

Exercise walk-through

2

Text, author, audience · Latin close reading and literary effect

International Baccalaureate · IB Diploma · Classical Languages · HL

2 Supported focus – Latin close reading and literary effect

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS close reading • translation • evidence • argument

- anaphora
- diction
- syntax

Objective

- Connect diction, syntax and literary form to meaning
- Support interpretations with precise Latin evidence and contextual knowledge

Original public practice; marks below are classroom self-check points, not official criteria.

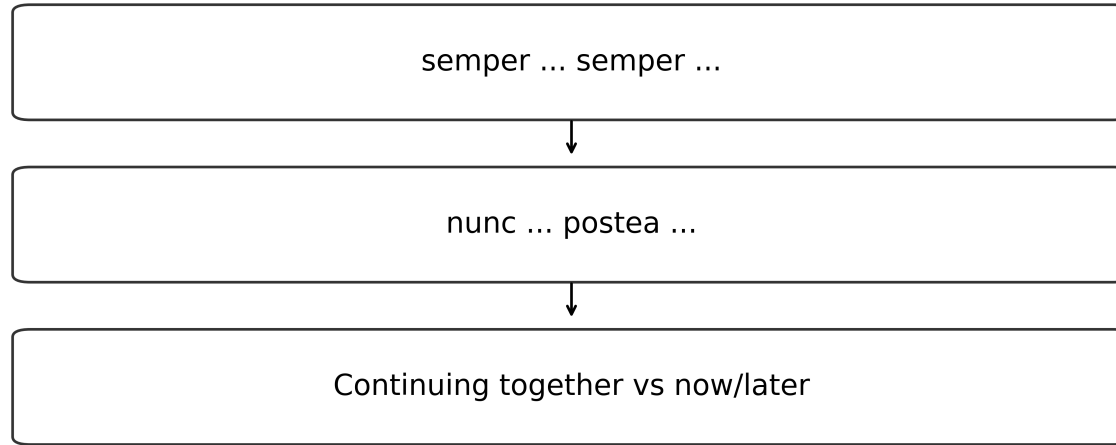
1 Key knowledge and worked examples

Close reading links a visible linguistic feature to an interpretation of tone, argument or characterization.

Translate the relevant words accurately before arguing about the effect; distinguish the speaker's voice from the author's purposes.

Diction and syntax contribute to meaning together. “Semper laborat, semper sperat” means “always works, always hopes”. Repeated semper at both clause openings is anaphora ; it links two continuing actions. That relationship supports persistence. It does not alone prove happiness, success, or a particular ancient author's

beliefs.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: For a classroom phrase, *semper laborat, semper sperat*, the repeated *semper* emphasizes persistence: always works, always hopes. Explain how the parallel clauses link labour and hope rather than saying repetition merely makes the text interesting.

■ Complete original case context

Original Latin classroom pair: A: *Semper laborat, semper sperat*. (Always works, always hopes.) B: *Nunc laborat; postea sperat*. (Now works; later hopes.) Vocabulary: *semper* = always; *nunc* = now; *postea* = later; *laborat* = works; *sperat* = hopes. These are original prose phrases. They are not prescribed quotations and no metrical claim is made.

Exercises 2.1-3.1

2.1 What is the strongest explanation of *semper* in the classroom phrase? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Compare the organisation of time in A and B using precise Latin evidence. [3]

Exercises 2.1-3.1

2.1 What is the strongest explanation of *semper* in the classroom phrase? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

2.1 Its repetition links continuing labour with continuing hope. For a classroom phrase, *semper laborat, semper sperat*, the repeated *semper* emphasizes persistence: always works, always hopes. Explain how the parallel clauses link labour and hope rather than saying repetition merely makes the text interesting.

Correct response linked to the given case.

3.1 Compare the organisation of time in A and B using precise Latin evidence. [3]

3.1 A repeats *semper* to present work and hope as continuing together. B contrasts *nunc* with *postea* to separate them into now and later. Both mention work and hope, but their time relationships differ.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Explain why “repetition makes A vivid” is incomplete. Give a fuller interpretive sentence and one limit. [3]

3.3 What further evidence would be needed to analyse metre, an ancient audience and authorial purpose in an assessed passage? [3]

Exercises 3.2-3.3

3.2 Explain why “repetition makes A vivid” is incomplete. Give a fuller interpretive sentence and one limit. [3]

3.2 “Repeating semper at successive openings links ongoing labour with ongoing hope, suggesting persistence rather than a single completed effort.” The phrase does not establish the worker’s eventual success, emotional state or a whole culture’s values.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 What further evidence would be needed to analyse metre, an ancient audience and authorial purpose in an assessed passage? [3]

3.3 The actual prescribed prose or verse, its edition and context, authorship and genre evidence, and appropriate linguistic or metrical knowledge. An English paraphrase cannot establish Latin metre. The original phrases here cannot stand in for prescribed textual evidence.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.