of exercises for teaching institutions)

1 About this typology

As a teaching institution, you can create and offer your students preparatory exercises to train them for a EULALIA certification. In order for you to prepare your own training material, this typology provides an overview of different exercise formats as well as their possible applications, variations, and differentiation. It is supposed to be a multi-purpose tool that offers a theoretical framework alongside inspiration to create further exercises. In general, EULALIA exercise formats are versatile and afford different levels of complexity and differentiation. This document focuses on the *praeambulum* and A level.

The typology's structure is based on linguistic competencies: text comprehension, language proficiency and vocabulary. In each section, you will find an array of different types of exercises (assigning, inserting, transforming, etc.) Please note that the EULALIA framework focuses on text comprehension, and, therefore, all exercise formats, including language and grammar ones, are aimed at developing comprehension competencies and can be incorporated into your preparatory material.

In a first step, each exercise type is presented and described, followed by a specific example. It is important to note that the examples of the exercises presented in this typology are merely intended to illustrate the *form and application* of a given exercise type (e.g., a cloze or a true/false format). In daily practice, every exercise should be linked to a specific Latin text. Hence, the exercise format samples in this typology, especially text comprehension, also refer to original Latin texts. In order to fully comprehend and understand a format, a reader may wish to have the reference text in front of them. For this reason, references to the appendix are inserted in the document, so that the text passages to which the exercise samples refer can be easily identified. Considering that the users of this manual are mainly Latin teachers, the texts are listed without glossaries or similar information so as not to overload the document.

The texts in the appendix are original (or, for the *praeambulum*, slightly modified) Latin texts of different complexity and length. They are meant to illustrate the exercise types, since the focus of this typology is not on selecting texts. Of course, not every exercise format is suitable for every Latin text. Therefore, when creating preparatory exercises, users of this typology may wish to keep in mind that exercise types should be carefully chosen according to the test level to be achieved and to the specific competencies that are to be trained. The choice of a variety of texts in the appendix reflects this requirement.

When creating training exercises there are some general considerations that should be kept in mind, such as differentiation and typical difficulties that may occur. These overarching aspects are briefly presented in the following chapter.

2 Creating exercises

2.1 Criteria and factors to consider

❖ **Most important: Exercises must always refer to a specific text. Keep them simple and unambiguous.**

❖ Test items are generally used to give learners and teachers clear and well-founded feedback on the Latin language learning process.

❖ Suitable exercise formats for EULALIA are mostly closed response formats (each task or question has an exact answer or several exact solutions), e.g.:

- assigning, rearranging (putting in order) or single- and multiple-choice questions

❖ In a task, certain areas of knowledge are tested, which can be done to different degrees in each case.

➔ There is a declarative, analytic and procedural kind of knowledge.

➔ Tasks in which declarative knowledge is tested are less complex than tasks in which procedural knowledge is tested (e.g., text comprehension.)

➔ A given task can test all areas of knowledge at once (more difficult) or in a progressive way (easier.)

❖ The exercise formats can be applied to a wide variety of grammatical phenomena. However, one must be careful not to test too many competencies in a single task, even though to do so can be tempting.

2.2 Means of Differentiation

❖ by the amount of material and tasks

❖ by the level of difficulty of the tasks and the material

❖ by the assistance given

❖ by text selection

❖ by combining several competencies/grammatical phenomena in one task

❖ by giving more choices than gaps/questions (e.g., non-assignable answers)

2.3 Working with cloze texts (general guidelines)

❖ basic concept: insert inflected forms from a given word list

❖ word list: give synonyms to be inserted → text comprehension + vocabulary

❖ differentiation: a) limitation to individual sentences vs. continuous texts

b) more choices than gaps

c) words must be inflected before insertion

3   Text Comprehension Exercises

3.1   Paraphrases

3.1.1   Assigning short paraphrases to text sections

❖ Options will vary depending on the text. E.g., assigning terms to text sections:

«Assign the following terms to the steps of argumentation ... (*argumentum, conclusio, definitio*, etc.) »

> Differentiation: assign only individual phrases or headings.

3.1.2   Putting paraphrases in the right order

❖ This format is useful to train overall or detailed comprehension of the text.

Example: (see Appendix 6.1)

Put the sentences in the right chronological order.
1. Prusiae legati de Hannibale narrant.
2. Hannibal de salute desperate.
3. Eumenes a Prusiā vincĭtur.
4. Hannibal venenum sumit.
5. Prusia Hannibalis domum Romanis ostendit.
6. Senatus Flamininum ad Prusiam mittit.
7. Prusiae legati Romam veniunt.
8. Flamininus cum legatis Romanis in Bithyniam it.
9. Milites Romani Hannibalis domum circumdant.
10. Servus videt Romanorum milites.

> Differentiation: Provide an additional incorrect paraphrase for the student to
>
> sort out (see the example below.)

Example: (see Appendix 6.2)

Put the storyline in the right order by using numbers. One strand of the plot is wrong. Mark it with an X instead of a number.

- ☐ Theseus Cretam venit.
- ☐ Theseus sua sponte ad Minotaurum adire vult.
- ☐ Morte filii dolens Minos consilium labyrinthum aedificare capit.
- ☐ Minos imperat civibus patres suos Minotauro dare.
- ☐ Dum contra Athenienses pugnat, filius Minois interfectus est.
- ☐ Ariadne Theseum amat et ei exitum monstrat.

