

national languages for telling time, medicine, the natural sciences, and the academic world. The cultural information that is found in these readings and their introductions is bolstered in both levels by the Review Exercises and supplementary material pertaining to mythology, Roman history, and important Latin sayings.

## ORAL LATIN AND LATIN CONVERSATION

A person who gains an active facility in any language, in addition to a reading ability, is, in our view, more likely to progress quickly to a deep understanding of the language and the works written in it. Our experience indicates that a student who learns by using a language will probably not need to be reminded about forms and grammatical rules as often as a learner who lacks active practice. Therefore, in every chapter of *Latin for the New Millennium*, we have included a set of exercises that concentrate on an oral exchange between instructor and students. The oral exercises in *Latin for the New Millennium* can be completed without any extempore speaking ability on the part of the teacher. This is possible because the oral exercises are found only in the teacher's manual. Here not only are all the answers supplied, but every question is written out in full for the teacher, along with detailed instructions for each step of the exercise. The teacher needs only to follow the instructions and read each question aloud. The response must come from the learner.

## GRAMMAR

Grammar is also a great help for acquiring a sophisticated understanding of any language, and especially a language like Latin, which is primarily studied today by people whose main goal is to read works of literature written in the original Latin language, works which were designed from the start for a cultivated audience. While we believe in the value of the reading method, and we know how active usage of a language can vastly improve and accelerate a student's learning of that language, we also recognize the utility of grammar. Therefore, while each chapter is rich in exercises and activities, we have taken care to provide explanations of all the grammar relevant to each chapter. The student who uses *Latin for the New Millennium* learns by actively using Latin, but is also asked to understand the structure of the language and apply that understanding in the exercises.

## OTHER CHAPTER ELEMENTS

- **Memorabile Dictū** Each chapter features a famous saying, labeled **Memorabile Dictū**, a Latin phrase that is so well known that it has become a proverb in many languages. Learning each famous saying will increase a student's understanding not just of Latin, but also of English. **These sayings invite discussion of their meaning and how they relate to the modern world and students' experiences.**
- **Reading Vocabulary** All the new vocabulary in the reading passage at the beginning of each chapter is explained by copious notes. Students need not be required to learn the vocabulary that faces the reading passage. A unique feature of the **Reading Vocabulary** is that not all the verbs show in print their pronoun subject. For example, if the sentence in the reading is "*Cicero Terentiam videt,*" *videt* in the **Reading Vocabulary** would have as its definition "sees" rather than "he sees." This has been done to avoid the common beginner's mistake of translating the sentence as "Cicero he sees Terentia." On the other hand, if the sentence were to read "*Terentiam videt,*" *videt* would be defined "he sees." This unique feature gradually disappears as students learn more about verbs and become more accustomed to reading Latin.
- **Vocabulary to Learn and Derivatives Exercises** Some (but not all) of these new words are repeated in the **Vocabulary to Learn** for each chapter and students should be directed to learn these. The traditional form of writing vocabulary words is followed in the **Vocabulary to Learn**: principal