

# INTENSIVE AND EXTENSIVE READING

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A meeting of language educators can hardly be considered complete without a debate over the use of authentic resources.



**#AUTHRES**



Several introductory textbooks have been founded on this principle, most notably Wheelock's with its *sententiae antiquae* (not "made-up Latin" stresses the official website) and most recently English and Irby's *New Latin Primer*.

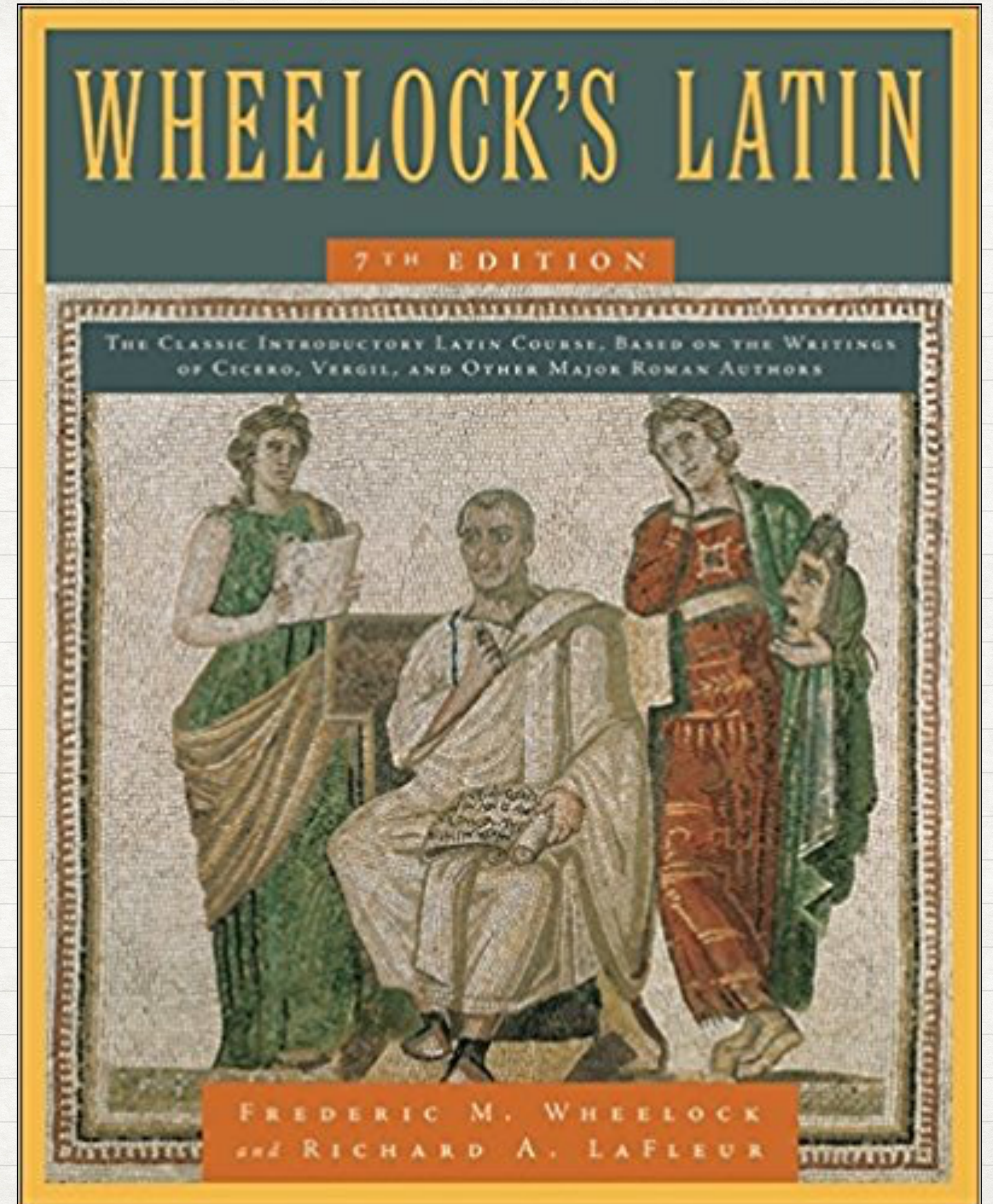


# WHEELLOCK'S LATIN

FREDERIC WHEELOCK  
AND RICHARD LAFLEUR

"A rich selection of original Latin readings—unlike other textbooks, which contain primarily made-up Latin texts."

—<http://wheelockslatin.com>



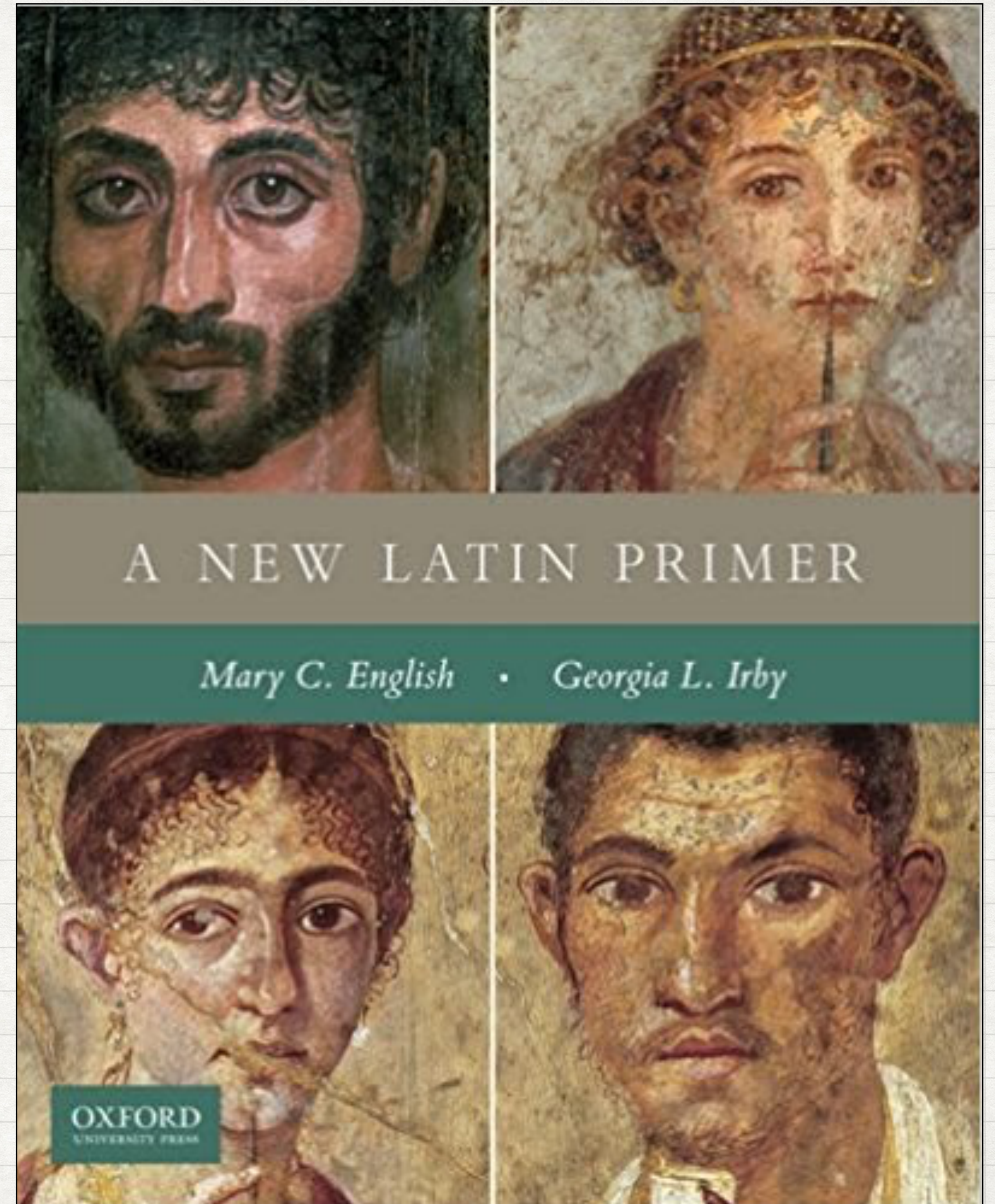


# A NEW LATIN PRIMER

MARY ENGLISH  
AND GEORGIA IRBY

"Taking a traditional grammar approach and using only unadapted Latin, this straightforward text is ideal for beginning Latin courses."