3.2 Creating a cloze text

❖ See 2.3 for guidelines on how to create clozes from a text.

Example: (see Appendix 6.4)

1. Reliquĕrit	4. Perdĕret	7. Eos	10. Servaret
2. Suā	5. Vatis	8. Domo	11. Reliquĕrat
3. Domum	6. Eius	9. Suis	12. Hostis

Dum Ulixes _____ revertĭtur, procellā naufragium fecit et ad Ciconas pervēnit.

Ibi eorum urbem depraedavit et postea ad Lotophagos navigavit. Ii homines boni erant qui loton edebant; loti flore duo socii Ulixis reditus obliti sunt, ergo ille ____ vinxit et vi ad naves reduxit. Postquam Lotophagos_____, Ulixes ad Cyclopem Polyhemum advēnit. Cyclops erat monstrum qui unum oculum mediā fronte habebat et carne humanā vescebatur. _____ Telemus Polyphemo dixĕrat Ulixem eum

execaecaturum esse. Polyphemus invēnit Ulixem et eius socios in _ speluncā postquam a pabulo regressus erat; ergo eos reclusit et homines edĕre incēpit. Vir ut se et socios_____Cyclopem inebriavit, eius oculum ussit, deinde dolo e speluncā fugit

> Differentiation 1: Before filling in the gaps, students must build the correct form of the word (language proficiency.)
>
> Differentiation 2: Provide three alternatives to choose from for each gap (see the example below.)

Example: (see Appendix 6.4)

Ulixes a Polyphemo ☐ interficiatur   nisi dolo e spelunca fugisset.
☐ interficeretur
☐ interfectus esset

> Differentiation 3: Create single sentences with one gap instead of a coherent text with numerous gaps (see the example below.)

Example: (see Appendix 6.1)

a. Flamininus unus Romanorum_____est.
1. Legatos
2. Legati
3. Legatis
4. Legatorum

b. Cum Romani veniunt, Hannibal_____est.
1. Domo
2. In domo

3. Domi
4. Domum

3.3   Interpretation

❖ Provide short phrases or sentences from the text and offer explanations in Latin. Students must choose the right explanation.

➔ E.g., give a text passage from Seneca about «wisdom» and «knowledge» and write explanations of these phenomena in Latin. Students must then choose the correct explanation according to the text.

3.4   Headings or core statements

❖ Ask students to choose a correct heading or the main point of the text.

Example: (see Appendix 6.7)

Tick the phrase that expresses the main point of the text.

☐ a) Catilina consulatum petentem Murenam miratur.

☐ c) Cicero rem publicam solus servat.

☐ c) salus Murenae rei publicae salus est

☐ d) iudices misericordia commoti sunt.

3.5   Pictures

❖ Multiple choice → Which plot lines from the text appear/are missing in a given picture?

❖ Provide a picture that fits the text and then, for example, three more that are slightly modified. Students must choose correctly (→ the pictures or their modifications must be very clear.)

❖ Arranging a picture story in the right order.

3.6   Completing the beginning of a sentence

❖ This format is very versatile since you can change its complexity by adjusting sentence length, semantics or syntax.

Example: (see Appendix 6.5)

 Archias coepit omnes ingeni gloria superare…

a) cum puer esset

b) cum in Graeciam pervenit

c) cum in ceteris partibus Asiae fuit

d) in ea civitate qua natus erat

3.7 Connecting the beginning and ending of different sentences

❖ Give the beginnings of sentences, put the endings in the wrong order and have students match them correctly.

Example: (see Appendix 6.6)

Match the beginnings with their right ending.

1 Poeni a Phoenice nominantur	A et in patriam non revertit
2 Cilix Europam non invĕnit	B et in pugnā non interficĭtur
3 Cadmus oraculo paret	C quia bos locum Cadmo monstravit
4 Hyperenor unus ex militibus est	D et Minerva monstri dentium iactum imperat
5 Draco Martis filius est	E et postea urbem condit
6 Boeotia hoc nomine appellata est	F quia Europae frater in Africā mansit

> Variation: Add a column in the middle with conjunctions or pronouns, or into which conjunctions or pronouns must be inserted from a given list. Then ask students to connect the sentences (see the example below.)

Example: (see Appendix 6.8)

*Enter connectors **ut** or **cum** in the boxes and match sentence beginnings with the right endings.*

Aegyptus fratrem necare et filias poscere vult	☐	se defendere non possit.
Danaus Aegyptum fugit	☐	consilium ceperit.
Aegyptus filios mittit	☐	solus regere possit.
Filii uxores acceperunt et Danaus imperat	☐	Danaum interficiant.

> Differentiation in how to simplify 1: Help students by providing an unsorted group of words consisting of the exact number of conjunctions.
>
> Differentiation in how to simplify 2: In the example above, students must choose the right endings to finish the sentences. By providing them in the right order, students will only have to choose the right conjunction.

3.8   Sequencing texts

❖ Divide the text into sequences and provide the lines of such sections. Ask questions about the text and have students choose the right section that contains the answer. The format can be used to test overall as well as detailed text comprehension:

<<Where is this information in the text? Choose the right text section to answer the questions.>>

Sidenote on the layout: Giving nothing but the lines (Example 1) can work, but copying the specific text sections (Example 2) to tick might help students not to make mistakes.

Example 1: (see Appendix 6.7)

Cicero semper ostendit Murenam virum bonum honestumque esse.

Tick the text section in which Cicero refers to such aspect.

