# Translation and listening activities

## Activity 1 – translation

Read the story ‘Claudia and Lucius look at figs’. Using the space provided below, translate as much of the text as you can into English. You can annotate the story to assist with the translation.

Once you are happy with your translation, let your teacher know that you are finished. Be prepared to discuss your translation with the rest of the class.

### Claudia and Lucius look at figs

*hodiē Claudia et Lūcius* ***in forō*** *ambulant. tabernam spectant et* ***fīcōs*** *vident. “salvēte!” mercātor inquit. “meī fīcī sunt optimī.”*

*subitō magnum sonum audiunt. ecce! equus accurrit et* ***fīcōs*** *rapit! tabernam ferit. ēheu! taberna est fracta! mercātor clāmat et equum vituperat. equus hinnit et discēdit.*

#### Vocabulary

*in forō*: in the forum, marketplace

*fīcōs*: figs (accusative plural)

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## Activity 2 – pronunciation activity

You will hear 2 different recordings of the first half of the text you translated in Activity 1. The first recording is pronounced correctly. The second recording contains words that have been mispronounced. Complete the table below with the words you have identified as mispronounced. You may underline or circle the part of the word that is mispronounced. There are 6 errors in total.

### Text

*hodiē Claudia et Lūcius in forō ambulant. tabernam spectant et fīcōs vident. “salvēte!” mercātor inquit. “meī fīcī sunt optimī.”*

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| --- | --- |
| Error | Reason |
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## Activity 3 – identifying expression

You will hear 2 recordings of the second half of the story below ‘Claudia and Lucius look at figs’ to practise focusing on expression. The first recording uses appropriate expression and the second recording uses inappropriate expression. In the table below, make notes describing how each phrase has been inappropriately expressed.

*subitō magnum sonum audiunt. ecce! equus accurrit et fīcōs rapit! tabernam ferit. ēheu! taberna est fracta! mercātor clāmat et equum vituperat. equus hinnit et discēdit.*

|  |  |
| --- | --- |
| Text with inappropriate expression | Justification |
| *subitō magnum sonum audiunt*. |  |
| *ecce!* |  |
| *equus accurrit et fīcōs rapit!* |  |
| *tabernam ferit. ēheu!* |  |
| *taberna est fracta!* |  |
| *mercātor clāmat et equum vituperat* |  |
| *equus hinnit et discēdit.* |  |

## For the teacher

Remove this section before sharing this resource with students.

### Activity 1 – translation

Read the story to the students in full, for them to hear the correct pronunciation and intonation. Then read the story a second time asking students to repeat after you. Following this, allow students 5 to 10 minutes to work individually or in pairs to translate the story into English. When students have completed their translation, lead a discussion about their translations.

### Activity 2 – pronunciation activity

#### Audio files

[Claudia and Lucius look at figs – correct.mp3 (0:13)](https://players.brightcove.net/6197335233001/RYyTOryUkW_default/index.html?videoId=6364526656112)

[Claudia and Lucius look at figs – incorrect.mp3 (0:14)](https://players.brightcove.net/6197335233001/RYyTOryUkW_default/index.html?videoId=6364526457112)

Play the correct version of the recording first, followed by the incorrect version. Students fill in the table with the word that they think has been incorrectly pronounced, and indicate which part of the word they think is incorrectly pronounced by underlining or circling it. Play the recordings a second time. If required, play the recordings additional times. Once students have completed the table, discuss with students their responses, why the pronunciation is incorrect in each instance and how pronunciation and intonation assist with understanding a text.

The bolded words in the text have been incorrectly pronounced.

*hodiē Claudia et* ***Lūcius*** *in forō* ***ambulant****.* ***tabernam*** *spectant et fīcōs* ***vident****. “****salvētē****!” mercātor inquit. “****meī*** *fīcī sunt optimī.”*

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| --- | --- |
| Error | Reason |
| *Lūcius* | Pronounced like English name Lucius with soft ‘c’, but in Latin ‘c’ always sounds like ‘k’. |
| *ambulant* | Pronounced with a ‘y’ sound before ‘u’. |
| *tabernam* | Short ‘e’ sound is incorrect. |
| *vident* | ‘v’ sound pronounced as English ‘v’ rather than as ‘w’. |
| *salvētē!* | English speakers tend to assume ‘e’ at the end of a word is silent; all letters are pronounced in Latin. |
| *meī* | English speakers are unaccustomed to multiple vowel sounds; in Latin these are pronounced separately. |

### Activity 3 – identifying expression

Play the version of the recording that uses the appropriate expression first, followed by the recording that uses inappropriate expression. Students fill in the table by describing how each phrase has been inappropriately expressed. Play the recordings a second time. If required, play the recordings additional times. Once students have completed the table, discuss with students their responses and why the expression is inappropriate in each instance.

#### Audio files

[Claudia and Lucius look at figs – appropriate expresion.mp3 (0:27)](https://players.brightcove.net/6197335233001/RYyTOryUkW_default/index.html?videoId=6364526747112)

[Claudia and Lucius look at figs – inappropriate expression.mp3 (0:31)](https://players.brightcove.net/6197335233001/RYyTOryUkW_default/index.html?videoId=6364526748112)

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| --- | --- |
| Text with inappropriate expression | Justification |
| *subitō magnum sonum audiunt*. | An upbeat, happy tone was used for this sudden event that will eventually lead to unfortunate circumstances for the merchant. |
| *ecce!* | A flat tone was used, whereas a rising tone would be appropriate for this exclamation of surprise at the sudden appearance of a horse in an area usually reserved for pedestrians. |
| *equus accurrit et fīcōs rapit!* | A melancholy tone is inappropriate for this unexpected development. |
| *tabernam ferit. ēheu!* | A flat tone was inappropriate for this exclamation of distress. |
| *taberna est fracta!* | An excited tone was inappropriate as an unfortunate event has happened – the horse has broken the merchant’s stall. |
| *mercātor clāmat et equum vituperat* | A bright tone is inappropriate for how upset the merchant is. |
| *equus hinnit et discēdit.* | An affectionate tone to describe the horse leaving is inappropriate since it has caused damage to the merchant’s stall. |

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