

THE RELATIONSHIP BETWEEN AUDIO-LINGUAL TECHNIQUES
AND TRADITIONAL METHODS IN THE
TEACHING OF LATIN

BY

FRANK ANTHONY CARL MANTELLO

A THESIS SUBMITTED TO THE UNIVERSITY OF MANITOBA
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

M A Y 1 9 6 7



THE RELATIONSHIP BETWEEN AUDIO-LINGUAL TECHNIQUES
AND TRADITIONAL METHODS IN THE
TEACHING OF LATIN

AN ABSTRACT

BY

FRANK ANTHONY CARL MANTELLO

This thesis attempts primarily to present and to evaluate the application of audio-lingual and structural methods and language laboratory techniques to the instruction of elementary Latin, a subject which, like most modern languages, has very recently felt the impact of scientific linguistic research. Secondly, this study entails the preparation and recording of twenty-seven taped units for use in the language laboratory which endeavour, through the use of pattern drills, structural questions, and other oral exercises, to apply the findings of structural linguistics to the learning of Latin. Thirdly, this study demonstrates the very definite advantages of the audio-lingual approach to language learning over traditional grammar-translation methods but it never goes so far as to deny the usefulness of many elements of conventional teaching methodology -- elements, such as the traditional techniques for summarizing and categorizing declensions and conjugations, which have withstood the test of time as effective teaching devices. From linguistic science there is an emphasis on the hearing of the language as spoken by trained speakers and on the constant practice of the patterns

of Latin structure but the familiar nomenclature of a traditional grammar-book such as Latin for Canadian Schools has been retained to introduce and to explain these patterns before they are drilled. In the final analysis, the audio-lingual application of the principles of structural linguistics by means of the taped units directs the student toward that one goal of reading and writing Latin with facility and understanding it as it is read.

Chapter I, "The Aims and Advantages of the Structural and Audio-lingual Approaches" describes structure, the very foundation of this new approach to language learning, and points out how the structural approach differs from the traditional grammar-translation methods. This comparison necessarily involves an analysis of the place of translation or "decoding" in the teaching programme and an appraisal of the two methods - the audio-lingual and the traditional - from the point of view of efficiency in developing the ability to read Latin as Latin.

Chapter II describes the nature and organization of the structural exercises which appear on the taped units, the precise make-up of the four-phase drill, that mechanism best suited to language laboratory learning and testing, and the construction of the particular laboratory installation where the units may be used to best advantage.

Chapter III describes the numerous benefits to be derived from language laboratory facilities and explains why and how the classroom and the laboratory form complementary parts of an

efficient instructional system. This chapter also offers some suggestions for exercises which do not, like the exercises of the grammar-book, rely on translation alone as a test of the student's proficiency in the all-important graphic skills.

Chapter IV lists the tape-scripts which will make up the student's manual to be used during the mandatory session in the laboratory.

Two appendices are included: "A" to show the relationship between each chapter of the text and each taped unit and "B" to provide a convenient summary of question words (of which only a small number are to be found on the tapes) for the instructor's use in the classroom.

ACKNOWLEDGMENTS

The author is indebted to Assistant Professor F.J. Morgan, Director of the Language Laboratory, St. Paul's College, for her abundant suggestions with respect to the audio-lingual approach and the techniques of language laboratory learning, to Miss Theresa K. Patson for her very generous assistance in producing the tapes, to Mr. Paul Nault, laboratory technician at University College, who patiently recorded and edited all the tapes, and especially to Mr. John N. Grant, my director, who suggested the subject of this study, and whose continued advice and criticism have been invaluable.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION: THE AIMS AND ADVANTAGES OF THE STRUCTURAL AND AUDIO-LINGUAL APPROACHES	1
II.	THE NATURE OF THE TAPED UNITS AND THE DRILLS . .	23
III.	THE LANGUAGE LABORATORY AND THE CLASSROOM . . .	36
	The Graphic Skills	42
IV.	THE TAPE-SCRIPTS	51
APPENDIX A	109
APPENDIX B	111
BIBLIOGRAPHY	113

CHAPTER I

INTRODUCTION

THE AIMS AND ADVANTAGES OF THE STRUCTURAL AND
AUDIO-LINGUAL APPROACHES

The strong influence of the study of linguistic science upon the presentation of teaching materials in modern-language textbooks cannot be denied. And, as was to be expected, the study of the Classical languages, particularly Latin, has felt the impact of linguistic research. Teachers and students should no longer be surprised at the changes that have come about in the materials they find in the more recent Latin texts (and tapes)¹ for the study of linguistics has created a new approach and a new terminology to deal with the problems of acquiring a second language. These problems are sometimes insurmountable for the student. Whatever similarities there may be between two languages, each language has its own unique grammar. Because, for instance, the order of sentence elements is not part of the Latin signalling system and because Latin is a language in which inflection is a key grammatical device, it is possible to write or say:

- | | |
|--------------------------------|--------------------------------|
| • <u>Hominem femina videt.</u> | • <u>Videt femina hominem.</u> |
| • <u>Femina hominem videt.</u> | • <u>Videt hominem femina.</u> |
| • <u>Hominem videt femina.</u> | • <u>Femina videt hominem.</u> |

Each of the sentences above is acceptable in Latin but only the

last is in English word order. Since English is a language in which word order is the key grammatical device, one can produce the same meaning only with:

- . The woman sees the man.

A change in this word order produces either a different meaning:

- . The man sees the woman.

or no meaning at all:

- . Woman man sees the the.
- . Man the woman the sees.
- . Sees the woman the man.

Order of sentence elements is, for the most part, linguistically without significance in Latin, as Waldo Sweet has made abundantly clear in his Latin: A Structural Approach,² "but is a feature controlled by the stylistic situation, and so meaningful on the stylistic level."³ If the student hunts for English order signals in Latin (as his knowledge of major grammatical concepts and definitions in his mother tongue has predisposed him to do), he will never be at home with the Latin language. It is not, obviously, sufficient simply to tell the student that word order in Latin is structurally insignificant. He will soon discover this for himself but will probably continue to read a Latin sentence as if it were composed in English word order, translating it word for word, and then, after this struggle, attempting to piece it together so that it will make some sense (in English). He may adopt another plan and proceed to hunt for the verb, then the modifiers of the verb, then the subject, then the modifiers of the subject, then the object - on and on until a relatively simple Latin statement has become a complex problem in algebra. It seems wiser, rather, to try and bring the student to that point where he will "take the language for granted" and use its

complex structures automatically as need arises, without even giving them a second thought.

