

# Making the Transition to Real Latin

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## I. While completing Books I and II of Ecce

- expose students to as much authentic Latin as possible
  - *The Romans Speak for Themselves*
  - Martial
  - graffiti & inscriptions
  - poetry with translation given and activities
- these materials can be used, even if they contain some grammar students have not yet learned
- stress the process of reading
  - responding to endings as they appear in the Latin sentence
  - breaking longer sentences into phrases
  - importance of word order
  - point out what students are overlooking

## II. After Book II

- choose something appropriate for your students
  - ECCE III
  - *Fabulae Romanae* or other graded readers (especially if you didn't finish Book II or have students who need systematic language review)
  - considerations of culture and history as well as language level
- problems
  - vocabulary (use books with facing vocab lists, but don't let students get too dependent on them)
  - style
- continue and expand focus on the process of reading, as outlined above
  - for prose, see the rules by Dexter Hoyos on the handout

### III. Ways to help students cope with more complex texts

- use the overhead projector
  - use colors to break up sentences, mark agreements, etc.
  - use a large size (enlarge the text from your book on a copier, or download the text into your computer and · print out in a large size, then make overheads)
- give them copies of the text to write on
  - this can be the same large size printout you use on the overhead
- provide the text on computer, if your school has a network that can do this
  - students can print out extra copies to mark up, arrange the sentences by phrase, create their own vocabulary lists, etc.
- anticipate problems when assigning homework
- reread selections already done

### Resources

ECCE ROMANI Teacher's Guides. These guides offer a large number of suggestions for supplementary activities.

*Latin for the 21st Century*, edited by Richard LaFleur, Prentice Hall (formerly published by Scott Foresman/Addison Wesley).

Carol Esler, *Roman Voices*. A great source for graffiti. CANE Instructional Materials.

Brian McCarthy, *Latin Epigraphy for the Classroom*. A nice selection of inscriptions, ready for student use, and indexed by grammatical content.

B. D. Hoyos, *Latin: How to Read it Fluently*. Available from CANE Instructional Materials. various other CANE publications; there are many that are useful and I have not listed them all here.

The Classics page of the Ad Fontes Academy, which contains links to a great many Latin texts: <http://patriot.net/~lillard/cp/> . I obtained the Martial texts on the second handout by downloading the files and then searching for items related to dining such as *cen* (which covers both the noun *cēna* and the verb *cenāre*).

## Rules for Reading Latin (Prose) from *Latin: How to Read it Fluently* by Dexter Hoyos

- Rule 1: A new sentence or passage should be read through completely, several times if necessary, so as to see all its words in context.
- Rule 2: As you read, register mentally the ending of every word so as to recognise how the words in the sentence relate to one another.
- Rule 3: Recognise the way in which the sentence is structured (its Main Clause(s), subordinate clauses and phrases). Read them in sequence to achieve this recognition and re-read the sentence as often as necessary, **without translating it**.
- Rule 4: Now look up unfamiliar words in the dictionary; and once you know what all the words can mean, re-read the Latin to improve your grasp of the context and so clarify what the words in this sentence do mean.
- Rule 5: If translating, translate only when you have seen exactly how the sentence works and what it means.  
SUB-RULE: Do not translate in order to find out what the sentence means. Understand first, then translate.
- Rule 6
- a. Once a subordinate clause or phrase is begun, it must be completed syntactically before the rest of the sentence can proceed.
  - b. When one subordinate construction embraces another, the embraced one must be completed before the embracing one can proceed.
  - c. A Main Clause must be completed before another Main Clause can start.
- Rule 7: Normally the words most emphasised by the author are placed at the beginning and end, and all the words in between contribute to the overall sense, including those forming an embraced or dependent word-group. A word-group can be shown by linking its first and last words by an "arch" line.
- Rule 8: The words within two or more word-groups are never mixed up together: "arches" do not cut across one another. But an "arch" structure can contain one or more interior "arches;" that is, embraced word-groups.
- Rule 9: All the actions in a sentence are narrated in the order in which they occurred.
- Rule 10: Analytical sentences are written with phrases and clauses in the order that is most logical to the author. The sequence of thought is signposted by the placing of word-groups and key words.

(This version prepared by David Perry for ECCE ROMANI workshop.)