

Supplementary appendices: Adam Trusted

Rewriting the Textbook: An investigation into students' practices with creative composition in a Year 7 Latin class.

Appendix 1: Story used in Lesson 1:

Attica gladiator est. ecce! Attica arenam intrat. Attica gladium habet, et numquam perterrita est. Attica clamat: 'optima gladiator sum!' magna turba Atticam spectat, et vehementer plaudit. turba clamat: 'optima gladiator es!' subito leo iratus arenam intrat.

quid deinde accidit?

Translation:

Attica is a gladiator. Look! Attica enters the arena. Attica has a sword, and she is never afraid. Attica shouts: 'I am the best gladiator!' A big crowd is watching Attica, and applauding loudly. The crowd shouts: 'You are the best gladiator!' Suddenly an angry lion enters the arena.

What happens next?

Appendix 2: Focus Group Responses (after Lesson 1):

What did you think of the exercise used in Lesson 1?

Florian: 'I really liked it, can we do it again?'

Leila: 'It was alright, it was easy. It took me a while to understand what to do but then I understood.'

Alissa: 'I didn't even get to finish mine, I still haven't finished it. I wish we'd had a double period.'

Clarissa: 'I don't think I remember any of the words we learnt from that lesson, but it was fun.'

Iannis: 'Yeah I don't remember any of the words, but I liked the gladiator thing.'

Were my instructions clear throughout Lesson 1?

Alissa: 'Yeah, it was easy.'

Florian: 'When we first started it was a bit weirder but then it was fine.'

Leila: 'I think so, there wasn't anything too hard about it.'

What was the most difficult part of writing your own story?

Alissa: 'It wasn't that hard, but I guess, for me, adding your own character in is more difficult than saying what happens next.'

Iannis: 'For the first one, I thought I had a good story set up but it was a lot harder to put it into words.'

Clarissa: 'Yeah, I don't think I said what I wanted to sometimes.'

Leila: 'I think if we knew more words to begin with, it would be a lot easier.'

Why do you think we did this exercise?

Iannis: 'I'm not really sure, to look at gladiators?'

Leila: 'I don't know, I don't remember any of the words from the story.'

Florian: 'Writing Latin ourselves is something we haven't done before, so maybe that could help to make sure we know how sentences are structured together and how they work?'

Alissa: 'Yeah that's true, and maybe it's also helpful for knowing vocab?'

Appendix 3: Focus Group Responses (after Lesson 2):

What did you think of the exercise used in Lesson 2?

Florian: 'I think it could've been better, I preferred doing tests and writing down what words mean.'

Iannis: 'I enjoyed learning the endings – but I think, to help us remember, we could've had more words. If it was a bit more structured, if we had more words, it would've been easier.'

Alissa: 'I agree - I think maybe we could've had another vocab sheet which we could take home and learn for tests, then use those words.'

Leila: 'I like how the lesson was structured; once the vision of what happens next gets in your head, you could make your own part of the story later.'

Clarissa: 'Maybe if we had a dictionary, we could use more words instead of just the words in the booklet.'

Were my instructions clear throughout Lesson 2?

Clarissa: 'Yeah, mainly.'

Florian: 'Yeah, but I think it was easier with the Attica one.'

Leila: 'There was one bit when we were writing our own stuff where it was harder to structure it all, because we didn't have as many words to use.'

Which lesson let you tell a better story: Lesson 1 with Attica or Lesson 2 with the dog?

Florian: 'Lesson 1 - I would rather have a better story; like with the gladiator story, you have to use the gladiator fighting the lion – and you've got the different words; whereas in this, you've got the story happening but putting your own character in is more difficult.'

Iannis: 'I think Lesson 1 was more easy to make a story but I don't remember any of the words from the lesson because there were so many; I remember a few but not many.'

Clarissa: 'I agree, Lesson 1 – I think it was nice having loads of words, but maybe more words to use would've been easier; or maybe having key words would be more helpful.'

In Lesson 2, do you feel that you were able to put your character into the action easily?

Alissa: 'I found it a little hard to do that, because it's our first lesson doing the past tense in Latin, so it was quite hard.'

Florian: 'I also found that, because I put my person at the end, it was easier; whereas if you have to put it somewhere in the middle and it doesn't make sense, it would be a lot harder to join the person into the story.'

Iannis: I think when you have a structure, like with the Attica story, and you have to do it using sentences that we have to use, instead of putting your own character in, you can use the words you want, and it flows better.

Clarissa: Maybe, like with other languages, we could play games and do other exercises on the board which help us understand the tenses and the words better.

Why do you think we did this exercise?

Iannis: 'It's different to last time, because it gets you to think about tenses when you write your own thing.'

Leila: 'Because it gets built into your mind, so you know how to structure sentences on your own.'

Alissa: 'If you're practising it again and again, writing in Latin sentences in certain tenses can help you understand it, and it helps you progress over time.'

Florian: 'Yeah, that's pretty much it.'

At the end of the discussion, I asked students to silently and individually write down their answer to the following question:

Please write down an explanation of what the perfect and imperfect tenses are in Latin, and how they work. You can use examples if you want.