— OUP (<https://global.oup.com/ushe/product/a-new-latin-primer-9780199982011>)





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## 2. First and Second Declension Nouns

2.1. Ovid, *Tristia* 4.10.3

2.2. Ovid, *Ars Amatoria* 1.631

2.3. Ovid, *Ars Amatoria* 1.237

2.4. Ovid, *Heroides* 1.3

2.5. Ovid, *Metamorphoses* 10.264

2.6. Ovid, *Metamorphoses* 3.464

2.7. Ovid, *Metamorphoses* 4.143 44

2.8. Ovid, *Metamorphoses* 2.167 68

2.9. Ovid, *Metamorphoses*, 10.23

2.10. Ovid, *Fasti* 1.164

2.11. Ovid, *Heroides* 7.7

2.12. Ovid, *Epistulae ex Ponto* 1.4.19

2.13. *CIL* IV 3131: Pompeii

2.14. *CIL* IV 4429: Pompeii

2.15. *CIL* VI 15258: Rome



If you haven't seen English and Irby, that was the list of auth res used to introduce 1st and 2nd declension nouns and adjectives in ch. 2. Needless to say, these are small bits with a good amount of unknown vocabulary and grammar.

Short texts with a lot of unknown language is pretty much the definition of intensive reading or "Reading to Learn."



INTENSIVE READING

“READING TO LEARN”



“

When students “read to learn” (Intensive Reading) they are reading a text to learn something **about the language** itself—maybe a new word, some grammar ... This is the typical reading many students do in their textbooks. **The passages are short and often have a lot of language the students don’t know.**

— [Extensive Reading Foundation; erfoundation.org/ERF\\_Guide.pdf](https://erfoundation.org/ERF_Guide.pdf) (emphasis mine)

”



# HIGH PROPORTION OF UNKNOWN WORDS

## WHEELLOCK CHAPTERS 2 AND 3

- **Mē** vītāre turbam iubēs.
- **Mē** saevīs catēnīs onerat.
- Immodica **īra** creat īnsāniam.
- Modum tēnere **dēbēmus**.

\***Known** words (i.e. required vocabulary) are in bold.

NB: these are extreme cases.



The priority of using authentic language virtually guarantees a high proportion of unknown vocabulary, esp. at these very early stages. Even the number of clear cognates in those *sententiae* is pretty low.

And then there's the issue of length ... (fyi, chapter 8 is halfway through Keller and Russell's *Learn to Read Latin*)

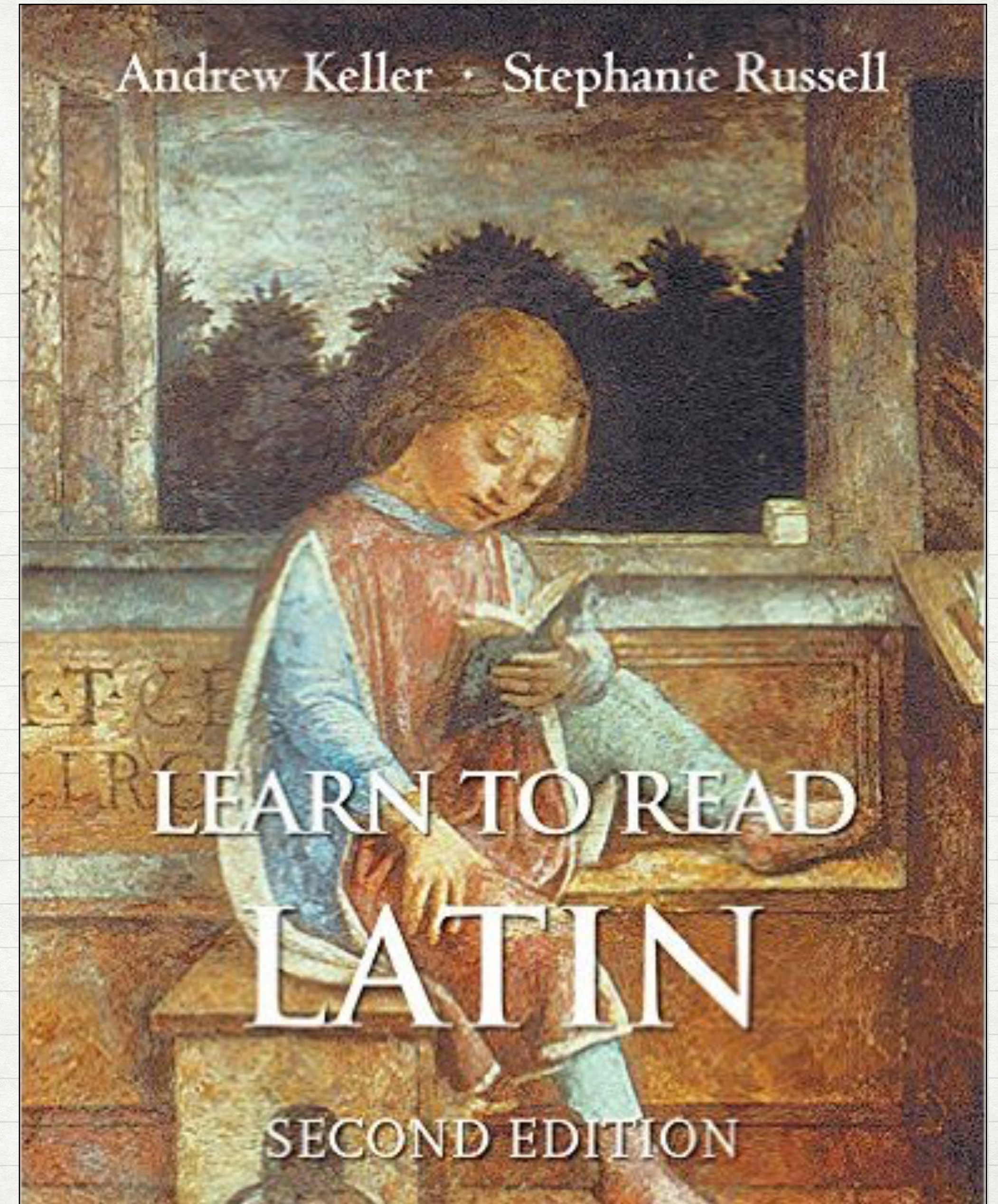


# LEARN TO READ LATIN

ANDREW KELLER AND  
STEPHANIE RUSSELL

“‘Longer Readings’ follow the shorter ones. ... these are drawn from real Latin authors. ... in Chapter VIII ...[t]hese ‘longer’ readings range from two lines of Ennius ... to nine of Vergil.”