- ☐ a) ll. 1-5
- ☐ b) ll. 5-6
- ☐ c) ll. 6-9
- ☐ d) ll. 9-12

Example 2: (see Appendix 6.7)

☐ a) ll. 1-5

Modo maximo beneficio populi Romani (consulatu) ornatus fortunatus videbatur, quod primus in familiam veterem, primus in municipium antiquissimum consulatum attulisset: nunc idem in squalore et sordibus, confectus morbo, lacrimis ac maerore perditus vester est supplex, iudices, vestram fidem obtestatur, vestram misericordiam implorat, vestram potestatem ac vestras opes intuetur.

☐ b) ll. 5-6

Nolite, per deos immortalis, iudices, hac eum (sc. Murenam) cum re etiam honestatibus atque omni dignitate fortunaque privare.

☐ c) ll. 6-9

Atque ita vos L. Murena, iudices, orat atque obsecrat, si iniuste neminem laesit, si nullius auris voluntatemve violavit, si nemini, ut levissime dicam, odio nec domi nec militiae fuit, sit apud vos modestiae locus, sit demissis hominibus perfugium, sit auxilium pudori.

☐ d) ll. 9-12

Misericordiam spoliatio consulatus magnam habere debet, iudices; una enim eripiuntur cum consulatu omnia; invidiam vero his temporibus habere consulatus ipse nullam potest; obicitur enim contionibus seditiosorum, insidiis coniuratorum, telis Catilinae, ad omne denique periculum atque ad omnem iniuriam solus opponitur.

3.9   Basic questions (quis, quo, cur, quomodo etc.)

❖ Provide basic questions and ask students to select the right answer: cur, quo, quis,

cui/quem/quam, quomodo, quando, ubi, etc.

Example: (see Appendix 6.4)

Quis est Telemus?

a.   Telemus est augur qui Poliphemo mortem praedīcit
b.   Telemus est Eurymi avus
c.   Telemus est augur qui Cyclopis caecitatem praedīcit
d.   Telemus est vatis qui Ulixi futurum praedicit

> Layout variation: You may ask key questions using an open-response format. Besides, you
> may print the text next to the questions for viewing. To lower the difficulty level and provide
> a little more help you can underline key parts in the text that is next to the questions
> (see the example below.)

Example: (see Appendix 6.3)

Ad Lycaonem, Pelasgi filium, Iovis in hospitium venisse dicitur et filiam eius Callisto compressisse; ex quo natus est Arcas, qui ex suo nomine terrae nomen indidit. Sed Lycaonis filii temptare voluerunt, deusne Iovis esset: carnem humanam cum cetera carne commiscuerunt idque in epulo ei apposuerunt. Qui postquam sensit, iratus mensam everit, Lycaonis filios fulmine necavit. Eo loco postea Arcas oppidum communivit, quod Trapezus nominatur. Patrem Iuppiter in lupi figuram mutavit.	*Quod est nomen nepotis Lycaonis?* *Responsum:*_____ *Quam cenam Lyaconis filii Iovi dant?* *Responsum:*_____ *Quid Iuppiter cena accepta fecit?* *Responsum*:_____ _____

❖ Connecting questions with the right answers (especially suited for the *praeambulum.*)

Example: (see Appendix 6.9)

Quis agit?	in casa Ulixis
Ubi evenit?	postquam Ulixes in patriam rediit
Quando evenit?	Eumaeus, Ulixes, Minerva
Quid evenit?	Ulixes in patriam redit et Eumaeum, qui eum non recognoscit, vidit. Tristes sunt, sed Minerva habitum mutat. Tum beati sunt.

3.10 True/false format

❖ Form sentences that are either true or false and ask students to mark the right answer.

Sentence length and linguistic complexity can be adjusted. Sentences must be very clear.

> Differentiation 1: Change time relations (e.g., AcI), names, sequences, subject-object, active-
>
> passive in the sentences.
>
> Differentiation 2: Add a "not in the text" category to raise the level of
>
> difficulty (see the example below.)

Example: (see Appendix 6.9)

Choose whether these statements are true or false. Some of them may contain information that is not in the text.

	verum	non liquet	falsum
Minerva habitum Ulixis commutavit.			
Eumaeus Ulixem statim recognoscere potest.			
Ulixes effigiem suam restituit.			
Cum Eumaeus Ulixem cognoscit, beatus est.			

3.11 Family trees

❖ Creating family trees can be useful when there are a lot of names and relationships

mentioned in the text.

→ It can be done through graphics or cloze texts (graphics for lower levels, cloze texts or a combination of both for higher levels).

Example 1: (see Appendix 6.3)

Enter the names in the correct place in the family tree. You might not be able to fill in all the boxes.

Minos

Iovis

Ariadne

Europa

Theseus
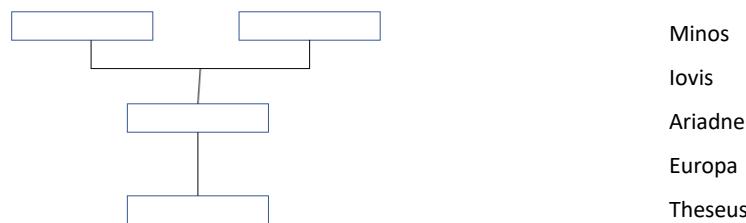
Example 2: (see Appendix 6.3)

Look at the family tree and tick the correct statements.

```
                    Pelasgus
                       |
                    Lycaon
                     /    \
      Iuppiter ─┬─Callisto    filii
                |
              Arcus
```

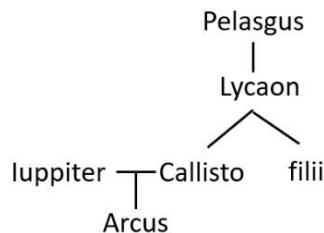|			
Arcas Iovis filius et Lycaonis nepos est.	☐ verum	☐ falsum
Iupiter frater Pelasgi est.	☐ verum	☐ falsum
Pelasgus arvus Callistūs non est.	☐ verum	☐ falsum

Example 3: (see Appendix 6.3)

Choose and tick the correct family tree.

