

(i) have our students engage in activities and practise evidence-based tasks and skills that bring about that acquisition and (ii) how we would assess our students for evidence of acquisition. This questioning is foundational, as many language classrooms (not just Latin and Greek ones) have fielded assessments that assess for knowledge about (explicit grammar) and little in the way of acquisition or proficiency (acquisition).

In keeping with the form of this book, however, this sort of foundational curricular work is paired with helpful ways forward at each stage. For example, at the end of the goals and assessment chapter the authors include a fantastic introduction to a proficiency-oriented assessment model, the 'Integrated Performance Assessment' model developed by the American Council for the Teaching of Foreign Languages (ACTFL). This helpfully keeps the focus on the how-to of SLA and, as a proponent of IPAs myself, contains one of the most helpful step-by-step introductions to them I've seen.

I want to highlight in particular one more chapter – the chapter on the famous 'Input Hypothesis', part of linguist Stephen Krashen's so-called 'Monitor Model' developed in the 1970s and 80s – for its clarity and precision. And, specifically, I want to bring to the fore Henshaw and Hawkins' helpful distillation of the now, at this point, nearly 50 years of SLA research. Comprehensible Input – language that is able to be 'processed for meaning' by the learner (p.67) – is universally held to be necessary for acquisition to take place. (It may not be sufficient – this is still debated.) As Henshaw and Hawkins summarise later, 'without input, and without understanding the input, there is no acquisition' (p.69).

This summary finding of the research helps to point to the stakes involved. For Latin and Greek educators, we must find ways to make Latin and Greek comprehensible for our students if we wish to, as we normally claim, have our students read Latin and Greek. As many other authors have noted in Classics pedagogy fora, we ignore this research at our own (and our students') peril. Reading is an activity that one who has acquired or is acquiring the language can do as they understand messages; mechanical translation is not, in fact, reading, as understood.

Last, for the Classics educator who has wondered throughout why I have been so sparing in my references to the unique challenges faced by Latin and Greek educators, *Common Ground* does a beautiful job in discussing the available evidence on this question. Remarkably, Latin and Greek – or any human language for that matter – are importantly different in how they are learned and acquired. Accordingly, part of the (un) learning process for Latin and Greek educators is to see just how much our work shares in common with contemporary world language education.

In sum, this is a remarkable book. In under 200 pages it introduces the language educator to the very best of the available SLA research, provides helpful, practical, ready-made classroom strategies, tasks, and assessments for the practising world language educator, and asks each of us to reflect carefully on what we're learning. It asks us to ask some of the most fundamental questions about language instruction and why we do it. It is a perfect complement to conversations that have been occurring in Classical languages fora for decades. I heartily recommend it as a departmental read, paired with articles from Jacqueline Carlon, Robert Patrick, and Justin Slocum Bailey (for starters), and engagement with the growing collection of Latin and Greek novellas aimed at providing comprehensible input to early learners.

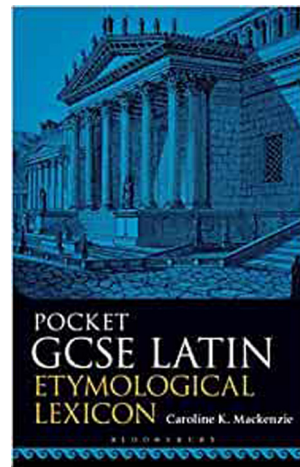
doi: 10.1017/S205863102300017X

Pocket GCSE Latin Etymological Lexicon

Mackenzie (C.K.) Pp xii + 147, illus. London: Bloomsbury Academic, 2022. Paper, £9.99. ISBN: 978-1-350-32075-8

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This book is a good concept: the use of English derivations to consolidate and revise vocabulary for Latin GCSE, covering both the OCR and Eduqas specifications. It seeks a secondary audience among those tackling crosswords or other word games.

The design of the book also looks the part. It is a little under A5 size and the page layout is clear. There are four or five Latin words on each page. Each entry has GCSE meaning(s) with derivations underneath and there is space on the right-hand side to add derivations of one's own.

There are attractive line drawings, one for each letter of the alphabet.

However, I have some reservations, partly to do with how it could be used and partly to do with the derivations given.

The idea for this book arose from Mackenzie's observation that her students' retention of vocabulary was better when they came up with an English derivation from the Latin word. This was an active process, engaging her students. By contrast, in this book students have the derivations provided.

The derivations offered also bear in mind the crossword audience. This means that many of the derivations are very obscure. Take a few examples from the section for the letter A: adjutancy, adessive, edificial, altercate, altisonant, noctambulation. I worry that such words will tend to alienate rather than help GCSE students. Obscure English derivations are often given before more common ones because derivations for each Latin word are given in strict alphabetical order. With some derivations, it is not immediately clear what the link in meaning is, for example currency from the Latin *curro*. Some connection is needed if it is to be helpful to the student. It would also be helpful to explain up-front the concept of assimilation and vowel change, using words aimed squarely at the student. There is a short note on the concept in Appendix 1 for the Eduqas list but none for the OCR list in Appendix 2.

Of course, not all Latin words have an English derivation. Mackenzie has listed these in two appendices. This is understandable, but a bit of a shame. These words tend to be the harder ones for students to remember, but it feels as if they have been hidden away and so are not as important for GCSE.

