

(Re)Capturing the Joy of Reading (for yourself & your students)

1. Use good, consistent pronunciation.
2. Heighten awareness of inflectional endings and function.
3. Break down barriers to building a mental representation of the language.
4. Learn / practice / model “Rules for Reading” Latin.
5. Develop expectations when reading.
6. Reading extensively (not just intensively) with joy!

The following are helpful in training the brain to accept Latin word order.

Metaphrasing – Practical Applications

“Someone verbed something to someone.”—where there are words holding the place for a nominative, an accusative, and a dative (disregarding, momentarily, the possibilities of ablative and genitive).

LEVEL 1

- **multōs servōs** > Someone verbed **many slaves** to someone.
- **mercātor** > **The merchant** verbed something to someone.
- **latrōnibus** > Someone verbed something **to the robbers**.
- **ālae** > **The wings** verbed something to someone; someone verbed something **to the wing** (unlikely).

Passage: **mercātor** ōlim cum merce pretiōsā Arabiam trānsībat... **multōs servōs** quoque habēbat, quī mercem custōdiēbant...mercātor servīque **latrōnibus** ācritter resistēbant, sed latrōnēs tandem servōs superāvērunt... subitō mōnstrum terribile in caelō appāruit; **ālae** longiōrēs erant quam rēmī, unguēs maiōrēs quam hastae. (“mercātor Arabs” CLC Unit 2 100).

LEVEL 2

targetting types of participial phrases (present active, perfect passive, perfect active):

- **militēs, gladiīs hastisque armātī,** > **The soldiers, armed with swords and spears,** verbed someone.
- **statuam meam, ā fabrō Britannicō factam,** > Someone verbed **my statue, made by a British craftsman,** to someone.
- **senex, amulētum aureum tenēs,** > **The old man, holding the golden amulet,** verbed something to someone.

Thus developing a sense of recognizing whole chunks, not just one word at a time.

Reading Cards & Metaphrasing – Focusing on Form¹

AP VERGIL (Book 2.212ff):

diffugimus vīsū exsanguēs. illī agmine certō
Lāocoonta petunt; et primum parva duōrum
corpora nātōrum serpēns amplexus uterque
implicat et miserōs morsū dēpascitur artūs;
post ipsum auxiliō subeuntem ac tēla ferentem
corripiunt spīrīsque ligant ingentibus;

- **post** > afterward/behind (trickiest part since it's an adverb and not a preposition!)
- **post ipsum** > afterward someone verbed [Laocoon] himself
- **post ipsum auxiliō** > afterward someone verbed [Laocoon] himself with help (or to/for help)
- **post ipsum auxiliō subeuntem** > afterward someone verbed [Laocoon] himself coming to help (dative of purpose)
- **post ipsum auxiliō subeuntem ac** > afterward someone verbed [Laocoon] himself coming to help and (possibly connecting to another participle since this falls after one)
- **post ipsum auxiliō subeuntem ac tēla** > afterward someone verbed [Laocoon] himself coming to help and verbing weapons (or weapons verbed something, but a nominative makes no sense here)
- **post ipsum auxiliō subeuntem ac tēla ferentem** > afterward someone verbed [Laocoon] himself coming to help and bearing weapons
- **post ipsum auxiliō subeuntem ac tēla ferentem corripiunt** > afterward they [the serpents] snatch [Laocoon] himself coming to help and bearing weapons....

Here is the real goal—getting students to see this passage and metaphrase it in chunks:

- **ipsum auxiliō subeuntem** > someone verbed [Laocoon] himself coming to help
- **ac** > and (expectation of parallel construction)
- **[ipsum] tēla ferentem** > someone verbed [Laocoon] himself bearing weapons
- **corripiunt.**> they snatch

If you can get students to see the chunks, then you can discuss the picture created by the word order with the focus on Laocoon running up to help slightly before (certainly from a cinematic view) but technically at the same time (with present participles) as the serpents attack him.

¹ The reading cards developed to use with metaphrasing are based on the teachings of Deborah Ross and Glen Knudsvig† of the University of Michigan.

Seeing the big picture:

Rules for Reading Latin by B. Dexter Hoyos (*original*)²

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.

² With the author’s permission, we have posted the PDF file of *Latin: How to Read it Fluently* on the ACL program website. Also in your folder is a simplified book marker of these Rules for Reading.

TARGETTED PASSAGES – FOR PRACTICE: Ask yourself—what are the key things that help you read each passage? (*Metaphrasing, parallel construction, infinitive awareness, what -que/et is connecting, etc*)

A. dē Bellō Gallicō: liber prīmus 1-2

Gallia est omnis dīvīsa in partēs trēs, quārum ūnam incolunt Belgae, aliam Aquitānī, tertiam quī ipsōrum linguā Celtae, nostrā Gallī appellantur. Hī omnēs linguā, institūtīs, lēgibus inter sē differunt. Gallōs ab Aquitānīs Garumna flūmen, ā Belgīs Mātrōna et Sēquana dīvidit. (1.1)

B. dē Bellō Gallicō: liber prīmus 3-4

Hīs rēbus adductī et auctōritāte Orgetorīgis permōtī cōstituērunt ea quae ad proficiscendum pertinērent comparāre, iūmentōrum et carrōrum quam maximum numerum coemere, sēmentēs quam maximās facere, ut in itinere cōpia frūmentī suppeteret, cum proximīs cīvitatibus pācem et amīcitiā cōfirmāre. (1.3)

C. Aeneid 1.1-49

Arma virumque canō, Trōiae quī prīmus ab ōrīs
Ītāliam, fātō profugus, Lāvīniaque vēnit
lītora, multum ille et terrīs iactātus et altō
vī superum saevae memorem Iūnōnis ob īram;
multa quoque et bellō passus, dum conderet urbem,
īnferretque deōs Latiō, genus unde Latīnum,
Albānīque patrēs, atque altae moenia Rōmae. (1.1-7)

D. Aeneid 4.160-218; 259-295

illam Terra parēns īrā inrītāta deōrum
extrēmam, ut perhibent, Coeō Enceladōque sorōrem
prōgenuit pedibus celerem et pernīcibus ālīs,
mōnstrum horrendum, ingēns, cui quot sunt corpore plūmae,
tot vigilēs oculī subter (mīrābile dictū),
tot linguae, totidem ōra sonant, tot subrigit aurēs. (4.178-183)

E. Aeneid 6.450-476; 847-899

“excūdent aliī spīrantia mollius aera
(crēdō equidem), vīvōs dūcent dē marmore vultūs,
ōrābunt causās melius, caelīque meātūs
dēscrībent radiō et surgentia sīdera dīcent:
tū regere imperiō populōs, Rōmāne, mementō
(hae tibi erunt artēs), pācīque impōnere mōrem,
parcere subiectīs et dēbellāre superbōs.” (6.847-853)

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