This thesis does not represent an attempt to programme⁴ a Latin course, since we have been compelled to work within the restrictive format of Latin for Canadian Schools,⁵ which is a thoroughly "traditional" grammar book. It is rather a study and an evaluation of current audio-lingual and structural methods and language laboratory techniques with respect to the teaching of Latin at the elementary level.

With the twenty-seven taped units, which have been designed to accompany the textbook Latin for Canadian Schools, we have endeavoured, through the use of patterned practice drills,⁶ structural questions,⁷ and other oral exercises,⁸ to apply the findings of structural linguistics to the learning of Latin. In combining the basic methods of applied linguistics with the useful elements of traditional teaching methodology,⁹ the author has attempted to join the best principles of both. Linguistic science has inclined us to place a greater emphasis on the patterns of Latin structure rather than on the dissection of sentences for points of grammar, although the familiar nomenclature of traditional grammar has been retained to explain these patterns. Any borrowings from the new technical vocabulary of applied structural linguistics have been carefully eliminated; the use of even a simplified terminology would probably put the study beyond the patience of many lay readers.

From linguistic science and the audio-lingual approach the author has taken the principle of emphasis on the hearing of

the language as spoken by trained speakers rather than on the rote learning of declension and conjugation that has, over the years, taken away the joy of learning from many students.¹⁰

This latter is one of the more unfortunate results of the grammar-translation method which is in actual fact a "degeneration of successful mediaeval practices in teaching Latin by abandoning the speaking and reading practice and keeping only the rote memorization of grammar rules and the analytical translation of selected texts."¹¹ Nevertheless, the approach to the instruction of Latin of many of those who will make use of this introduction has most likely been strongly influenced by the traditional methods and materials of grammatical study. For this reason, we have retained a conventional grammar-translation text such as Latin for Canadian Schools. Most teachers are seemingly not yet ready to dispense with a traditional approach to language teaching in favour of one which is more or less "structural".

Before we continue, it is perhaps in order to explain what we mean when we use that word which is, in the final analysis, the very foundation of this whole new approach to language learning - structure. I cannot hope to make this completely clear at this point although certainly all the tapes make use of this principle. However, some observations may now be made about it in very general terms. Above all, the reader must not conclude that the approach employed here is simply or primarily a new set of terms for the same old grammatical materials.¹² The difference between this approach and the older one lies much deeper than a mere matter of terminology; it rests primarily upon a fundamentally different view of the nature of grammar.

When the student who is beginning the study of Latin hears the initial tape¹³ in the series - that one designed to accompany Chapter 2 of the text Latin for Canadian Schools - he will hear a long Latin prose passage entitled Regina Boudicca cum Romanis pugnata.¹⁴ Since he will at that point have no knowledge of the structure or vocabulary of Latin, he will probably get the impression of a torrent of disorganized noises carrying no sense whatever. To the informed reader, of course, it is quite otherwise. He will pay very little attention to the sounds as he follows the reading closely in his manual but will concern himself instead "with some situation which lies behind the act of speech and is, for him, somehow reflected in it."¹⁵ He will, however, probably be quite unable to describe the nature of the phenomenon, since he is more interested in the message or the meaning. The linguist, on the other hand, concentrates on its description - he is concerned, not with the sounds per se but with speech as "an orderly sequence of specific kinds of sounds and of sequences of sounds. It is orderly in terms of a very complex set of patterns which repeatedly recur and which are at least partially predictable."¹⁶ Thus, speech - and the principle is accepted that language is essentially speech - is something quite different from the jumble of sound apparent to the student we mentioned above but an organized system or structure, and it is this structure that lies within the field of linguistics.¹⁷

Each language is a structurally different system.¹⁸ Perhaps because we sense the common basis of language within the diversity of languages, we tend to assume erroneously that the differences are merely a matter of essentially different words for the same

meanings, and a few formal variations for the same grammatical units. But within the common characteristics and striking correspondences among languages, each language is a unique system of communication, self-contained within its own structure. Sounds, words, sentences are meaningful only within this frame of each language structure and system.

We may describe the function of structural linguistics, then, as the analysis of "the ordered or patterned set of contrasts or oppositions which are presumed to be discoverable in a language, whether in the units of sound, the grammatical inflections, the syntactical arrangements, or even the meanings of linguistic forms."¹⁹

The objectives of teaching Latin remain still to be clearly determined. With modern language learning, we have the choice of two goals:

We may, on the one hand, seek to establish in the learner, within the limits of his experience, a coordinate system of two languages in which, not only the overt patterns of behaviour that characterize the new language, but also the mental processes that accompany it, shall have equal status with the mother tongue, yet be entirely separate from it. Or we may, on the other hand, be content to establish in the learner a compound system, in which some features of the new language are learned, yet for the most part, and especially with respect to the internalized processes, the mother tongue is not relinquished but continues to accompany - and of course to dominate - the whole complex fabric of language behaviour.²⁰

Are we to concede with Nelson Brooks that "the study of the mother tongue, the study of a contemporary language that may take its place, and the study of a classical language are in fact three separate disciplines?"²¹ One thing at least is clear - speaking Latin is not our goal, as it is for the study of modern languages.