— T. K. Seiler (<http://bmcr.brynmawr.edu/2005/2005-01-21.html>)





Please note that this is **not** to say that one should avoid authentic resources in intro courses. In fact, I like auth res so much that I applied for a grant from the Foreign Language Advisory Group (FLAG) at Harvard to begin a website to help instructors find auth res for their students.



# EXEMPLA ANTIQVA

<http://harvardclassicsdept.org/blog/latin>



# EXEMPLA ANTIQVA

## VARIETY OF MATERIALS

- Inscriptions
- Coins
- Graffiti
- Mosaics
- Manuscripts
- Literature





# EXEMPLA ANTIQVA

## VARIETY OF EXPERIENCES

- Women
- Slaves & *liberti*
- Non-elites

Médaille de Cavillargues  
Musée Archéologique (Nîmes)

[http://penelope.uchicago.edu/  
~grout/encyclopaedia\\_romana/  
gladiators/polliceverso.html](http://penelope.uchicago.edu/~grout/encyclopaedia_romana/gladiators/polliceverso.html)



*Stantes missi*



# EXEMPLA ANTIQVA

## VARIETY OF TIMES AND PLACES

- Post-classical
- Provincial
- Reception



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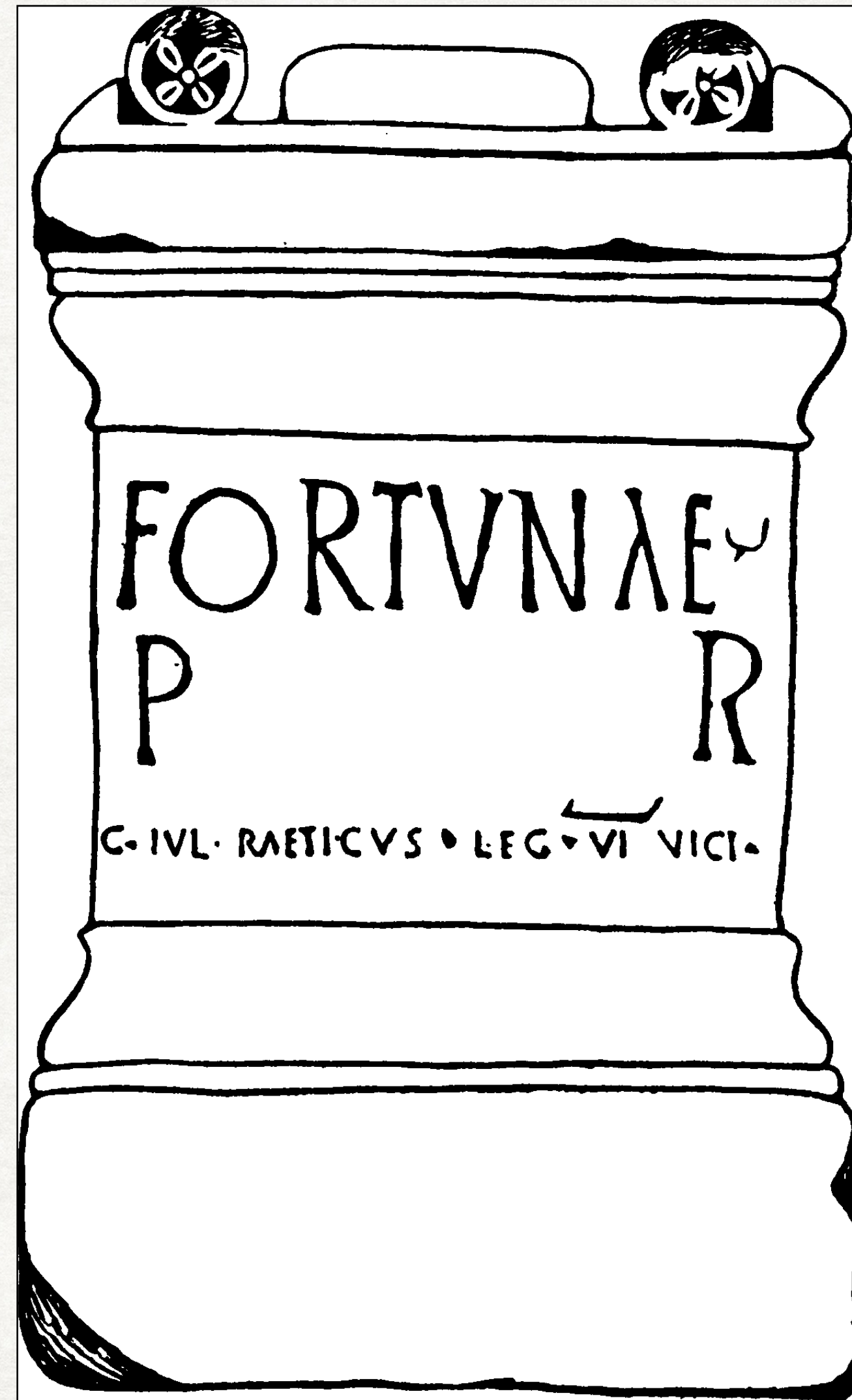
Cotton MS Cleopatra C VIII, f. 12r

*Gladius Ir[a]e frangitur in capite Patientiae*



The website includes auth res even for that stage of 1st/2nd declension nouns and adjectives. While something like the following doesn't say anything particularly interesting, the main bit is very comprehensible and the "fine print" gives an opportunity to introduce naming conventions and Roman numerals at an early stage, as well as an important site since this is from Vindolanda.





