# To walk or swim?

## Instructions

Read the passage in the table below and answer the questions that follow.

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| To walk or swim? | Line |
| *hodiē est calidus. sol in caelō est. equī et vaccae sub arboribus* | 1 |
| *quiescunt. Claudia et Lūcius in hortō colloquium faciunt. Claudia in* | 2 |
| *silvīs ambulāre vult, sed Lūcius in rivō natāre vult. est rixa.* | 3 |
| *pater, quī in tablinō legit, puerōs audit et ad hortum venit. “quid* | 4 |
| *accidit? cūr nulla aqua in urnīs est? necesse est statim complēre* | 5 |
| *urnās!”* | 6 |
| *nunc Claudia et Lūcius neque ambulāre neque natāre possunt.* | 7 |
| *lentē ad fontem ambulant.* | 8 |

1. Describe the visual images of the day the writer has created in lines 1 to 2.

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1. In line 3, the writer has used *sed* rather than choosing another conjunction or omitting it altogether. What is the effect of using the word *sed*?

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1. Re-read lines 4 to 6 of the text. Describe how you think the father feels. Support your points by quoting from the Latin text.

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1. The writer has included the parallel structure *neque... neque...*. What do you think this shows about the emotions of Claudia and Lucius in lines 7 to 8?

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1. Explain how the writer’s use of *lente* expresses Claudia and Lucius’s feelings.

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## For the teacher

Remove this section before sharing this resource with students.

As a class, read and discuss the meaning of the story. Allow students to answer the questions independently or with a partner. Once students have completed the questions, facilitate a class discussion of their answers focusing on the writer’s use of language and how the characters’ emotions are portrayed.

**Answers are shown in bold below.**

1. Describe the visual images of the day the writer has created in lines 1 to 2.

**It’s hot as the sun is shining. The animals in the fields are also resting under a tree so it gives the idea that it’s too hot for them to be active in the open air.**

1. In line 3, the writer has used *sed* rather than choosing another conjunction or omitting it altogether. What is the effect of using the word *sed*?

**The word *sed* creates a contrast between what the 2 characters want to do and implies that they cannot do both.**

1. Re-read lines 4 to 6 of the text. Describe how you think the father feels. Support your response by quoting from the Latin text.

**The father asks what’s happening (*quid accidit*), which shows he feels frustrated that the children are arguing. He asks them why there’s no water in the urns and tells them to fill them up straight away (*statim*), indicating his disappointment that the children haven’t done their chores.**

1. The writer has included the parallel structure *neque... neque...*. What do you think this shows about the emotions of Claudia and Lucius in lines 7 to 8?

**Claudia and Lucius may feel disappointed as they must do chores rather than either of their preferred leisure activities.**

1. Explain how the writer’s use of *lente* expresses Claudia and Lucius’s feelings.

**The emphasis on the slow speed of collecting water implies that Claudia and Lucius are not enthusiastic about the chore.**

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