

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.

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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 *LNM 3*. Furthermore, since many of the grammatical/syntactical topics in Level 3 are a review of a topic already introduced in *LNM 2*, the oral Latin exercises in the *LNM 2 TM* may be used with *LNM 3* also, or the teacher may adapt oral exercises from *LNM 2* for *LNM 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 *LNM 1* or *2*. Review is included because some teachers may not have taught from *LNM 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.