All we know of the central or audio-lingual band of Latin we must surmise from what remains to us through the mediation of

the graphic material band. This in no way diminishes the value of Latin for the present world but, in contrast with a living language, it clearly indicates a radical difference both in its present nature and in the discipline of its acquisition as a second language by the student of today.²²

Yet surely a moderate use of spoken Latin is a very reliable tool for arriving at an automatic reaction to given language situations, situations which the student must face whenever he comes to read or write the language with any facility. All of the pattern drills to be used orally in the language laboratory are constructed primarily to direct the student toward that one goal of reading Latin and understanding it as Latin. Reading Latin does not, of course, mean that very specialized skill of simultaneous translation which is the province of the interpreter but rather an ability to understand directly from the Latin and in Latin what is being said. Accordingly, in pursuit of this goal, the drills on the tapes strive primarily to bring the student to an understanding of the structures of Latin and an ability to use them automatically as need arises. This is the audio-lingual application of the structural approach which

is based on the view that language is a set of learned behaviour habits, - a code involving signal units in certain permitted patterns. To use language easily and effectively, these basic patterns must be grooved in until they become habitual responses. Native command of a language is the ability to make these responses automatically and correctly, to given stimuli: i.e., not to have to "work out" every construction like a piece of algebra.²³

In any case, regardless of what the teacher may personally consider to be the most effective method of foreign language instruction,²⁴ it is felt that some familiarity with an approach to language based to some degree on principles of applied linguistics should be part of the liberal education of a man of today particularly

since it is presumed that many of the students who begin with Latin will afterwards pursue the study of other languages. Certainly it may legitimately be expected that the study of a second language, whether classical or modern, should prepare the student for comparable work in yet other languages.²⁵ The student, when he approaches his second foreign language, should have some knowledge of the nature of language itself; he should be prepared to ask the right questions and to make intelligent use of the newer language textbooks and laboratory facilities. Indeed, one of the complaints of the Rapport de la Commission Royale d'Enquête sur l'Enseignement dans la Province de Quebec with respect to the instruction of Latin is that the conventional grammar-translation method "prohibe ou retarde la didactique des langues vivantes",²⁶ and therefore the student must not start Latin until he has completed the elementary stages in his learning of a modern language.²⁷ It is hoped that the structural approach and the audio-lingual application of it to the discipline of Latin will provide an excellent preparation for that student who is contemplating beginning the study of a second or third foreign language.

If this approach is to be used to the best advantage, the teacher should spend a minimum of time talking about the language, that is, defining its categories and reciting its grammatical rules, and give the student maximum opportunity to hear, speak, read and write the language.

Wherever possible, the instructor should avoid translation. It has been badly misused in foreign language testing as an

examination of everything connected with proficiency in the language. Because of its excessive use for purposes other than measuring translation itself, the attitude of this writer has been to discourage it when other means exist to test language without it. It is not a substitute for language practice but a highly complex skill of its own which will usually introduce problems as well as solve them in testing linguistic skills. Furthermore, good translation cannot be achieved without complete mastery of the second language. We therefore teach the language first and then we may teach translation as a separate skill, if that is considered desirable. In any event, there should rarely be any need to employ it to convey the meaning of what is taught or as a means to check comprehension on the elementary level. All the written exercises in Latin for Canadian Schools which call for translation as a test of a student's knowledge of some particular point of language can be easily replaced by a stimulus-response system similar to that used on the taped units,²⁸ which can test with much greater efficiency and without such heavy reliance on the mother tongue.

Because translating is so inextricably bound up with the grammar-translation methods that have been used for so many years, it will be very difficult for the teacher of Latin on the elementary level to appreciate the value of this new structural approach. But as early as 1933 linguistic scientists such as Leonard Bloomfield denounced the conventional methods. Bloomfield himself writes as follows:

The large part of the work in high schools and colleges that has been devoted to foreign-language study, includes an appalling waste of effort; not one pupil in a hundred learns to speak and understand, or even to read a foreign language. The mere disciplinary or "transfer" value of learning the arbitrary glossems of a foreign language can be safely estimated at almost nil. The realization of all this has led to much dispute, particularly as to the methods of foreign-language teaching. The various "methods" which have been elaborated differ greatly in the mere exposition, but far less in actual class room [*sic*] practice. The result depends very little upon the theoretical basis of presentation, and very much upon the conditions of teaching and on the competence of the teacher; it is only necessary to avoid certain errors to which our tradition inclines . . . The pupil who takes up his first foreign language at high school or later, is likely to substitute an analysis for mere repetition, and thus to meet halfway the incompetent teacher, who talks about the foreign language instead of using it. Between the two, they have kept alive the eighteenth-century scheme of pseudo-grammatical doctrine and puzzle-solving translation.²⁹

More recently, Nelson Brooks has remarked:

Undoubtedly the weakest point in the language teacher's understanding of his task is the reasoning that leads him to say: "But if I do not have my students translate into English what they hear and read, how can I be sure they have grasped every meaning?" This most naive of all statements reveals a serious misunderstanding of both the nature of language and the nature of meaning. It seems to say that meaning is a prerogative of the mother tongue, and to deny that every language has a uniqueness and a self-sufficiency that make it absolutely independent of any other. Yet the language under study has a right to be known and evaluated on its own merits, without being constantly coupled with and compared with and overshadowed by another.³⁰

If stating ideas and observations in the mother tongue could assure the instructor of an immediate and complete grasp of meaning on the part of all listeners, the proposal to translate might indeed have some appeal. But the mere act of making clear statements in the mother tongue is in itself no assurance that all students will understand, a fact attested to by teachers of English and History.³¹

In any event, most students do not translate, in the strict sense

of the word, but are capable only of "decoding" a foreign language in much the same way as is the Ph.D. candidate who takes a "cram" course in order to pass his language examination, and who knows a certain number of lexical and grammatical equivalents in the two languages which will enable him to comprehend (in the mother tongue) a text written in the second language, but who is quite lacking in any knowledge of its phonology, and any sensitivity to the subtleties of its expressions. For such a student, of course, a course in decoding is legitimate and, from the point of view of efficiency, desirable. He simply does not have the time required for a more thorough course in language study.