A)
```
                    Pelasgus
                       |
                    Lycaon
                     /    \
      Iuppiter ─┬─Callisto    filii        ☐
                |
              Arcus
```

B)
```
                    Lycaon
                   /    |    \
   Iuppiter ─┬─Callisto  Pelasgus   filii
             |
           Arcus                          ☐
```

C)
```
                    Pelasgus
                   /        \
   Iuppiter ─┬─Callisto      Lycaon
             |                  |
           Arcus              filii        ☐
```
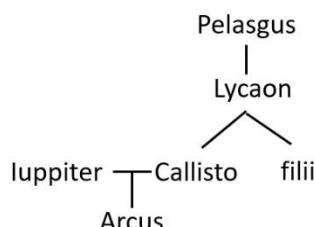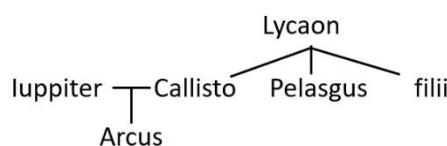
3.12 **In-depth understanding of the text**

Depending on the text …

❖ Reference can be made to relationships among the text's characters that are not obvious but can be analysed.

→Example: «Tick the correct answer: The relationship between X and Y can be described as a) b) c) d)»
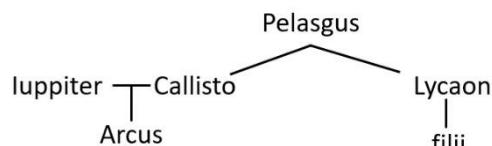
❖ Thoughts of the text's characters may be presented for students to arrange in the correct order.

❖ Phrases using direct speech or in the form of a dialogue may be created for students to arrange in the correct order.

→ Especially convenient when the text contains a lot of indirect speech (see the example below.)

Examples (for a text with a lot of indirect speech):

A) (see Appendix 6.9)

What do Odysseus and Euamaeus say? Enter the correct letter.

Ulixes: _____

Eumaeus: _____

a) „Unde es?"
b) „Naufragio facto huc perveni."
c) „Vidistine Ulixem?"
d) „Comes Ulixis sum."

B) (see Appendix 6.8)

Use the imperatives of the correct verbs. Enter the speakers' names in the boxes.

inire, interficere, invenire, dare

[_____] : „ Filiis meis filias tuas uxores____(da)_____!"

[_____] : „Milites, viam____(inite)_____!"

„Fratrem in oppido   (invenite)_____!"

[_____] : „Tempus est, filiae! Viros _   (interficite)   _!"

3.13 **Tasks that go beyond the text itself**

These exercises depend on the text and the time available. Possible formats are the following:

❖ Search for a suitable text section that follows the examination text. Paraphrase the section and create a cloze text from it. Then ask students to fill in the gaps.

❖ Provide another <u>short </u>text (by the same or another author) that is similar in content and create additional tasks.

<u>Example</u>: → The text passage shown in the example comes right after the examination text (see Appendix 6.7).

Quo fugiat?

Cicero quaerit, quo Murena sine consulate abire possit. Putat eum ad parentes, qui modo consulem laudaverant, reverti non posse.

Sed <u>quid </u>eius matrem aut domum appello <u>quem </u>nova poena legis et domo et parente et omnium suorum consuetudine <u>conspectu</u>que <u>privat</u>? Ibit igitur in exsilium miser? Quo? Ad <u>Orientisne partis </u>in quibus annos multos legatus fuit, exercitus duxit, <u>res</u> maximas <u>gessit</u>? At habet magnum dolorem, unde cum honore decesseris, eodem cum <u>ignominia </u>reverti.

A) Choose the correct ending for the sentence (multiple choice.)

Murena …

☐ a) in Asia exercitui praefuit.

☐ b) rebus gestis maximis vir honestus Asiam reliquit.

☐ c) numquam in Asia legatus fuit.

☐ d) ante consulatum ex Asia cum ignominia reversus erat.

B) Choose the correct ending for the sentence (single choice.)

Iudices igitur Murenae favere debent, ut…

☐ a) dolor ignominiae minuatur.

☐ b) dolor exilii minuatur.

☐ c) parentes eius laudentur.

☐ d) auctoritas Murenae minuatur.

4 Grammar Exercises (Language Proficiency)

4.1 Transformations

❖ Ask students to convert statements into instructions and vice versa: active-passive, different casus, etc.

> Differentiation: According to the complexity of the grammatical phenomena.

Example: (see Appendix 6.7)

*How does the following sentence change if the verb **curetis** is used instead of **consulatis**? Choose the correct word forms and fill in the blanks.*

> *(...) ut otio, ut paci, ut saluti, ut vitae vestrae et ceterorum civium **consulatis**.*

➔ (...) ut _____, ut _____, ut _____, ut

_____ vestrae et ceterorum civium **curetis**.

❖ Ask students to transform structures from the text so that their meaning and content remain the same but the grammatical structure changes.

