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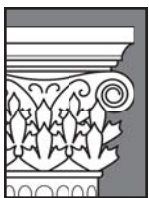
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PREFACE

Latin for the New Millennium, Level 3 provides an extensive introduction to Latin literature and to Roman and later European culture in which Latin served as a spoken and a literary language. Each chapter presents the Latin language combined with historical and cultural information.

METHODOLOGICAL APPROACH AND CHAPTER READINGS

The principal readings in the first six chapters consist of authentic Latin passages from major authors of the Republic and Augustan periods—Caesar, Catullus, Cicero, Vergil, Horace, and Ovid. The seventh chapter mostly contains letters written by Erasmus, the pre-eminent humanist of the 15th century.

Our methodological approach focuses on giving students as much help as they need to read the first selection of unadapted Latin from a classical author. The assistance provided includes plentiful vocabulary entries and notes. In addition, in the first reading of Chapters 1–6, words to be supplied because of ellipsis have been added in parentheses; fonts different from that used for the text make it clear that certain words belong together, such as noun-adjective agreement or the relationship between antecedents and dependent clauses. These aids are intended to help students translate the passage and become acquainted with an author's style.

After the first reading in each chapter, the Latin texts usually do not feature any reading aids. The exception to this occurs in the Cicero chapter, in which the reading aids continue past the first reading due to the difficulty of the author's periodic style of writing. Copious vocabulary entries and notes that continue to accompany each reading offer suggestions for translations, include grammatical and syntactical information, contain historical and cultural material, and present ideas for interpreting and analyzing the Latin.

Study Tips provide information that students should learn. By the Ways introduce figures of speech or small points of grammar or syntax or additional material. A Reminder icon signals that information is being repeated from earlier in the text for the benefit of the students who have so much to remember at this point in their study of Latin. A Take-Note icon signifies that additional information of interest is being provided.

The historical overview essays and the introductions to each chapter provide context for the Latin readings—information about the author, his literary achievements, and the time in which he lived. Students should also gain from these introductions a good grasp of the historical events that fostered or enabled the creation of the literature they are reading. For each of the essays, we provide a set of comprehension questions in this manual and in the *LNM* Teachers’ Lounge. Each Latin reading is also followed by a short set of comprehension questions. Teachers may wish to ask their students to answer these sets of questions in writing or orally in class, either in Latin or in English. Students are asked to cite the Latin as part of the answer to several of the comprehension questions for each Latin reading, which will help to prepare them for writing the essay questions at the end of each selection.

FIGURES OF SPEECH AND LITERARY ANALYSIS

Figures of speech are introduced in the student text in the *By the Ways*. Here students will find a definition of the figure, an example taken from the passage the students are reading, and an explanation of how the figure augments the interpretation of the Latin. After a figure of speech occurs the first time, any future references may occur in the notes or occasionally elsewhere. We introduce figures of speech gradually in the course of the Latin readings so as not to overwhelm students as they learn the skills of literary analysis.

In this Teacher’s Manual, all new figures of speech are listed at the beginning of each reading. Figures of speech that were learned previously, whether mentioned in a note or not (those not mentioned feature an asterisk to alert the teacher), are listed in a Teaching Tip that follows the translation of the Latin. The teacher may wish to take advantage of this list to review the figures by asking students to describe how the figure enhances meaning.

AURAL/ORAL LATIN

Via teaching tips, we suggest that students listen to experts read Latin aloud, often in meter, and that they themselves read Latin prose and poetry aloud and in meter where appropriate. The text also emphasizes the interplay between sound and meaning.

Level 3 does not contain exercises that focus on oral Latin or Latin conversation. It is not our intent to advise teachers to abandon whatever competency their students have gained in using oral Latin in *LNM* 1 and 2, but the focus of this text is different. *LNM* 3 is based on reading, understanding, and analyzing authentic literature—especially poetry. Based on the oral competency of

a given class, teachers may wish to discuss in Latin the content or analysis of any Latin reading in *LNLM* 3. Furthermore, since many of the grammatical/syntactical topics in Level 3 are a review of a topic already introduced in *LNLM* 2, the oral Latin exercises in the *LNLM* 2 TM may be used with *LNLM* 3 also, or the teacher may adapt oral exercises from *LNLM* 2 for *LNLM* 3 as they wish.

GRAMMAR, SYNTAX, AND EXERCISES

Understanding Latin grammar and syntax is essential to reading Latin with facility. Short answer questions, labeled Exercise 1, following each passage are intended to focus on both of these elements.