Translation certainly does have its place in the scheme of things, but that place is not at the early levels of language learning. It is at once too difficult a task and too harmful to the learner to be a part of his activities until he has reached a high level of achievement in the second language. "Nothing will short-circuit the language learning process more quickly and . . . more effectively than premature attempts at matching one language with another."³²

Of course, there are levels of language difficulty, and the restatement of ideas in modified form often results in an improved grasp of meaning. The mistake is to think that this must be done in the mother tongue. Thus, we should strongly recommend Waldo E. Sweet's A Structural Approach to the Aeneid, Books I and II³³ with its Latin interpretation and selected notes from Servius

(in Latin) which has been designed "to help the student obtain greater familiarity with the Latin text than has been customary."³⁴

Another unfortunate result of the grammar-translation method is that the student is frequently lulled into a false security, at least during the early stages of language learning, by a somewhat misleading grammatical description which over-emphasizes the similarities between languages. It is true that all languages have phonemes, morphemes, words, sentences and certain sentence types, specific parts of speech, sequences, meanings, etc., but there is no universal grammar which can apply to all languages and it is incorrect to state that, in terms of this universal grammar, language X is deficient in some certain respect or that language Y has an extra item or two in its grammatical make-up. If the student is led to believe that all languages are but variations of one all-embracing universal grammar he will be understandably confused when shortly afterwards he runs head-on into the real linguistic and cultural differences to which frequently he has not been alerted and which he is not expecting to meet. Only gradually will he begin to realize that the second language stubbornly refuses to be forced into the mould of the one he knows. At that critical time, he either gives up completely or at best makes only a partial adjustment, and that often at great cost, to the real problem of acquiring a second language.³⁵

It will probably be a very great surprise to most teachers that so extensive a use has been made of taped oral drills and the techniques of language laboratory learning.³⁶ Since the language

laboratory stresses the audio-lingual skills of hearing and speaking, the teachers of Latin view the sudden enthusiasm over audio-visual devices with some misgivings. They are ready to accept the visual devices, and these for the enrichment of the cultural phase of classical studies, but are not attracted by the purely audial techniques. Yet, it should be remembered that oral drills constitute the most economical and efficient approach to language mastery and the language laboratory itself has been specifically designed to instruct the learner how to "mechanize" the structures of the language. Even if one desires a reading rather than a speaking knowledge of Latin, oral drill is still the most efficient and economical method to achieve this goal during the elementary and intermediate stages of learning a language. Repetitio mater studiorum.

Since any language is basically a spoken medium, even though our chief aim in Latin is to teach to read, we are making use of oral techniques for mastery of essential forms and usage, supplemented by some of the more usual types of written work . . . More, rather than less "grammar" is actually learned, learned correctly - for the student does not practice his own errors but material which is correct - and learned in a meaningful context . . . Here, then, is a medium which offers a real challenge to the creativity of the Latin teacher - to select and organize material, using groupings big enough to merit this type of treatment, either in anticipation of or review of material as presented in the text - to prepare exercises with minimum changes of vocabulary so as to concentrate on structure and with absolute grammatical and idiomatic accuracy.³⁷

As an example of the efficiency possible, let us examine Drill No. 3 of Unit No. 13. It consists of a short paragraph containing eleven sentences. Notice the number of times the student is compelled to restate those eleven sentences. This repetition takes place on two levels, one the more passive recognition or reading level, the other

the more active production level.

TABLE 1
EFFICIENCY
OF A TAPED DRILL^a

Text	Sentences heard	produced	time
Continuous reading	11	..	1 min. 30 seconds
reading by sentences	11	..	1 min.
Quaesita			
Questions	9 30 seconds
Answers	9	18	2 min.
Totals	40	18	5 min.

^aAdapted from the Quantity of Drill Analysis in:
Richard J. O'Brien and Neil J. Twombly, A Basic Course in Latin (Chicago:
Loyola University Press, 1962), p. xvi.

Thus, by means of structural questions the original reading selection of eleven sentences is developed within 5 minutes into a total of forty sentences heard or read passively and a total of eighteen sentences actively produced. Of course, this particular drill should be done at least three times by the student thus tripling the number of sentences heard or read passively or actively produced. In addition, the student is encouraged to listen to the continuous reading of the paragraph until he understands it completely. This may mean as many as five or six replays in seven or eight minutes. This is a massive attack. To write out such a quantity is impossible for a student. Yet he needs such massive drill if he is to master the language and "make it a habit".

As an example of the economics of the use of time in the language laboratory, let us examine the following statistics. We must assume that the acquisition of any skill requires long, regular, systematic, active (not passive, spectator-type) participation through physical and mental practice. A classroom recitation of twenty-five students would afford each student only two minutes of active participation during a fifty minute period. Only during these two minutes, his share of the time, would the student be able to engage in individual practice of the language. On the other hand, thirty minutes in the language laboratory afford at least twenty minutes of intensive, incessant, active, individual practice; this is ten times the amount of individual practice possible in the classroom.³⁸ There are, of course, ways in which classroom practice may be slightly improved from the viewpoint of individual participation,³⁹ but none of them equals the saturation of drilling time afforded by the laboratory.

The visual back-tracking which is possible in simple reading seems, it is true, to speed up the learning process. But in reality it will never produce, but only impede, the development of an ability to read Latin as Latin. Carefully planned oral drills make this back-tracking impossible and compel the student to comprehend the Latin in the Latin order.⁴⁰ The student simply will not have time to find the verb, then the modifiers of the verb, then the subject, then the modifiers of the subject, etc., and juggle them all into a Latin sentence in English word order. Secondly, (and this factor should now be obvious), oral drill is the only practical method of giving the student the amount of practice in pronunciation and in

the morphology and syntax (or the grammatical structure) which is necessary for a real mastery of Latin. Thirdly, professional opinion at the present time unanimously asserts that without some active oral dominance of the structure of a second language it is practically impossible to develop any facility in the more passive reading ability.⁴¹ Accordingly, during the elementary and intermediate stages of learning Latin, oral drills are used to ensure dominance of the structure. If the student is to learn the language he must know and use all of its structures.

What gives a language its unique identity is, after all, not just a different set of words, but a structural mechanism all its own, - not quite like that of any other language. In the structural approach, the student wastes less time than under the direct method, and learns to handle the mechanisms deftly and correctly. In short, he "learns the grammar" in the truest sense of the word, as contrasted with "learning about the grammar", a goal often receiving greater emphasis under a more conventional approach.⁴²

FOOTNOTES

CHAPTER I

¹I have examined five of these more modern textbooks:
Waldo E. Sweet, Ruth Swan Craig, and Gerda M. Seligson, Latin:
A Structural Approach (rev. ed.; Ann Arbor: University of Michigan
Press, 1966).

