

Linguistic Mastery for the New Millennium

Linguistic Mastery for the New Millennium is the name of an innovative text study methodology that has not been published at the moment but that has been used for more than a decade in the presenter's classroom with the *Ecce Romani*, *Cambridge Latin Course*, and *Jenney's* series. The presenter has created his/her own ancillary material with each of these series.

Text study type I:

Activity A: Translating analogically and orderly (20-30 minutes)

Activity A uses the English translation of the Latin text. With the help of the translation and their knowledge of endings students are asked to identify the verbs, give their principal parts and translate them accurately. This first translation of the verb strictly reflects the person, number, tense, mood, and voice of the ending.

Then students will identify prepositional phrases and underline subordinate clauses. Thus students have already been dealing with specific parts of speech. They have also visually narrowed the components of the sentence whose functions will be investigating through a subsequent linguistic questioning.

Students will question each verb: "who is doing?" to find out what the subject is, "doing what?" to find the Direct Object, etc. The ending must validate the question's answer.

Lastly students are asked to do a verbatim translation. It is an opportunity for the teacher to visually show students the sentence structure: theme (subject/verb), rheme (what "flows" from the theme: direct, indirect objects, object of a special verb), predicates, and "satellites".

Activity B: Translating orderly (20-30 minutes)

Activity B is similar to Activity A without a provided English translation. Now students have to translate; from experience it appears more efficient and more meaningful to them to go through all the steps one sentence at the time and then translate it. It remains important to go through all the steps. This methodology aims to have students not only translating accurately but to be able to follow a step by step process as well. It enhances intellectual discipline, critical thinking by questioning the sentence, validating answers, and develops logic.

Activity C: Parses (20-25 minutes)

Activity C is an opportunity for students to evaluate their mastery of endings by rewriting a Latin text from parses, according to the direction that is provided with each parse. After rewriting the sentence, students will organize a verbatim translation. Vocabulary meaning might be recalled to their memory.

Then students will be asked to identify the different functions and structures used in the sentence. The functions were first listed and numbered to give students an idea of the field of their linguistic study but the numbers appeared to them as a funny way to identify functions and structures. By doing so student are actually using a numerical metalanguage.

Activity D: English into Latin (20-25 minutes)

Activity D is an opportunity for students to look at their native language with the eyes of a growing linguists. Students are asked to translate English into Latin and anticipate which functions and structures they will have to use in Latin by annotating the English sentence. A bank of Latin words is provided.

Activity E: Aperto Libro (estimated time: depending on the length of the text)

Activity E is an opportunity for students to face a Latin text and translate it without teacher's guidance; some students may partly or entirely follow the step by step methodology, others may translate the text as they read it and, when a difficulty arises, question a sentence with earned and growing linguistic skills.

Parent's testimony (NB: [Presenter's replaces the teacher's name])

[Presenter's] innovative methodology made completing the *First and Second Year Latin Series* easy for my son.

[Presenter's] deeper teaching enabled my son to read and enjoy Latin -- and Classical Greek! The entire process appeared to be highly efficient and easy, even fun.

[Presenter's] methodology leads students toward the function and structure of Latin sentences with great clarity. [His/her] worksheets provide an opportunity to develop linguistic skills as well as to approach Latin analytically and critically.

[Presenter's] *Linguistic Mastery for the New Millennium* is a quantum advance over traditional translation assessment and pointillist grammar -- a very attractive alternative.

[Presenter's] step-by-step methodology helped my son to think more analytically in general, with strong positive implications for his intellectual growth and academic career.

In March of each year of instruction, my son received a gold medal and *summa cum laude* certificate for the National Latin Exam (NLE). In the third year, in addition of the highest NLE award, my son scored in the 700s on the Latin SAT II subject test. *Linguistic Mastery for the New Millennium*, on account of its emphasis on Latin pronunciation and rhetoric, as well as the patterns of Latin verse, functioned as high-end linguistic tool in my son's quest for a rich Liberal Arts education.