FORTVNAE  
P R

C IVL RAETICVS 7 LEG VI VICT

Fortūnae  
populī Rōmānī

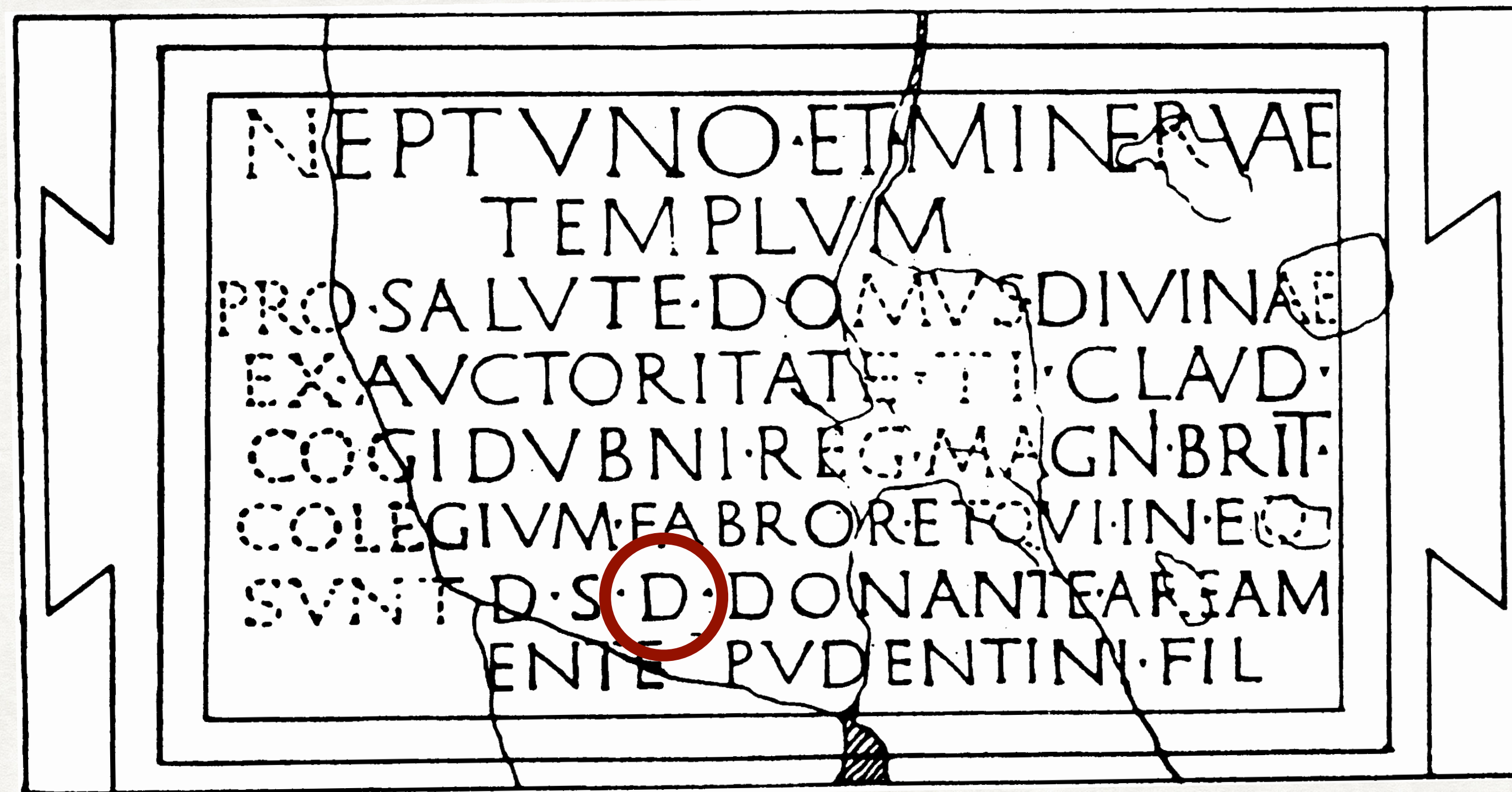
G(aius) Iul(ius) Raeticus 7  
leg(iōnis) VI Vict(ricis)

RIB 1684. Sandstone altar. Vindolanda.



Next is something we looked at with ch. 3 of Sheldermine's *Introduction to Latin*, when the genitive and dative were introduced. Students who had just been alarmed by identical forms on a chart could see why we could presume that *Minervae* was in the dative, even before reading as far as the "D" for a form of *do, dare*. We had also already looked at other dedicatory inscriptions with datives, so cultural knowledge could be brought into play as well.





NEPTVNO ET MINERVAE  
TEMPLVM

[N]eptūnō et Minervae  
templum

RIB 91. Marble dedication  
slab. A.D. 43-410.  
Chichester (Noviomagus).



We used several coins to introduce the ablative absolute. This pair was useful for illustrating how the ablative absolute could convey the same idea as an explicitly causal phrase.





ob cīvīs servātōs      cīvibus servātīs  
(= quod cīvēs servātī sunt/erant)

Gold aureus of Augustus. ca. 19-18 BC.  
British Museum 1846,0910.147

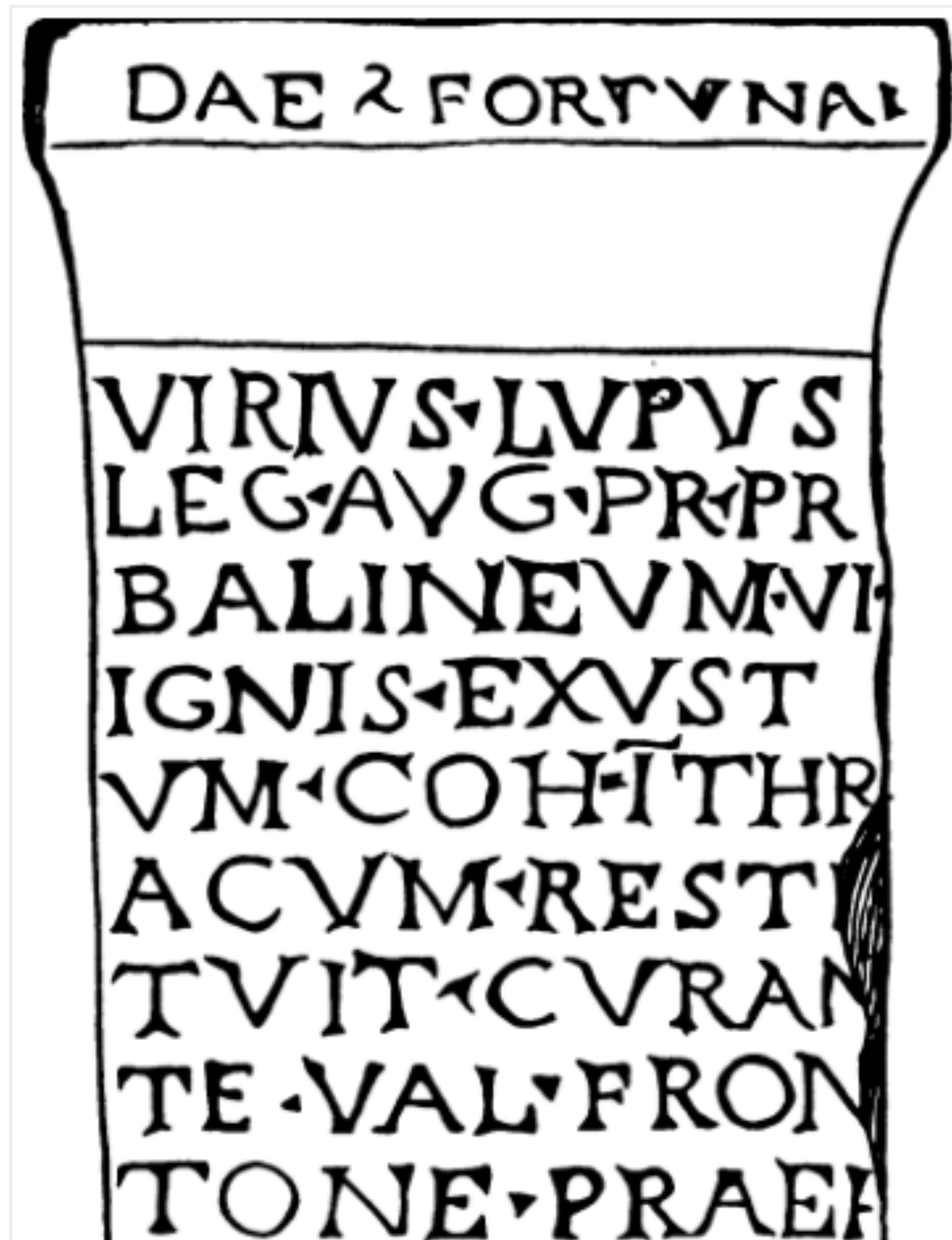
Gold aureus of Augustus. ca. 27 BC.  
Münzkabinett Berlin 18202448



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## RIB 730: Restored bathhouse

Published by [ivyjl](#) on January 5, 2017 | [1 Response](#)



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Stone Altar. AD 197–198. Museum of Archaeology and Anthropology (Cambridge, UK). D 1970.3

D(e)ae Fortunae

Virius Lupus

leg(atus) Aug(usti) pr(o) pr(aetore)

balineum vi

ignis exust-

um coh(orti) I Thr-

acum resti-

tuit curan-

te Val(erio) Fron-

tone praef(ecto)

eq(uitum) alae Vetto(num)

Deae Fortūnae.