Paul F. Distler, Latin I: Beginning Reading (Chicago: Loyola
University Press, 1962).

Mary Ann T. Burns, Carl J. Medicus, and Richard Sherburne,
Lingua Latina: Liber Primus (Milwaukee: The Bruce Publishing
Company, 1964).

Richard J. O'Brien and Neil J. Twombly, A Basic Course in Latin
(Chicago: Loyola University Press, 1962).

Cyprian Towey et al. Lingua Latina Viva I (St. Louis: McGraw-Hill
Book Company, 1966).

²Ann Arbor: University of Michigan Press, 1966.

³Archibald A. Hill, Introduction to Linguistic Structures
(New York: Harcourt, Brace and World, Inc., 1958), p. 476.

⁴The series of tapes is sequential and each unit is a
carefully planned or "programmed" part of the series. Nevertheless,
the series as such is not programmed since the taped units merely
accompany the lessons of the grammar book. A programmed course
is essentially one in which the subject matter to be learned has been
arranged into a series of sequential steps leading from familiar
concepts to new materials and is normally one carefully constructed
for use with a "teaching machine" of the type described in chap. iii,
p. 37. See also Wendell I. Smith, J. William Moore, (eds.)
Programmed Learning: Theory and Research (Princeton: D. Van Nostrand
Co., Inc., 1962) and B.F. Skinner, Cumulative Record (New York:
Appleton-Century-Crofts, Inc., 1961), pp. 164-172.

⁵by David Breslove and Arthur G. Hooper, (Toronto: Copp Clark
Publishing Co., Ltd., 1958).

⁶ Edward M. Stack, The Language Laboratory and Modern Language Teaching (rev. ed.: New York: Oxford University Press, 1966), p. 114 provides a convenient definition:

"A pattern drill consists of a series of stimuli (problems) and responses (answers), in which there is a consistent relationship between stimulus and response over a series of about eight items. The word pattern implies that there will be several items all of the same type. In the laboratory pattern drill, the student can solve each problem by analogy with the solution to the preceding one within a pattern group (=segment)."

See chap. ii, pp. 25-31 of this thesis for further discussion.

⁷ A Structural Question, introduced by a question word or phrase (see Appendix B, p. 111), evokes a particular part of a sentence. The answer to a structural question is part of the sentence, not necessarily information. The tape-scripts provide numerous examples:

Filius Romani oppidum superat.

Quis oppidum superat?

Cuius filius oppidum superat?

Quid filius Romani superat?

Quid agit filius Romani?

Filius Romani oppidum superat.

Romani filius oppidum superat.

Oppidum filius Romani superat.

Superat oppidum filius Romani.

(Unit No. 8, Drill No. 3, Sentence No. 1).

⁸ See chap. ii, pp. 31-32, and John D. Turner, Introduction to the Language Laboratory (London: University of London Press, 1965), pp. 46-52.

⁹ See chap. iii, p. 43.

¹⁰ The traditional summary of forms and syntax is, of course, a very necessary adjunct for acquiring the overall view of the language and its organization. There is a certain minimum of learning by rote required for the mastery of any language - it is best to get this out of the way at as early an age as possible. The mistake is to think that the elementary student's ability to recite a paradigm is necessarily indicative of his ability to use the language with facility.

¹¹ Robert Lado, Language Teaching: A Scientific Approach (New York: McGraw-Hill, Inc., 1964), p. 216.

12

Ibid., pp. 3-45.See also Robert Lado, Language Testing: the Construction and Use of Foreign Language Tests (London: Longmans, 1961).

13 chap. iv, p. 52.

14 Breslove and Hooper, op. cit., p. 56.15 H.A. Gleason, An Introduction to Descriptive Linguistics rev. ed.; New York: Holt, Rinehart and Winston, 1961), p. 1.16 Ibid., p. 3.17 See Hill, op. cit., "The defining characteristics of language", pp. 3-9.also Alan Shapiro, Edward Ouchi, and Evelyn Foote, Structural Linguistics: An Introduction for Teachers and Administrators (New York: Metropolitan School Study Council, 1961).18 Lado, Language Testing, pp. 6-10.19 John B. Carroll, The Study of Language (Cambridge: Harvard University Press, 1961), p. 14.

20

Nelson Brooks, Language and Language Learning (New York: Harcourt, Brace and World, 1964), p. 49.21 Ibid., pp. ix-x.

²²Ibid., p. 21.

²³C. Douglas Ellis, "The Structural Approach to Latin," Classical News and Views, X (April, 1966), 14.

²⁴see chap. iii, p. 43.

²⁵O'Brien and Twombly, op. cit., p. vii.

²⁶C.M. Wells, "Non Vitae sed Scholae Discimus?", Classical News and Views, X (January, 1966), p.4, citing the Report of the Parent Commission on education in Quebec.

²⁷Ibid.

²⁸As an example of the adaptation possible, let us take an example from Exercise C, page 76 of the textbook - sentence No. 2:

Milites ducibus parebant.

Three structural questions can be used to test a student's ability to recognize Latin morphology:

Qui ducibus parebant?

Milites ducibus parebant.

Quibus milites parebant?

Ducibus milites parebant.

Quid agebant milites?

Parebant ducibus milites.

Or - various transformation drills can be used:

(1) Restate this sentence with all its nouns in the singular:

Miles duci parebat.

(2) Restate this sentence changing its verb from imperfect to present, etc.

Milites ducibus parent, parebunt, paruerunt, paruerant, etc.

For other more imaginative possibilities, see chap. iii, p. 46.

²⁹ Leonard Bloomfield, Language (New York: Henry Holt and Co., 1933), pp. 503, 505.

³⁰ Brooks, op. cit., p. 79.

³¹ Ibid.

³² Ibid., p. 110.

³³ (Ann Arbor: University of Michigan Press, 1962).

³⁴ Ibid., p. v.

³⁵ O'Brien and Twombly, op. cit., p. vii.