➔ active-passive, ablativus absolutus, nominal abl. abs., dativus possesivus vs. habere, oratio obliqua, participle in agreement vs. subordinate clause

> Differentiation: Provide full sentences and phenomena that are more difficult.

Example 1: (see Appendix 6.6)

Hoc oraculi responso Miltiades profectus est.

➔ **Quia hoc ab oraculo_____,** Miltiades profectus est.

a. Respondĭtur
b. Respondĕrat
c. Responsum erat
d. Respondit

Example 2: (see Appendix 6.6)

Iuppiter Europam vidit

(1)_____(2)_____visa est

(1) a. Europas   (2) Iove
b. Europa   b. Iovis
c. Europae   c. Iovi
d. Europā   d. a Iove

Example 3: (see Appendix 6.7)

Example: *Murena **consul creatus** morbo affectus est.*

two main clauses: Murena consul creatus est et morbo affectus est.

a) *Murena **maximo beneficio populi Romani ornatus** saluti populi Romani consulere voluit.*

causal clause: _____

b) *Cicero **causam Murenae agens** rem publicam contra Catilinam defendit.*

relative clauses: _____

_____

❖ Word chains: Declension and conjugation of words from the text (the exercise will be appropriate for higher or lower levels depending on the word forms required.)

Example 1:

Complete the declension chain: Decline the noun 'sermo' with the corresponding form of 'ipse - ipsa – ipsum'. Start with the nominative singular.

Nom. Sg.   →   Pl.   →   Gen.   →   Sg.   →
Dat.   →   Acc. Pl.

_____ -->_____ -->_____ -->_____
-->_____ --> _____

Variation: Start the series with an already declined word, e.g., rege, so that students must come up with the nominative of the word before completing the series, in this case *rex.*

Complete the conjugation series: Conjugate the verb 'decernere'.

1. Prs. Pl. Ind. Act. Imperf.   →   Passive   →   Singular   →   Subjunctive →
Present tense

_____-->_____-->_____-->_____-->

_____decernar_____

> Differentiation: Provide the answer to one of the gaps in the series. This might also make the exercise more appealing because students can check whether they have solved the task correctly.

4.2   Classification and determining exercises

4.2.1   At sentence level

❖   Word class, word form, constituent → work involves sentences/words from the text

Classify the words in this sentence 'Nunc Cornelia filiam quaerit'.

	Nunc	Cornelia	filiam	quaerit.
word class	particle	noun	noun	verb
word form	/	Nom. Sg.	Acc. Sg.	3. Prs. Sg. present tense indicative active
constituent	adverbial phrase	subject	object	predicate

❖ Determining clauses:

It is essential to accurately specify how students should mark or underline the constituents of a sentence.

> Example: (see Appendix 6.9)
> *Underline the subject, circle the predicate, and underline the accusative object. Enclose connectors in boxes.*
>
> Eumaeus   eum   non   cognovit,
>
> quoniam   Minerva   eum   et   habitum   eius   commutaverat.

Variation 1: This type of exercise can also be used, for example, with word classes: 'Enter all the nouns,   adjectives, and verbs from the text into the table.'

Variation 2: Let exam candidates distinguish word groups of a similar nature (KNG). This can be useful when there are a lot of participles, *gerundialia*, or attributive adjectives.

❖ Determining grammatical phenomena: Forms, function of conjunctions, etc. (text comprehension + language proficiency)

> Example: (see Appendix 6.7)

sit...sit...sit (l. 8). What is the function of the subjunctive here?	*Nolite privare* (ll. 5-6) can be expressed as
☐ a) optative subjunctive	☐ a) Ne private
☐ b) hortative subjunctive	☐ b) Ne privaveris
☐ c) deliberative subjunctive	☐ c) Ne privaveritis
☐ d) conditional clause (irrealis)	☐ d) Non priva
quod in l. 1 is	*solus is used* in l. 12 as
☐ a) concessive subjunction	☐ a) an apposition
☐ b) interrogative pronoun	☐ b) predicative
☐ c) relative pronoun	☐ c) an adjective attribute
☐ d) causal subjunction	☐ d) a predicate noun

4.2.2   At word level

❖   In general: Creating exercises focused on *numerus, casus, genus, genus* verbi or *modus*.

❖   Determining word forms → The word forms can be changed but the words themselves
   should be taken from the text.

> Example 1:
>
> *Enter these word forms in the correct column.*
>
> auditoris, labores, impedratoris, tubas, amici, liberi, gaudii, amicae, puellarum,
> spectatorum, signum, verbum tunicae, viri

is a genitive form	can be a genitive form	is not a genitive form

> Variation: Also suitable for polysemantic verbs or *deponentia* (higher levels). Exercises to
> distinguish between verbs and nouns are also possible (e.g., *duces < dux/ducere*).

❖   Determining word form in context.

> Example:
>
> *Identify the underlined forms by ticking the correct information.*
>
> a)   Heri <u>dominum</u> vidi.
>
> ☐ Nom.   ☐ Gen.   ☐ Dat.   ☐ Acc.   ☐ Abl.
> ☐ Sg.   ☐ Pl.   ☐ m.   ☐ f.   ☐ n.
>
> b)   Filia in hortum <u>cucurrit</u>.
>
> ☐ 1. Prs.   ☐ 2. Prs.   ☐ 3. Prs.   ☐ Sg.   ☐ Pl.
> ☐ Ind.   ☐ Subj.   ☐ Act.   ☐ Pass.