Virius Lupus, lēgātus Augustī prō praetōre,

balineum vī ignis exustum cohortī I Thrācum restituit

cūrante Valeriō Frontōne, praefectō equitum ālae Vettōnum.

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# FINDING RESOURCES

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## Exempla antiqua

*Classical and Medieval Latin examples*

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### pets



#### Helena epitaph

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Helena alumnae animae incomparabili et benemerenti

Posted in [3rd decl adj](#), [Adj agreement](#), [Adjectives](#), [Dative](#), [Shelmerdine10](#), [Wheelock16](#)

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#### Martial 1.109 Issa

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Issa est passere nequior Catulli, / Issa est purior osculo columbae, / Issa est blandior omnibus puellis, / Issa est carior Indicis lapillis, / Issa est deliciae catella Publi.

Posted in [Abl of comparison](#), [Comparative adj](#), [Indirect statement](#)

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Right now, items are mostly keyed to Shelmerdine, but if anyone uses something successfully with another book, please leave a comment with the book/chapter and I'll tag it accordingly.

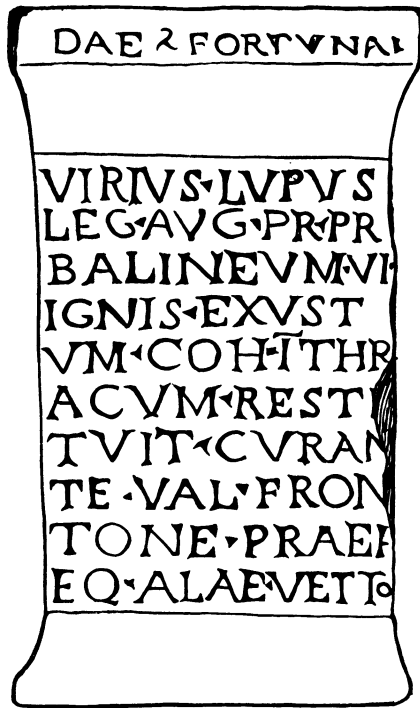
The goal was not to create a repository of lesson plans or handouts, but rather to collect things that instructors could adapt to the needs of their students. If people do create handouts vel sim. using the materials, they can use the commenting feature to share them with other users. If you browse the site, you'll find a couple of handouts that I created, like the following.



# EXAMPLE OF USER CONTRIBUTION

- Image and transcriptions from entry
- Customized glosses
- Notes
  - Linguistic
  - Cultural

RIB 730



D(e)ae Fortunae  
Virius Lupus  
leg(atus) Aug(usti) pr(o) pr(aetore)  
balineum vi  
ignis exust-  
um coh(orti) I Thr-  
acum resti-  
tuit curan-  
te Val(erio) Fron-  
tone praef(ecto)  
eq(uitum) alae Vetto(num)

Deae Fortūnae.  
Virius Lupus, lēgātus Augustī prō praetōre,  
praetor, praetōris, m. *praetor* (see below)  
balineum vī ignis exūstum cohortī I Thrācum restituit,

balineum, balineī, n. bathhouse	vīs, vīs, f. by the force	exūrō, exūrere, exussī, exūstus to burn up/down	cohors, cohortis, f. Thrax, Thrācis, m. Thracian	restituō, restituere, restituī, restitūtum to restore
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cūrante Valeriō Frontōne, praefectō equitum ālae Vettōnum.

praefectus, praefectī, m. commander	eques, equitis, m. cavalryman	āla, ālae, f. wing	Vettōnēs, Vettōnum, m. pl. Vettonians
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Deae Fortūnae.  
Virius Lupus, lēgātus Augustī prō praetōre,  
balineum vī ignis exūstum cohortī I Thrācum restituit,  
cūrante Valeriō Frontōne, praefectō equitum ālae Vettōnum.

- Notes:**
- A stone altar found in England, dated AD 197–198.
  - A *legatus Augusti pro praetore* governed an imperial province.
  - An *ala* can be a literal wing, but may also refer to the wing of an army, particularly the cavalry. Hence *alae* alone would be essentially synonymous with *equitum alae*.
  - The Vettonians inhabited Lusitania, in western Iberia.



Students can feel a sense of pride in understanding “real” Latin and, as one student last fall commented, it can even be “fun and engaging.” So once again, I’m not saying that authentic resources shouldn’t be read. The issue is how difficult they often are to read and hence how slowly students read them.



“

The use of different historical documents to  
use for translation was fun and engaging.

— *Fall 2016 student evaluation*

”



# DRAWBACKS OF INTENSIVE READING

- Fear of longer texts
- Tedium, due to slowness of reading
- Lack of context can make text nearly meaningless
- No expectation that language should make sense
- Slowness and shortness make it difficult to have enough encounters with words and word collocations