³⁶ McGill University is the only institution in Canada that I know of where taped oral drills and mandatory sessions in the language laboratory are part of the B.A. curriculum for all who enter the programme without matriculation in a classical language.

³⁷ Theodore Huebener, Audio-Visual Techniques in Teaching Foreign Languages (New York: New York University Press, 1960), pp. 95-99.

³⁸ Edward M. Stack, op. cit., p. 84.

³⁹ John D. Turner, op. cit., pp. 65-66.

⁴⁰ O'Brien and Twombly, op. cit., p. iii.

⁴¹ Ibid., pp. iii-iv.

⁴² C. Douglas Ellis, loc. cit.

CHAPTER II

THE NATURE OF THE TAPED UNITS AND THE DRILLS

Each taped unit is constructed to correspond to one or more chapters of the textbook¹ and to provide a sufficient number of examples of the linguistic feature presented in the grammar section of each lesson. It will at once appear manifest that the vocabulary used in each pattern practice or drill has, for the most part, been severely restricted. The student, then, is free to concentrate all his efforts on mastering the relatively complex morphology and syntax of Latin and on developing progressively greater sensitivity to structural stimuli. Only words which are to be found in each lesson -- words which the student is expected to know by heart -- are used in the taped drills.² There are, however, a whole series of possible interrogative words which are essential to the formation of structural questions but which have not been introduced systematically in the vocabulary lists of Latin for Canadian Schools.³ The student will have no difficulties in learning these -- the teacher will present them to him before he begins the taped laboratory drills -- and, to be doubly sure that he will be familiar with them, they are listed unit by unit in the student's manual. Only those question words which suited the format of the textbook Latin for Canadian Schools (lessons 1 to 34) have been used.

These tapes can be used to best advantage only in the Audio-Active-Compare-Library system of Laboratory Operation.⁴ This is the most versatile and effective type of installation. It is also the most expensive because of the amount of equipment required. The student using the library system has access to any taped unit and can use it at any time.⁵ He has his own tape recorder in addition to a headset, he controls the starting and stopping of the tape and can, ideally, regulate his own speed of progress through the lessons. The term audio-active-compare (A-A-C) applies to any library system laboratory in which the student has a tape recorder which he can stop, backtrack, and replay at will at any given moment. He also enjoys the very important feature of being able to hear his own recorded answer along with that of the master voice. This type of laboratory provides instruction which is said to be self-pacing, and is the opposite of lock-step instruction, when all students hear and respond at the same time. A-A-C equipment gives opportunity for the most successful participation and is therefore the most efficient laboratory installation.

On the grammar and vocabulary as presented in each lesson of Latin for Canadian Schools are based exercises of two fundamental types: Structural questions, sometimes called quaesita⁶ (controlled to elicit specific responses in Latin) and structural drills, usually referred to as exercitationes.⁷ The structural questions have been framed with several purposes in mind. Most obviously they supply a means of testing the ability of a student to recognize as much of the Latin

morphology and structure as possible. They do not necessarily demand any knowledge of lexical meanings. The student should be able to identify the stem and the gender of a given noun by noting its contrasted form in statement, question, and reply, and the gender of a qualifying adjective.

Parallel to the structural questions or quaesita is a set of structural or pattern drills. Sometimes the taped unit makes use of both the fundamental types of exercise, but more often it uses them independently of each other. In any event, the exercitationes are designed to provide massive quantitative drill and repetition of the structure and vocabulary of each lesson and to insure the automatic and habitual mastery and control of precisely those morphological and syntactic language patterns which are such a problem to the student of elementary Latin.

The fact that the student is supplied with the answers in his manual to the structural questions and programmed drills does not mean that he is not learning - for all the answers are in Latin. It means simply that he must read three times as much Latin. He may memorize all the answers to the questions and drills, if he so wishes, for they are listed unit by unit in his manual. But, hopefully, if the student keeps on remembering the right reply to one particular question, he will soon be able to give a grammatically correct reply to any question. In any case, the questions are so numerous and so similar to one another that only with the greatest difficulty will the student be able

to get by with mere rote memory. If he can manipulate the questions and answers, even without full knowledge of the lexical meanings, he will have mastered the structure.

Each patterned exercise⁸ has employed the common device of the four-phase drill. After the pause which follows the original stimulus, the model voice always gives the correct response. This obviates the formation of bad habits, allows the student to correct himself at once, and reassures him when he has given a correct answer. There are important psychological studies which show that the shorter the time between the student's answer and the correction of a mistake or the reward of discovering that he was correct, the deeper the impression made upon the student. What is called reinforcement takes place, which is something more than merely another repetition of the same act.

A critical feature of the machine [the teaching machine] is that it provides immediate reinforcement for correct answers. Being correct is known to be a reinforcer for humans. In machine teaching, reinforcement is immediate. We know from laboratory work (Perin, 1943) that a delay between a response and its reinforcement of a few seconds will greatly reduce the effectiveness of the reinforcement. Adult human subjects can sustain at least small delays; nevertheless, any delay makes reinforcement less effective.⁹

The mechanical limitation of the four-phase drill is usually accepted quickly by the student as a necessary convention in the practical task of learning a language in a laboratory.

As has already been mentioned, the laboratory pattern drill requires repetitive practice of a specific point of language. This means that a number of similar examples must be collected for drill on a particular grammatical structure.

The traditional grammar-book contains some excellent examples, but there are not nearly enough of them. In the pattern drill, one must supply enough examples to make a perceptible pattern in which the grammatical principle always operates in the same way in successive examples. If the drill has been properly "patterned" the student can solve each problem by analogy with the solution to the preceding one within a pattern group or segment.