In the Language Facts section of each chapter, examples of the syntax, usually taken from current readings, include the passage from which they are drawn so that students can go back and look at the context. Exercises that follow the Language Fact sections are intended to provide practice mastering the grammar or syntax introduced in the Language Fact. The sentences in these exercises are based on Latin passages in the text that students are currently reading or have read earlier. For some answers to the exercises, we provide additional information in parentheses for teachers' benefit. Student answers would not be expected to include this information.

Some points of grammar, too small to appear in a Language Fact, will be found in a Study Tip or a By the Way. For each Latin Reading in a chapter, this Teacher's Manual lists all the grammar and syntax presented in Language Facts, Study Tips, and By the Ways, whether the grammar or syntax is new or a review of what students learned in *LNLM* 1 or 2. Review is included because some teachers may not have taught from *LNLM* 1 or 2, or because students may have forgotten part of what they learned earlier, or because students now need to be aware of certain aspects of the syntax that had not been previously presented. An example of the final point is the frequent omission of *is*, *ille*, and *hic* as antecedents of a relative clause, something not commonly taught when these demonstratives are introduced at the beginning of a student's study of Latin.

Some Language Facts presented in *Latin for the New Millennium*, Level 3 are a review of what the students have already learned. Depending on the strengths and weaknesses of the class, the teacher may choose which of the review Language Facts a given class should study. A weaker student can always be referred to any of these Language Facts. It is recommended that language facts that the class has not learned previously be covered thoroughly since these topics are necessary for reading Latin literature.

SCANSION

In the selections from Catullus, Vergil, Horace, and Ovid, Ovid, Petrarch, and Parke, students are asked to identify the meter and scan several lines of the poetry. This exercise enables students to master Latin scansion and at the same time sensitizes them to syllabic wordplay and the Latin poet's manipulating the meter for effect. For example, in Vergil's *Aeneid* 4.163–164, two largely dactylic lines complement the sense of the Latin that describes the mad dash of Trojans and Tyrians to find shelter from a sudden thunderstorm and the rush of rivers that occurs as a result of the concomitant rain showers.

ESSAYS

The essay questions are intended to provide students with practice thinking and writing about literary topics. It is a good prewriting activity to have students jot down ideas before beginning their essays. The answers to the essay questions in this Teacher's Manual may provide teachers with ideas on what topics they might wish to cover in discussing the literary passages with their students. Most of the answers to the essay questions are intended to be comprehensive; students will not cover the subject as extensively in their own essays. Teachers may of course substitute their own essay questions for the ones suggested in the text.

OTHER CHAPTER ELEMENTS

MEMORĀBILE DICTŪ

At the start of each chapter in the student text can be found a famous quote from the chapter's author, which is aptly called *Memorabile Dictū*. We encourage students to learn the Latin phrase and its significance because it will increase their understanding of the thoughts and ideas of the author they are studying.

VOCABULARY BUILDERS

Students are not asked to master specific new vocabulary in *LNLM* 3 as students were asked to do in the Vocabulary to Learn and Vocabulary to Know sections of Levels 1 and 2. Instead, a Vocabulary Builder follows many of the Latin passages. This section offers information and exercises on ways that students can increase their Latin vocabulary, such as by studying Latin prefixes, suffixes, and word families. For teachers' convenience and use *ad libitum*, we provide word lists by author for the vocabulary in each chapter of *LNLM* 3. These can be accessed in the *LNLM* Teachers' Lounge.

ENGLISH DERIVATIVES

Throughout the Teacher's Manual we provide materials on derivatives that teachers may share with their students. We recognize the important contribution that the study of Latin can make to a student's building an enhanced English vocabulary.

VISUAL LEARNING

The pictures on the opening page of each chapter are intended to stimulate a discussion that provides an introduction to what the students will be reading. The pictures in each chapter along with their captions make connections between the Latin readings and material culture. They also provide a point of departure for discussion on topics related to the reading selection. The five maps and the plan of the Roman Forum enable students to connect place-names mentioned in the background essays or the Latin readings themselves with their geographical locations. These help students build geographical literacy.

FEATURES FOR TEACHERS

TEACHING TIP

An icon alerts teachers to Teaching Tips that contain a variety of suggestions for classroom activities and teaching strategies.

TEACHER BY THE WAY

An icon marks each of these entries that provided additional notes about the grammar, syntax, and diction of the Latin readings. The Teacher by the Ways also present background information on a variety of topics related to the content of *LNM* 3.

H.D. and L.A.O.
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Visit www.lnm.bolchazy.com to see the Links *Latinae* electronic resources that enhance the *LNM* 3 student text and teacher's manual bibliographies. The *LNM* Teachers' Lounge provides a range of teaching materials including maps, derivative lists for students, various supplementary handouts mentioned in the Teacher's Manual as well as a test bank for the Latin readings and for the English derivatives. The Teachers' Lounge invites teachers using *LNM* to share ideas and materials with their colleagues across the world.