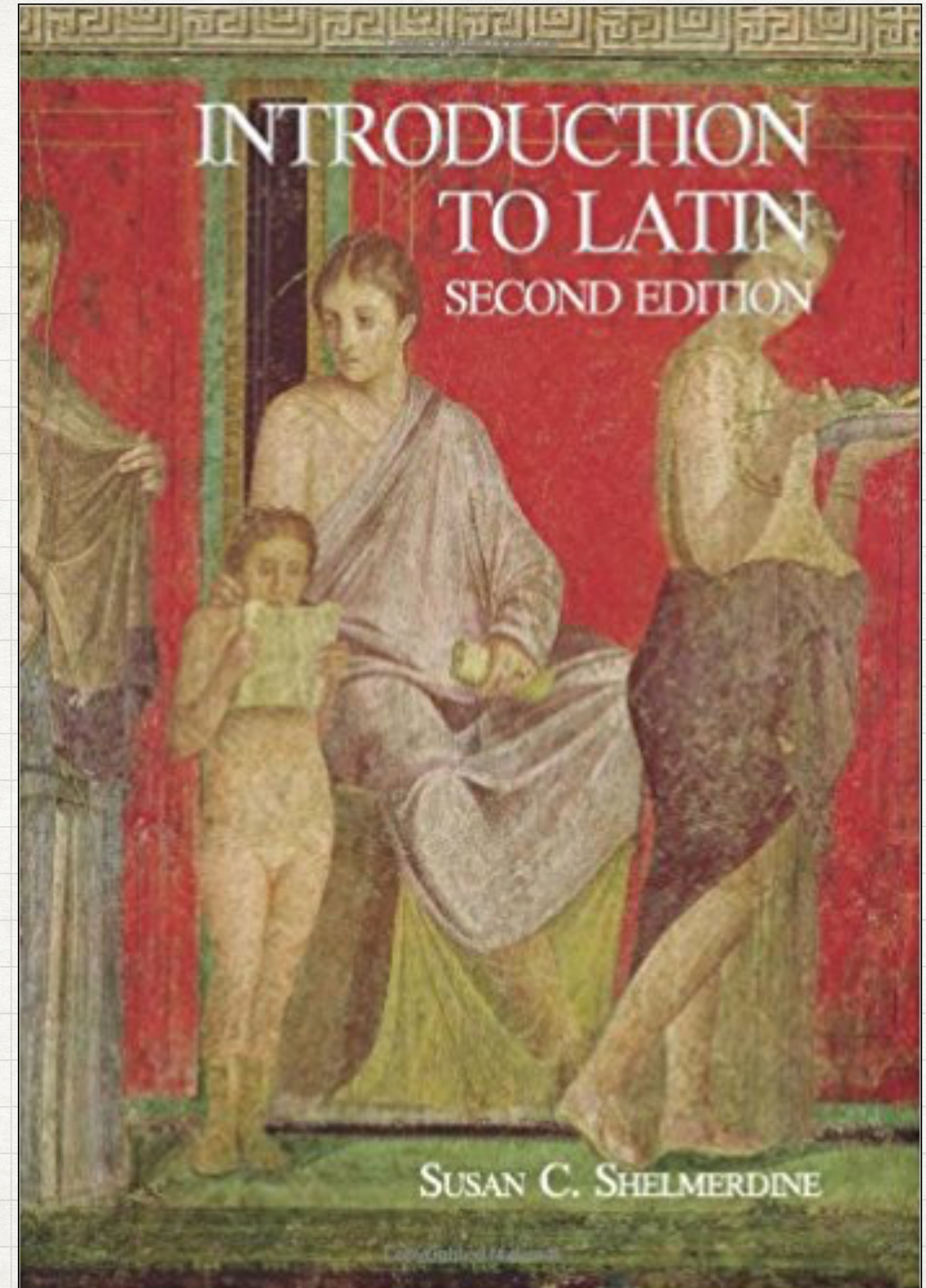


# INTRODUCTION TO LATIN

SUSAN SHELMERDINE

“‘Real Latin’ readings occur throughout the text, early and often, in the form of sentences and short passages”

—<https://www.hackettpublishing.com/introduction-to-latin-second-edition-3248>





# READINGS IN SHELMERDINE CH. 1–5 (137 WORDS)

1. None in Chapter 1
2. Italia agros et agricolas habet. Natura aquam cibumque dat et bellum pueros puellasque non terret. Locum viri feminaeque laudant. Iuvat fortuna populum. (25 words/enclitics)
3. Poetae fabulas narrant et monstrant animum virorum: Advenae ad terram Italiae navigant. Pugnare solent et bellum portant. Pueri puellaeque timent. Populus templum aedificat et dis dona dat. Sed viri Italiae imperium habent et nautas superant. Turba viros laudat et populus gaudet. (42 words/enclitics)
4. Iuppiter Neptuno imperium dat ponti et Neptunus insulas et loca prope pontum regnat. (13 words)
5. a. Mundus caeli vastus tacet et Neptunus saevus undis asperis pausam dat. (11 words)  
  
b. Primus et Romae et imperii conditor Romulus est, filius dei, Martis, et Rheae Silviae. Romulum cum Remo fratre in Tiberinum rex, Amulius, iactat. Sed infantes clamant et lupa pueros iuvat. Tum sub arbore Faustulus pastor parvos pueros videt et portat infantes in casam et pueros educat. (46 words)



# FIRST FIVE NARRATIVES/READINGS IN SHELMERDINE

Chapter	Source	Length	Length w/o pn/adj	Comprehensibility
Ch. 2		25	24	83.3%
Ch. 3		42	40	80%
Ch. 4	Ennius	13	10	70%
Ch. 5	Ennius	11	10	40%
Ch. 5	Florus	46	36	75%

**Average of 24 words; 69.7%    [Proper nouns/adj omitted]**



By comprehensibility, I mean the percentage of words in the reading that are words in the required textbook vocabulary up to that point. Note that first two Shelmerdine passages, which are “made-up” Latin, are among the longer ones and are a good deal more comprehensible, using at least 80% known words.

*Latin for the New Millennium*, which is something of a hybrid reading/grammar-first approach, has longer passages, but they are (on average of small sample) not more comprehensible in terms of known vocabulary.



# COMPREHENSIBILITY OF *LATIN FOR THE NEW MILLENNIUM* 1–5

Chapter	Source	Length w/o pn/adj	Comprehensibility
Ch. 1		29	62.1%
Ch. 2	Plautus	62	46.8%
Ch. 3	Terence	93	72%
Ch. 4	Cicero	74	73.0%
Ch. 5	Cicero	81	85.2%

Average of 68 words; 67.8%    [Proper nouns/adj omitted]



EXTENSIVE READING

“LEARNING TO READ”



“

When students ‘learn to read’ (Extensive Reading), they are practicing the skill of reading by reading for information [and/or enjoyment] ... without consciously knowing they are learning. The aim is to build reading fluency—not necessarily to learn new things (although they may learn some), and **to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively.**

— [Extensive Reading Foundation; erfoundation.org/ERF\\_Guide.pdf](https://erfoundation.org/ERF_Guide.pdf) (emphasis mine)

”



We've probably all seen students who can parse every form and yet don't understand how the forms relate to convey meaning.

Actually, a strict definition of extensive reading is limited to self-selected reading done outside the classroom, but a looser one is any reading that students can do relatively quickly and easily without using a dictionary or having a page covered in notes and glosses. If we don't have anything authentic that fits the bill, then I think we have to create lengthier, more comprehensible, (and probably more interesting) texts for beginning learners.



GROTON AND MAY

*THIRTY-EIGHT  
LATIN STORIES:  
DESIGNED TO  
ACCOMPANY  
WHEELOCK'S  
LATIN*

**38**

**THIRTY-EIGHT  
LATIN STORIES**

5th Edition

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*Designed to Accompany*  
**WHEELOCK'S LATIN**  
(6th Edition Revised)

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By ANNE H. GROTON AND JAMES M. MAY



Groton and May of course already did this in a way for Wheelock. In my experience at least, students were much happier reading these stories, esp. the mythological ones in the first half, than the *sententiae antiquae*. But can this be considered an “extensive” complement to the intensive *sententiae* in terms of length and comprehensibility?



## LENGTH OF FIRST SIX OF 38 *LATIN STORIES*

Chapter	Topic	Length	Length w/o pn/adj
Ch. 3	Pandora	91	72
Ch. 4	Phaëthon	108	93
Ch. 5	Io	111	91
Ch. 6	Atreus	104	93
Ch. 7	Cleobis & Biton	88	71
Ch. 8	Laocoön	105	89

Average of 102 words (88 w/out proper nouns/adj)



# COMPREHENSIBILITY OF FIRST SIX OF 38 *LATIN STORIES*

Chapter	Topic	Length	Length w/o pn/adj	Comprehensibility
Ch. 3	Pandora	91	72	69.4%
Ch. 4	Phaëthon	108	93	69.9%
Ch. 5	Io	111	91	70.3%
Ch. 6	Atreus	104	93	80.6%
Ch. 7	Cleobis & Biton	88	71	73.2%
Ch. 8	Laocoön	105	89	64.0%

Average of 71.2%

[proper nouns/adj omitted]



Longer than the textbook readings, but still typically just one side of a page. And to read extensively, the stories need not only be lengthy, but have a low proportion of unknown words. So how comprehensible are these in terms of the vocabulary actually required in Wheelock?

In this sample, well over a quarter of the words are glossed. Granted there may be some cognates in there, but still. This is only 1.5% more comprehensible on average than those first 5 readings in Shelmerdine. So just how comprehensible should the texts be?



“

The reading is at an “instructional” level when the students know between 90% and 98% of the words

... **Below 90% (one unknown word in 10)**  
**the reading becomes frustrating and slow ...**  
and comprehension suffers badly. ...

Students should read at the instructional level if  
they wish to learn new things ...

— [Extensive Reading Foundation; erfoundation.org/ERF\\_Guide.pdf](https://erfoundation.org/ERF_Guide.pdf) (emphasis mine)

”



NB: to read in a truly extensive way (i.e. independently/enjoyably), one should know 98% of words. This “Instructional Level” is still considered intensive. Since we would be reading in class, 90% comprehensible seemed a reasonable goal.