> Differentiation: Adjust the complexity of the context (length, meaning,
> syntax), or add or remove information that can be selected by the exam candidates.

4.3   Determiners

❖ Ask what element the determiners (e.g., pronouns, particles) in the text refer to. The corresponding word must then be adapted to the determiner and written down (KNG).

→ This tests both text comprehension and language proficiency.

Example: (see Appendix 6.6)
Replace the pronoun with the noun which it refers to, declining it in the appropriate way, following the example: l. 2: se = Iovem
A.   Illi (l. 5) = _____
B.   Is   (l. 8) = _____
C.   Hunc (l. 10) = _____

❖ Provide a selection of word forms to be inserted into a sentence.

→ List two possible words per gap. E.g., if it is clear that it must be a verb, then list two different verbs, or if it is clear that the required form is an infinitive, list two infinitives to choose from.

→ This tests text comprehension and language proficiency.

→ AcI, vocabulary whose meaning depends on the case, subordinate clauses in the subjunctive, etc.

Example:

Fill in the gaps correctly.

beatam	brevem	accusare	accusavisse

Theophrastus autem vita decedens dicitur naturam quod cervis vitam diuturnam sed

hominibus vitam tam_____dedisset.

❖ Ask students to find the corresponding nouns which pronouns or adjectives refer to in the text, then ask them to decline them together.

5   Vocabulary Exercises

5.1   General remarks

- ❖ By nature, when listening to or reading languages, humans perceive lexical information first.
- ❖ In general, vocabulary exercises can be integrated into other exercises, such as text comprehension exercises.
  - → E.g., vocabulary can be tested indirectly through paraphrasing exercises. Students must understand synonyms, which involves having a wide range of vocabulary.
- ❖ Vocabulary exercises should preferably focus on realising and understanding a word's meaning in different contexts rather than on memorising a wordlist. → Strongly text and content dependent.

5.2   Word descriptions

- ❖ Ask students to connect Latin words with related Latin word associations. The words to be connected can be synonyms or words belonging to the same semantic field.
  (As in the popular game known as *Taboo.)*

5.3   Semantic fields

- ❖ Ask students to choose the word that does not fit in with the others in a group of words (the group of words depends on the text's content and structure, for example, a specific semantic field, adverbs, verb forms, etc.)

<u>Example:</u>
Circle the word that does not fit in with the rest.

deinde   tunc

subito

quoniam

> Variation 1: Provide more words that do not fit in.
>
> Variation 2: Provide a mind map of words and let students identify one or two words that do not fit in (students must think about semantic relationships between certain word meanings.)
>
> Variation 3: Provide, for example, two groups or mind maps of words and ask students to identify words that are similar and that connect semantic fields.

❖ Provide a group of words from the text and ask students to circle the right words or enter them in a table.

Example:

Find all the words that belong to the semantic field 'bellum' and enter them in the table. Insert one word per line. Some words do not fit.

arma   itaque   sermo

    studium   castra   copiae

caedere   delere   pugna

    tandem   imperator

	bellum
1	
2	
3	
4	
5	
6	

Differentiation 1: Ask students to sort out two fields or add more words that do not fit in to the group (see the example below.)

Example:

Sort the words into the semantic fields "bellum" and "familia". Some do not fit in anywhere.

arma   itaque   belligerare

    servus   castra   copiae

sermo   pater   pugna

    avus   sol   filia

    caedere   tandem   dominus

bellum	**familia**

Differentiation 2: Provide the layout of a vocabulary mind map where words from a series must be entered. The layout can already include some words.

❖ Synonyms: Working with synonyms in other exercise formats can help to test, for example, two competencies at once. But it is also possible to work exclusively with synonyms to prepare exercises aimed at testing knowledge of vocabulary.

> Note: The quality of the exercise depends strongly on the specific text. Indeed, there are no perfect synonyms, and many words have context-dependent semantic nuances.

Example:

Connect the words from the text with the corresponding synonym.

necare

nominare

oppidum

urbs

appellare

interficere

5.4   Word building

❖ Prepare a two-column table with 'word stem' on the left and 'word endings / suffixes' on the right (this works with nouns in -tus, -men, -tio, -tas, -ium, -tor, - mentum, etc. or with adjectives.) Students must form existing Latin words.

> ➔   This type of exercise is useful to test mastery of affixes etc., in general.

❖ Ask students to build nouns from verbs and adjectives or vice versa (providing some suffixes or affixes can be a way to differentiate. There are a lot of possibilities depending on the given text.) This type of exercise requires attention to assimilation and semantic differences.

> "Build the correct nouns from the following verbs using the suffixes -tor, -tio or -tas."

❖ Let students analyse words (affixes, derivation etc.)

6   Appendix

6.1   De Hannibalis morte (cf. Nep. *Hann*. 12,1-5)

Summarium

Post bellum Punicum tertium Hannibal confugit apud Prusiam, Bithyniae regem. Postquam Romani id cognoverant a Prusiā eum petierunt. Hannibal tamen se interemit veneno.

1   Prusia, Bithyniorum rex, Eumenem et Pergamenos superavit Hannibalis auxilio. Deinde Prusiae legati Romae apud T. Quintium Flamininum cenabant atque Flamininus Hannibalem nominavit. Unus ex legatis dixit: "Is in Prusiae regno est". Flamininus id senatui detulit et senatores legatos in Bithyniam misērunt quia reputabant Hannibalem magnum inimicum.