Before we proceed to consider the various types of pattern drills employed on the taped units let us examine the make-up of the four-phase drill, the mechanism best suited to language laboratory learning and testing. In machine-teaching terminology, each four-phase stimulus-response item constitutes a frame. Phase 1 of a frame is the stimulus, spoken by the model or master voice on the tape; phase 2 is a blank (pause) long enough for the student's initial answer; phase 3 is the correct response, spoken by the master voice; phase 4 is another pause identical in length to phase 2 during which the student repeats the right answer, correcting any error he may have made in phase 2. The pauses are calculated to be just long enough for a trained speaker to reply unhurriedly (plus one or two seconds). The timed pause of the four-phase drill sets a standard of performance for the student. If he cannot answer within that time, he knows that he must continue to work on that frame until he can.¹⁰

Phases 2 and 4 (pauses) are periods of activity on the

part of the student. He must first pay attention to the problem and during these phases articulate the response, using the correct pronunciation, intonation, rhythm, and stress. Phases 1 and 3 are, respectively, the stimulus and the response spoken by a trained "native" speaker on the master tape. These are the only parts of a drill written on the tape-script.

The four-phase drill has many advantages. It requires creative thinking on the part of the student, rather than ordinary mimicry, because the stimulus (phase 1) cannot merely be repeated; it also requires action. This puts the exchange on the basis of conversational style in some cases.¹¹ The drill is also self-correcting; that is, the student is enabled to compare his initial response in phase 2 with the correct response of the model voice in phase 3. Any error will result in a striking contrast. Because the student repeats the correct answer in phase 4 in any case, he receives further practice in correct pronunciation and grammar.

It is axiomatic in machine teaching that the student must repeat any frame in which he errs before going on to the next frame. A-A-C laboratories, having individually controlled tape decks, permit this important activity. If your laboratory permits individual tape control, train the student to repeat deficient frames. Frames should always be repeated if (a) the answer is not appropriate, (b) the accent or stress is incorrect, (c) there is any pronunciation error, (d) the response is not completed within the pause allowed, (e) no answer is given during the pause. During monitoring, the teacher must observe

whether proper frame-repetition is being carried on.

Self-evaluation is an important part of the four-phase drill. The student must determine whether he has answered correctly by comparing his answer (phase 2) with the answer on the tape (phase 3). If he is proceeding through the structural questions or drills and answers incorrectly, it is usually inefficient for the monitor to stop him and explain the mistake. Rather he should permit the student to go on and be corrected by the response of the model voice on the tape. The simple instructional rule in the language laboratory is "Drill - Don't Explain!" If the student seems to be having particular difficulty with a drill, the teacher should make note of this fact and provide further practice in the same structure. If there is sufficient repetition and reinforcement, the mistakes will generally work themselves out. This is especially true when the correct answer is always supplied. In the case of grammatical mistakes, the student will most likely realize that he has used the wrong structure as soon as he hears the correct answer. Often he will realize as soon as he has spoken that he has used an incorrect form, and this realization will be confirmed by the master. Sometimes, however, the reason for using the form given by the master rather than the form he used in phase 2 will not be apparent to him and no amount of repetition can convince him that he is wrong. Fortunately, students are not left to themselves in the language laboratory, but are under the supervision of their teacher's monitoring; that this monitoring should be

done conscientiously is obviously of the greatest importance.¹²

Let us now glance briefly at the different types of structural exercises that can be undertaken in the language laboratory, attempting to classify them roughly according to the activity involved.¹³ The examples given below are taken from the drills actually found in the taped units.

- (1) Transformation or mutation drills: This type of exercise requires a structural change to be effected upon the stimulus to produce the response. This may entail an addition or replacement, often accompanied by a change in word order or in verb form.

Instructions: Produce the Imperfect Indicative Active from the Present in the following sentences, using the adverb OLIM to introduce your transformation.

Stimulus: Aedificia pulchra oppidi laudamus.

Response: Olim aedificia pulchra oppidi laudabamus.

(Drill No. 5, Unit No. 12)

- (2) Analogy Drills: The analogy drill uses a statement plus a tag question to form the stimulus. The tag question indicates which form is to be used in the response.

Instructions: Apply the adjective used in the first half of each sentence to the noun suggested in the second half.

Stimulus: Filiae sunt bonae.....et nauta?

Response: Nauta est bonus.

(Drill No. 1, Unit No. 9)

- (3) Fixed Increment Drills: A fixed increment is a standard phrase to be used by the student in every response, applying it in combination with each problem stimulus in turn.

Instructions: Combine the CUM clause: cum Romam venero, with each of the following short sentences.

Stimulus: Victoriā militum nuntiabo.

Response: Cum Romam venero, victoriā militum nuntiabo.

(Drill No. 4, Unit No. 22)

A great many variations have been played upon these laboratory drills but, generally, the majority are of the transformation or mutation type.

During the course of the laboratory session, the student will use his manual, but only to check the problem stimuli or the questions of the model or master voice.¹⁴ When the model is giving the correct response and the student is about to repeat in confirmation what the model has said - then, and only then, should the student look at the printed answer to the stimulus or question in his manual. Once the student has gone through a particular drill several times, he should be able to do so without feeling any need to check the appropriateness of his responses in the manual key. The constant re-drilling will gradually lengthen his memory span for Latin sentences and ensure a more active dominance of the linguistic feature being drilled.

Let us consider one more important fact about language learning. It is a simple enough task to point out, describe, or explain to a student some new point of structure in the grammar of the language he is learning. But to help the student acquire an automatic and habitual control of the new point of structure, a control which will enable him to manipulate the new structure with such readiness and accuracy that he will be able to read,

write, and, most important of all, to think in Latin -- that is the real language teaching problem.

It is obvious that a student, acquiring a new linguistic habit, goes through two fairly clearly defined stages of development.¹⁵ Each of these necessitates a different type of drill. In the first stage, once the new point of grammatical structure has been pointed out and illustrated in the classroom, the student, very slowly at first, deliberately, and with conscious choice, learns to manipulate it as the response to a given language stimulus. When he is learning to perform this operation for the first time, we have attempted, with the drill material, to concentrate his attention solely upon the new point of grammar to be learned. The speed is forced and he is drilled until, whenever he focuses his attention on this single point, he should be able to perform the manipulation called for rapidly, accurately, and with great ease. But this is no indication that he has actually mastered that point of structure.