Beginning from ch. 3 of *Shelmerdine*, students read in class, without preparation, a serialized re-telling of the *Romulus & Remus* story. No words were glossed, except a few through pictures. Since we were in class, students could ask, but most often unknown words had cognates or derivatives, so students didn't need to ask.



# ROMVLVS REMVSQVE

Nunc ob bonam fortūnam puerōrum alveus in terrā erat et in alveō  
fratrēs geminī iacēbant. Clāmōrem magnum faciēbant, aquā  
cibōque enim carēbant, sed nēmō eōs audire poterat.

Tum silvae Ītalīae multōrum lupōrum plēnae  
erant. Lupa magna ad fluvium Tiberīnum  
veniēbat, aquam enim optābat. Lupa clāmōrem  
puerōrum audiēbat. Clāmor eam ad puerōs parvōs ducēbat!

lupus, -ī, m.  
lupa, -ae, f.







**Virī Rōmulum Rēmumque in alveō portant.**

Fresco depicting exposure of Romulus and Remus, with Tiberinus, personified god of the river Tiber. 1st c. BCE. Palazzo Massimo Archaeological Museum (Rome).

Photo: Carlo Raso. Public Domain.



Most episodes are illustrated with ancient art. In this case, the image also indicates what an *alveus* is.

The texts start at 54 words (not counting proper nouns/adj) and with one exception they get longer with each installment. After starting around 75% known words, they pretty consistently reach 90%. If you count words previously seen in the story as known, we're over 90% beginning with the second installment. First episode's unknown words: *est, nōn, duō, prīmus, secundus*.



# COMPREHENSIBILITY OF *ROMULUS REMUSQUE* I–VII

Shelmerdine	Episode	Length w/o pn/adj	Comprehensibility
Ch. 3	I. Regnum Procae	54	74.1%
Ch. 3	II. Regnum Amulii	56	75%
Ch. 4	III. "Donum" Amulii	69	94.2%
Ch. 5	IV. Vita Rheae Silviae	100	91%
Ch. 5	V. Fabula Rheae Silviae	92	92.4%
Ch. 6	VI. Consilium Amulii	119	88.2%
Ch. 7	VII. Fortuna geminorum	172	90.7%

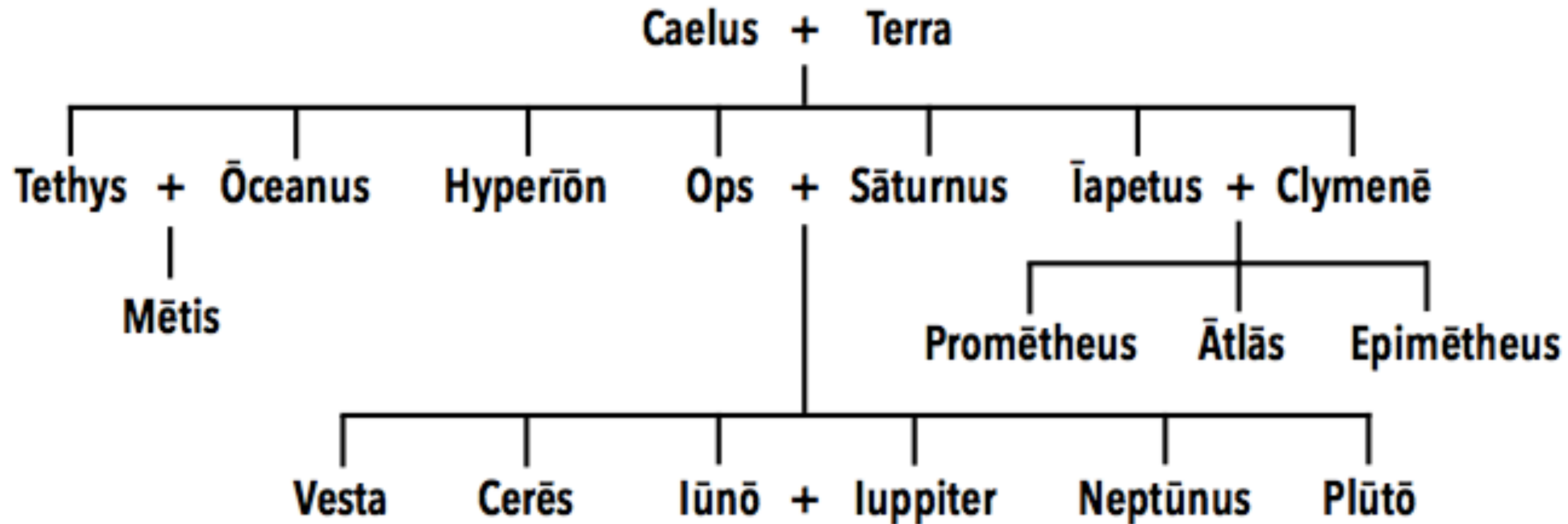
Lengths do not include proper nouns/adjectives



I've also been writing some mythological stories, since the ones in *38 Latin Stories* had always gone over well. These were partly intended to provide the sort of cultural literacy that will help with reading authentic texts. These texts start about the length of Groton and May and get much longer, while maintaining over 90% comprehensibility.



# Tītānomachia



- 1 Ōlim ante deōs Olympiōs Tītānus potēns, Sāturnus, nōn solum
- 2 caelum sed etiam pontum sōlus regēbat.
- 3 Sāturnus propter ōrāculum filiōs timēbat. Illud ōrāculum enim dīxerat:
- 4 “Tū patrem tuum superāvistī. Tē filiūs tuus superābit.”



# COMPREHENSIBILITY OF MYTHOLOGICAL STORIES

Chapter	Topic	Length w/o pn/adj	Comprehensibility
Ch. 5	Diana I	93	98.9%
Ch. 6	Tantalus & Pelops	267	94.8%
Ch. 6	Volcanus	361	94.2%
Ch. 7	Io	374	90.4%
Ch. 8	Latona	425	92.0%
Ch. 11	Diana II	718	90.5%
Ch. 12	Titanomachia	581	95.9%

Lengths do not include proper nouns/adjectives



Not all of these were ready for last fall's class, but I have been trying them on an independent study student. Sometimes when I read aloud, she comments or otherwise reacts, so I know she's understanding at least some of it "in real time." By the way, I highly recommend that the teacher read aloud while students follow along. When novice students read, it tends to be word-by-word, rather than in larger sense-units. If students hear how you divide the sentence, it will help them comprehend and to begin to read in chunks themselves.



# NEW WORDS IN COMPREHENSIBLE CONTEXTS

	DCC RANK	LOGEION RANK
bos	808	1430
consumo	869	1071
ergo	134	169
flamma	298	637
insula	908	668
mox	469	420
muto	315	443
neco		1610
soror	497	650



Giving students more opportunities to learn required vocabulary words and how they are used in context was the prime motivation for the supplementary stories. The other, sneakier, reason was to see if students could learn a bit more vocabulary simply by meeting it repeatedly in reading (incidental learning). None of these words is required in Shelmerdine. Many are cognates (which may be why), but I used cognates in order to boost comprehensibility. Otherwise I tried to choose high-frequency words. The chart shows the rank of each in the Dickinson Core Vocabulary and in the Logeion online dictionary. There are considerable differences between the two, but lower means more frequent in both.