5   Inter legatos Flamininus quoque missus est et regi dixit: "Trade mihi Romanorum hostem!" Prusia volebat Romanis parēre, sed respondit: "Vos eum comprehendĭte!" Et eis indicavit Hannibalis castellum. Castellum habebat exitus in omnibus partibus aedificii; Romani venērunt ad castellum et locum cincumdederunt. Tum servus Hannibali dixit: "Video multos milites". Hannibal vidit omnes exitus occupatos. Quia nolebat in hostium potestatem venire,

10   Hannibal semper secum venenum habebat; ergo venenum sumpsit et e vitā excessit.

6.2   De Mino Minotauroque (cf. Hyg. *fab.* 41-42)

Minos, Iovis et Europae (…) filius, cum Atheniensibus belligeravit; cuius filius in pugna est occisus. Postquam Athenienses vicit (…), instituit, ut anno unoquoque septenos liberos suos Minotauro ad epulandum mitterent. Theseus postquam a Troezene venerat et audiit, quanta calamitate civitas afficeretur, voluntarie se ad Minotaurum pollicitus est ire. (…) Theseus postquam Cretam

5   venit, ab Ariadne, Minois filia, est adamatus adeo, ut fratrem proderet et hospitem servaret: ea enim Theseo monstravit labyrinthi exitum. (…)

6.3   De Lyacone (cf. Hyg. *fab.* 176)

Ad Lycaonem, Pelasgi filium, Iovis in hospitium venisse dicitur et filiam eius Callisto compressisse; ex quo natus est Arcas, qui ex suo nomine terrae nomen indidit. Sed Lycaonis filii tentare voluerunt, deusne Iovis esset: carnem humanam cum cetera carne commiscuerunt idque in epulo ei apposuerunt. Qui postquam sensit, iratus mensam everit, Lycaonis filios fulmine necavit.

5   Eo loco postea Arcas oppidum communivit, quod Trapezus nominatur. Patrem Iuppiter in lupi figuram mutavit.

6.4 De Ulixe Cyclopisque (cf. Hyg. *fab.* 125, 1-5)

Summarium

Cum Ulixes in patriam redīre vult, tempestas eum ad Ciconas defert, deinde ad Lotophagorum terram naves appellit. Postea a Cycolpe Polyphemo capĭtur sed dolo eum excaecat et cum sociis fugĕre potest.

1   Ulixes cum ab Ilio in patriam Ithacam rediret, tempestate ad Ciconas est delatus, quorum oppidum Ismarum expugnavit praedamque sociis distribuit. Inde ad Lotophagos, homines minime malos, qui loton ex foliis florem procreatum edebant, idque cibi genus tantam suavitatem praestabat, ut, qui gustabant, oblivionem capĕrent domum reditionis. Ad eos socii

5   duo missi ab Ulixe cum gustarent herbas ab eis datas, ad naves obliti sunt reverti, quos vinctos ipse reduxit. Inde ad Cyclopem Polyphemum Neptuni filium (ivit). Huic responsum erat ab augure Telemo Eurymi filio, ut cavēret, ne ab Ulixe excaecaretur. Hic mediā fronte unum oculum habebat et carnem humanam epulabatur. Qui postquam pecus in speluncam redegĕrat, molem saxeam ingentem ad ianuam opponebat. Qui Ulixem cum sociis inclusit sociosque eius

10   consumĕre coepit. Ulixes cum vidēret eius immanitati atque feritati resistĕre se non posse, vino, quod a Marone accepĕrat, eum inebriavit seque "Utin" vocari dixit. Itaque cum oculum eius trunco ardenti exurĕret, ille clamore suo ceteros Cyclopas convocavit eisque speluncā praeclusā dixit: "Utis me excaecat." Illi credentes eum deridendi gratiā dicĕre neglexērunt. At Ulixes socios suos ad pecora alligavit et ipse se ad arietem et ita exiērunt.

6.5 De vita et studiis Archiae poetae (cf. Cic. *Arch.* 4-5)

Summarium

In hac celeberrima oratione Cicero defendit Archiam poetam, qui in Asia natus civis Romanus fieri vult. Hoc loco vita Archiae a Cicerone narratur: adhuc adulescens, Archias optimus poeta existimatus est et in omnibus partibus Graeciae laudatus. Ut in Italiam pervenit, multae gentes eius artem poeticam admiratae sunt.

Nam ut primum ex pueris excessit Archias atque ab eis artibus quibus aetas puerilis ad humanitatem informari solet, se ad scribendi studium contulit, primum Antiochiae – nam ibi natus est loco nobili – celebri quondam urbe et copiosa atque eruditissimis hominibus liberalissimisque studiis adfluenti, celeriter antecellere omnibus ingeni gloria coepit. Post in

5   ceteris Asiae partibus cunctaque Graecia eius adventus celebrabantur.
Erat Italia tum plena Graecarum artium ac disciplinarum, studiaque haec et in Latio vehementius tum colebantur quam nunc isdem in oppidis, et hic Romae propter tranquillitatem rei publicae non neglegebantur. Itaque hunc et Tarentini et Locrenses et Regini et Neapolitani civitate ceterisque praemiis donarunt, et omnes qui aliquid de ingeniis poterant iudicare

10   cognitione atque hospitio dignum existimarunt. Hac tanta celebritate famae cum esset iam absentibus notus, Romam venit Mario consule et Catulo.
Statim Luculli eum domum suam receperunt, non solum ingeni ac litterarum, verum etiam naturae atque virtutis gratia.