I suspect that many will think that seeking to satisfy the needs of the crossword solver has compromised the needs of the average

GSCE candidate. This book could certainly be put in the hands of a student who is interested in words, the sort of student who may well continue with Latin after GCSE, but I am not convinced it would be effective if used on a whole-class basis.

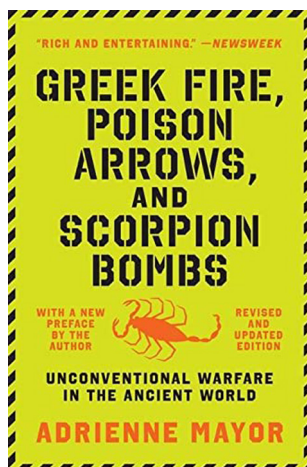
doi: 10.1017/S2058631023000223

Greek Fire, Poison Arrows, and Scorpion Bombs

Mayor (A.) Pp. xxx + 384, ills, maps, colour pls.
Princeton, NJ: Princeton University Press, 2022.
Paper, £14.99, US\$19.95. ISBN: 978-0-691-21108-4

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'Lucullus's army faced a panoply of bioterrors, from poison arrows, stinging bees, savage bears and scorpion bombs to unquenchable burning mud.' This one sentence gives a strong flavour of the content of Adrienne Mayor's revised and updated book. The author starts by bringing out vividly the contrast between our image of ancient warfare (brave soldiers with swords and shields against opponents similarly clad, in such battles as Thermopylae, Marathon and Cannae) and the 'unethical' ways in which through the centuries army leaders have

undermined the Geneva Convention and its (usually unwritten) predecessors.

Greek and Roman mythology is full of examples of the devious use of weapons armed with toxins (think of Heracles, Odysseus, Achilles and Philoctetes) and this might have inspired 'real' people to copy some of the ingenious methods of killing found in the mythology.

The author's main aims are to detail the many varieties of unpleasant ways to defeat an opponent and to show that modern scientific developments and archaeology are able to support the sometimes unlikely claims made by the ancient historians and biographers (not only of Greece and Rome but also of India and China and elsewhere). Chapter 1 gives many examples of devious practices employed by the characters of Greek mythology and will be of particular interest to Classicists.

The chapter headings give an indication of the sorts of material covered: Arrows of Doom; Poison Waters, Deadly Vapors; A Casket of Plague in the Temple of Babylon; Animal Allies (think of elephants and watch out for pigs on fire!); Infernal Fire (starting with Medea and ending with napalm in Vietnam).

Despite the sometimes grisly contents, I found this book fascinating. There seems to be no end to the ability of men (and just

occasionally women) to find inhumane ways to treat other men (and women).

I imagine it might have an appeal to those students who are devotees of online war games but is probably an unlikely purchase for a school library.

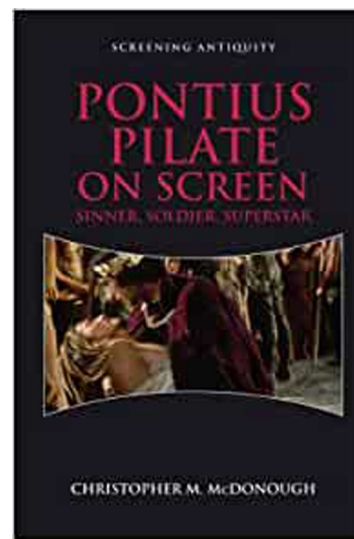
doi: 10.1017/S2058631023000144

Pontius Pilate on Screen: Soldier, Sinner, Superstar

McDonough (C.) Pp 296, ills. Edinburgh University Press, Edinburgh, 2022. Cased, £90. ISBN: 978-1-474-44684.

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As every theologian knows, the Gospels are not works of history, but they drop clues about history which can be pieced together, though, as with every reconstruction, the way the shards of mosaic are put together will produce sometimes quite radically different pictures. No one embodies this better than Pontius Pilate, who, in the retelling of the Gospels in film, emerges as a widely differing character. As Christopher McDonough points out, the Pontius Pilate we construct tells us more about ourselves and our own

times than about the Pilate of history.

Considering that he is the most famous Roman governor of all time, very little is known about Pilate. He was the prefect of Judaea, and we know the dates of his time in office, but there is only one inscription that has come to light that gives his name, found in 1961 in Caesarea. Josephus, Philo and Tacitus mention him (the latter calls him the 'procurator', but prefect is more accurate, in keeping with the inscription), but there are immense lacunae that simply cannot be filled. In fact, if he had not had his encounter with Jesus, Pontius Pilate would have been a mere footnote of history, a nonentity. Instead, because of that encounter, he is, in the words of our author's subtitle, 'sinner, soldier, superstar'.

The tendency to fill in the gaps and satisfy the human appetite for a story is seen even more clearly in the treatment of Pilate's wife. McDonough admits that Pilate was probably married, for most Romans of his class were, but that is as far as history takes us. Saint Matthew devotes one verse to the lady: 'And while [Pilate] was sitting on the judgment-seat, his wife sent unto him, saying, Have