# DICKINSON CORE VOCABULARY LISTS

[HTTP://DCC.DICKINSON.EDU/LATIN-VOCABULARY-LIST](http://dcc.dickinson.edu/latin-vocabulary-list)



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## LATIN CORE VOCABULARY

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Filter by: Semantic Group

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HEADWORD	DEFINITIONS	PART OF SPEECH	SEMANTIC GROUP	FREQUENCY RANK▲
et	and	Conjunction	Conjunctions/Adverbs	1
sum esse fuī futūrum	be, exist; fut. infin. often = fore, impf. subj. often = forem for essem	Verb: Irregular	Life and Being	2



I think it's important to prioritize learning the most commonly occurring words in the authentic texts that we want our students to read. An essential resource for this is of course the Dickinson Core Vocabularies for Latin and Greek. While there are certainly important words outside the top 1000, I do think we need to be careful of overloading beginning students with required vocabulary.



## HOW FAR WILL CORE VOCABULARY GET YOU?

“

If we take the 1000-word DCC core Latin vocabulary as the definition of high frequency lemmas, then 78% of Caesar's *Gallic War* consists of core lemmas, excluding proper names.

—Chris Francese, 2016-01-12

<http://blogs.dickinson.edu/dcc/2016/01/12/how-far-will-core-vocabulary-get-you/>

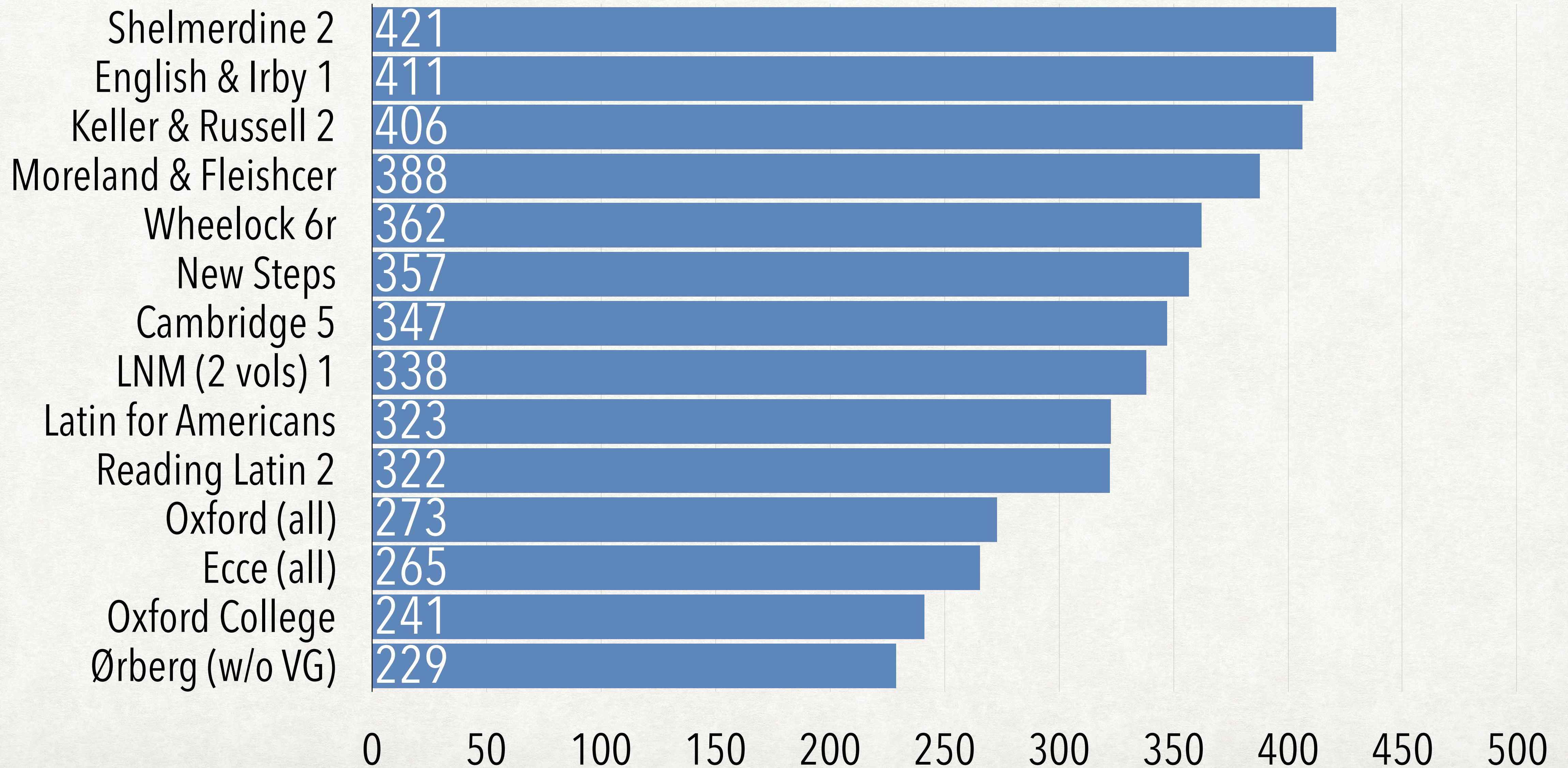
”



I've been interested for a while in which textbooks most efficiently cover core vocabulary. Shelmerdine does a good job of this. It includes 555 core lemmata while only having ca. 660 required vocab items. That's 421 core lemmata for every 500 required vocabulary items. At the other end of the scale, Ørberg has about 808 core lemmata, but within a total of ca. 1760 vocabulary words. Again, the Core should be the beginning, not the end, but if we are going to try to achieve grammatical mastery within a short period, I think it is more feasible using a constrained set of vocabulary.



# CORE LEMMATA PER 500 TEXTBOOK VOCABULARY ITEMS





HANS ØRBERG

*LINGVA LATINA*  
*PER SE*  
*ILLVSTRATA:*  
*FAMILIA*  
*ROMANA*

Hans H. Ørberg

LINGVA  
LATINA  
PER SE ILLVSTRATA

PARS I  
FAMILIA  
ROMANA



Focus Publishing  
H. Ørberg Ltd.



In terms of sheer quantity of Latin, of course, probably no textbook beats Ørberg's. *Familia Romana* is pretty much entirely synthetic Latin and introduces all new grammar and vocabulary in what is meant to be a comprehensible context. But I think the sheer quantity of the vocabulary used while introducing new grammar makes it much better suited as reader for those who already know the fundamentals of the grammar. It's ideal to read over the summer after a year of grammar.



# BENEFITS OF “EXTENSIVE” READING

- Students learn how sentences connect
- Students learn word usage and collocations
- Vocabulary is reinforced (or even learned) in context
- Students expect the text to say something meaningful
- Students are not daunted at the sight of longer texts



“

Intensive Reading and Extensive Reading are complementary and teachers should use both. A balanced reading program uses Intensive Reading to introduce new language, and complements this with Extensive Reading which consolidates and raises awareness of this language leading to reading fluency.

—Rob Waring [http://www.robwaring.org/er/what\\_and\\_why/what\\_is\\_er.htm](http://www.robwaring.org/er/what_and_why/what_is_er.htm)

”



Both intensive and extensive reading are valuable, and variety is in itself valuable. More comprehensible texts, even synthetic ones, that can be read relatively easily (and, ideally, enjoyably) can help develop not only the language fluency, but also the cultural literacy, necessary to understand our authentic resources.



# INTENSIVE AND EXTENSIVE READING

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EXEMPLA ANTIQVA

<http://harvardclassicsdept.org/blog/latin>

Ivy J. Livingston  
Harvard University

July 22, 2017  
Swarthmore College



Book cover images from [www.amazon.com](http://www.amazon.com).

Statistics were manually compiled by me and may not be absolutely accurate. Nothing, however, should be so far off as to render the relevant point invalid.

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