6.6 De Europa (cf. Hyg. *fab.* 178)

Summarium

Narratur de Europā. Ea a Iove rapta est et ei tres filios dedit. Europae fratres, patris iussu, eam quaesiverunt sed non invenierunt. Deinde novas nationes constituerunt.

1   Europa, regis Agenoris et reginae Argiopes filia, in Sidonia urbe habitavit. Regiae puellae tres fratres erant: Phoenix, Cilix et Cadmus. Iuppiter Europam vidit et amavit. In taurum se convertit, puellam rapuit et a Sidoniā urbe in insulam Cretam transportavit; deinde ex eā tres filios procreavit: Minoem, Sarpedonem, Rhadamanthum. Agenor pater filios suos advocavit;

5   illi debebant sororem quaerere et domum non redire, nisi cum Europā. Illi autem numquam rediērunt. Phoenix in Africam advēnit ibique remansit; inde Afri "Poeni" sunt appellati. Cilix Ciliciae regioni nomen dedit; Cadmus Delphos devēnit et oraculum audivit. Oraculi responso bovem emit a pastoribus, eumque ante se longo itinere egit. Ubi is decubuĕrat, ibi Cadmus regnare debebat. Cadmus cum bove suo ad fontem Castalium pervēnit. Draco*, Martis filius,

10   hunc custodiebat. Draconem Cadmus Minervae auxilio vicit. Deinde Minervae iussu Cadmus draconis dentes sparsit et terram aravit. E draconis dentibus multi milites creati sunt et illi inter se pugnavērunt. Ex iis quinque superfuērunt: Chthonius, Udaeus, Hyperenor, Pelorus, Echion. Postremo Cadmus urbem condĭdit. Ea regio, ex bove, Boeotia appellata est.

6.7 De Lucio Licinio Murena – consul iniuria de ambitu accusatus (Cf. Cic. *Mur.* 86-87)

Summarium:

Lucius Licinius Murena et Decimus Iunius Silanus consulatum petentes Sulpicium Catilinamque vicerunt et consules creati sunt. Tum Sulpicius cum Catone Minore amico Murenam de ambitu accusavit. Illis temporibus Catilina coniurationem contra rem publicam fecit; itaque Cicero Murenam consulem creari voluit. Quamquam Cato et Sulpicius, qui erant amici Ciceronis, Murenam de ambitu accusaverunt, Cicero causam Murenae egit et hanc orationem habuit:

Modo maximo beneficio populi Romani consulatu ornatus fortunatus videbatur, quod primus in familiam veterem, primus in municipium antiquissimum consulatum attulisset: nunc idem in squalore et sordibus, confectus morbo, lacrimis ac maerore perditus vester est supplex, iudices, vestram fidem obtestatur, vestram misericordiam implorat, vestram potestatem ac vestras

5   opes intuetur. Nolite, per deos immortalis, iudices, hac eum cum re etiam honestatibus atque omni dignitate fortunaque privare. Atque ita vos L. Murena, iudices, orat atque obsecrat, si iniuste neminem laesit, si nullius auris voluntatemve violavit, si nemini, ut levissime dicam, odio nec domi nec militiae fuit, sit apud vos modestiae locus, sit demissis hominibus perfugium, sit auxilium pudori. Misericordiam spoliatio consulatus magnam habere debet, iudices; una enim

10   eripiuntur cum consulatu omnia; invidiam vero his temporibus habere consulatus ipse nullam potest; obicitur enim contionibus seditiosorum, insidiis coniuratorum, telis Catilinae, ad omne denique periculum atque ad omnem iniuriam solus opponitur.

6.8   De filiis Danai (cf. Hyg. *fab.* 125)

Danaus ex pluribus coniugibus quinquaginta filias habuit, totidemque filios frater Aegyptus; qui Danaum (…) interficere voluit, ut regnum paternum solus obtineret, et filiis uxores a fratre poposcit. Danaus re cognita (…) ex Africa Argos profugit. (…) At Aegyptus ut resciit Danaum profugisse, mittit filios ad persequendum fratrem (…). Qui postquam Argos venerunt, oppugnare

5   patruum coeperunt. Danaus ut vidit se eis obsistere non posse, pollicetur eis filias suas uxores (…). Acceperunt imperatas sorores patrueles uxores, quae patris iussu viros suos interfecerunt.

6.9   De Odyssea: Eumaeus (cf. Hyg. *fab.* 126 1-5)

Ulixes, postquam in Ithacam insulam rediit, ad Eumaeum adiit.

Ulixes Ithacam pervenit ad quandam casam, ubi erat nomine Eumaeus subulcus pecoris. (…) Eumaeus eum non recognoscebat, quoniam Minerva eum et habitum eius commutaverat. Eumaeus eum rogavit, unde esset, et ille ait se naufragio huc pervenisse. Quem cum pastor interrogaret, an Ulyssem vidisset, dixit se comitem eius esse et signa et argumenta coepit dicere. (…) Tunc Minerva effigiem suam ei restituit. Subito subulcus ut vidit Ulyssem esse,

5   tenens amplectansque lacrimari coepit prae gaudio et admirari, quid esset, quod eum immutaverat.