Inaccuracies in morphology are denoted with **yellow highlight**. Other mistakes (relating to word order, inaccuracies with tenses unknown to students etc. are not marked.

Alissa

Explanation of past tenses:

The imperfect tense continues for a long period of time however the perfect tense does not go on for much longer.

Alissa's work in Lesson 1:

Attica currit ad leonem, tamen leo fugit Attica. timet Attica. Attica leonem capit. Attica gladium erripit. Attica leonem decapitat cum gladium. Attica clamat 'optima gladiator sum.' turba clamat (unfinished).

Translation:

Attica runs towards the lion, however the lion runs away from Attica. It is afraid of Attica. Attica captures the lion. Attica brings out her sword. Attica chops off the lion's head with the sword. Attica shouts 'I am the best gladiator.' The crowd shouts (unfinished).

Alissa's work in Lesson 2:

Bob des Ingens canem timebat. in via ambulabat. tamen canis Bob des Ingens vexavit. Bob des Ingens mortuus est.

Translation:

Bob the Huge was afraid of the dog. He was walking in the street. However the dog bit Bob the Huge. Bob the Huge died.

Clarissa

Explanation of past tenses:

The perfect tense in Latin is vit or verunt, and is when a word becomes put into past tense and the action from the verb or noun is a short placed action.

The imperfect tense in Latin is *bat* or *bant*, and is when a word becomes put into past tense and the action from the verb or noun is held longer and stays for a longer duration.

Clarissa's work in Lesson 1:

Leo currit ad Attica^a et necat. Attica clamat 'abite horribil^{um} leo,' et ad surgit, et subito currit ad. quisquis fit exanimatus.

Translation:

The lion runs towards Attica and kills. Attica shouts 'go away horrible lion' and gets up, and suddenly runs towards (the lion). Someone becomes unconscious.

Clarissa's work in Lesson 2:

Eddie per viam ambulabat. Virginia clamorem audivit. Canis Eddie vexabat. Clint canem pulsavit. Eddie et Virginia erant laeti. Iratus Clint ex iuana clamat.

Translation:

Eddie was walking through the street. Virginia heard a shout. The dog was biting Eddie. Clint hit the dog. Eddie and Virginia were happy. Clint shouted from a door.

Florian

Explanation of past tenses:

Perfect means it makes sense on its own and doesn't need other words whereas imperfect has 'was' at the beginning and would need to have other words next to it to make it work.

Perfect sentence: Caecilius salutavit canem.

Imperfect sentence: Caecilius salutabat canem.

Florian's work in Lesson 1:

leo currit ad gladius, Atticam decedit. perterritus turbam est. Attica surgit et surgit leom. Attica clamat 'adiuvat me!!' leo oppugnat Attica, Atticam exanimatus. quisquis cerebrosus prosilit et necat leo.

Translation:

The lion runs towards the sword, Attica falls. The crowd is frightened. Attica gets up and the lion gets up. Attica shouts 'help me!!' The lion attacks Attica, Attica is unconscious. Someone leaps up, enraged, and kills the lion.

Florian's work in Lesson 2:

Clemens, Grumio and Quintus erant laetus viri. canis revenit cum canis rex. necabat homos.

Translation:

Clemens, Grumio and Quintus were happy men. The dog came back with the dog king. He (presumably the 'dog king') killed the men.

Iannis

Explanation of past tenses:

The imperfect tense is when an action is carried out for a long time and is not just one action. E.g. he was breathing.

The perfect tense is just one action that is not done for a long time. E.g. he breathed.

Iannis's work in Lesson 1:

leo maximus latrat. Attica fugit leo. Attica paret gladius. Leo currit ad Atticus.

Translation:

The very large lion roars. Attica flees the lion. Attica draws her sword. The lion runs towards Attica.

Iannis's work in Lesson 2:

servi per viam ambulabant. Donkey subito latravit. Shrek intravit. canem pulsavit.

Donkey et servi laetus erat.

Translation:

The slaves were walking along the street. Donkey suddenly barked. Shrek entered. He hit the dog. Donkey and the slaves were happy.

Leila**Explanation of past tenses:**

Imperfect tense in Latin usually contains 'ba.' So for salutabat you would take away 'at' and add 'bat' back. Perfect however you add a 'vi' at the end.

Leila's work in Lesson 1:

Leo latrat ferociter, leo atticum currit ad, et atticum oppugnat. turba clamat 'Eheu!'

Attica decidit. est exanimatus.

Ecce! Attica surgit! Euge! Attica leonem currit ad et leonem decapitat. turba clamat 'euge!' Attica clamat 'Ego sum Attica optima!'

Translation:

The lion roars fiercely, the lion runs towards Attica, and attacks Attica. The crowd shouts 'Oh no!' Attica falls. She is unconscious.

Look! Attica gets up! Hooray! Attica runs towards the lion and chops the lion's head off. The crowd shouts 'hooray!' Attica shouts 'I am Attica (and I am) the best!'

Leila's work in Lesson 2:

parvus puella per viam ambulabant. 'Canis! ubi es?' vocabat puella. deinde canis intravit et puella laetus erant.

Translation:

A small girl was walking through the street. 'Dog! Where are you?' the girl was shouting. Then the dog entered and the girl was happy.