He is like the little boy who with knitted brow and fierce attention has just learned to tie his own shoes. He can perform the operation correctly, and even with a certain speed if he pays attention to what he is doing. But he is still far from the automatic mastery of his father who performs the same operation effortlessly while carrying on an absorbing discussion with a friend.¹⁶

In order to help the student advance from conscious control to automatic control of the new point of structure, we have composed a second type of drill material which deliberately distracts the student's attention to some other point in the drill sentence. Although the student's attention is

thus distracted, the instructor is, of course, closely watching (or the monitor is listening) to see whether, under an increasing load of "distractors", the student is gradually learning to maintain an accurate, automatic, and continually more effortless control of that point of structure previously taught and drilled. In other words, the instructor, with the new type of drill material, is trying to help the student reduce to a new linguistic habit the operation which he could previously perform only by deliberate conscious choice. For example, Drill No. 2 of Unit No. 11 tests the student's knowledge of the inflection of third declension nouns. However, it also tests his knowledge of the agreement of a verb with its subject in person and number (an operation taught in Unit No. 3) and the agreement of an adjective with the noun it modifies in number, gender and case (an operation drilled in Unit No. 9).

In other words, in this particular exercise (No. 2 of Unit No. 11), the instructor is drilling for conscious control of the inflection of third declension nouns and at the same time is interested in seeing whether the student has reduced to automatic control the previously taught agreement of a verb with its subject and of an adjective with the noun it modifies. Of course, the whole pattern or structural frame of the sentence is also being drilled simultaneously.

FOOTNOTES

CHAPTER II

¹see Appendix "A", pp. 109-110.

²There are three exceptions to this rule: Drills no. 2, 4, and 5 of Unit No. 2 introduce verbs of the third and fourth conjugations since the transformations called for by these drills follow logically in all conjugations.

³see Appendix "B", pp. 111-112.

⁴For the various types of laboratory installations, see Stack, op. cit., Chapter I and Chapter II, pp. 3-23. Also Turner, op. cit., pp. 12-17.

⁵A student who may wish to review a particular lesson or drill (in any language) has access to the tape library in the laboratory. When another student uses the same library tape later on, the responses of the first student are removed while the new student's work is recorded.

⁶This is the expression used by O'Brien and Twombly, op. cit., p. viii.

⁷Ibid., p. x.

8

Supra, p. 18.

9

James G. Holland, "Teaching machines: An application of principles from the laboratory," Control of Human Behavior, ed. Roger Ulrich, Thomas Stachnik, and John Mabry, (Glenview, Illinois: Scott, Foresman and Company, 1966), p. 76.

10

For "psychological" reasons, some authorities suggest five-phase drills. They state that the correct answer should again be repeated after the student's corrected response (phase 4) so that the last impression left in the student's mind is that of the correct native answer. Some authorities propose that pairs be read on tape without pauses, so that the student may adjust the length of the pause to his own individual needs by means of a pause switch (possibly a foot pedal). Slow-thinking students could prolong the pause as long as necessary; faster students would need only a short pause. Timed pauses built into the tape may not be the right length for all speakers.

11 In the production of these tapes, three voices have been used; one to give the directions in English for each drill and the remaining two for the structural exercises and questions in Latin. These two voices give, we hope, the impression of dialogue.

12

With respect to the extreme importance of conscientious monitoring, see Stack, op. cit., pp. 185-190.

13

The names used are those suggested by Stack who lists (1) replacement or substitution, (2) transformation, (3) analogy, (4) fixed increment, (5) paired sentences, (6) question and (7) equivalence or translation as the principal types of patterned exercises. I have included transformation and replacement drills under the single heading: transformation.

14

see chapter iv, p. 51.

15

O'Brien and Twombly, op. cit., p. x.

16

Ibid., pp. x-xi.

CHAPTER III

THE LANGUAGE LABORATORY AND THE CLASSROOM

It is most important that the instructor realize that the classroom and the language laboratory are complementary parts of an efficient instructional programme. They should never be used independently of each other. The language laboratory is more economical of the student's time in the presentation of patterned structural drills; the teacher is relieved of endless repetitions while not being deprived of the ability to monitor individual students; and all students work actively during an entire laboratory period. Classroom time is now freed for preparing students to use the laboratory intelligently, and, afterwards, for making use of the student's newly acquired familiarity with a specific point of language through meaningful exercises and cultural studies in Latin. The purpose of this chapter is to point out the many advantages of the language laboratory and to demonstrate how the student's time both in the laboratory and in the classroom can be used to best advantage.

First a warning! One should never expect language laboratory facilities, or any other teaching aid, to be a kind of panacea for instructional problems or to do the whole job of teaching. "A well-qualified teacher with adequate materials can achieve good results without the aid of equipment, although even the best qualified

teacher, with the best prepared materials, can use his energies to better advantage if the machine takes over the purely repetitive types of drills."¹ Professor Sweet has strongly recommended the use of such "machines": "The economical saving of . . . mechanical aids should not be overlooked. As a classroom teacher, I would prefer to teach a class of 50 with access to mechanical equipment than a class of 25 without it."²

The use of a machine as a labour-saving device to bring one programmer (the person who composed the material which the machine presents) into contact with an indefinite number of students may suggest mass production, but the effect upon each student is surprisingly like that of a private tutor. This comparison holds in several respects. The psychologist B.F. Skinner draws out the parallel between the teaching machine and the private tutor in some detail and much of what he asserts is true also of language laboratory learning:

(i) There is a constant interchange between program and student. Unlike lectures, textbooks, and the usual audio-visual aids, the machine induces sustained activity. The student is always alert and busy. (ii) Like a good tutor, the machine insists that a given point be thoroughly understood, either frame by frame or set by set, before the student moves on. Lectures, textbooks, and their mechanized equivalents, on the other hand, proceed without making sure that the student understands and easily leave him behind. (iii) Like a good tutor, the machine presents just that material for which the student is ready. It asks him to take only that step which he is at the moment best equipped and most likely to take. (iv) Like a skilful tutor, the machine helps the student to come up with the right answer. It does this in part through the orderly construction of the program and in part with techniques of hinting, prompting, suggesting, and so on, derived from an analysis of verbal behaviour. (v) Lastly, of course, the machine, like the private tutor, reinforces the student for every correct response, using the immediate feedback not only to shape his behaviour most efficiently but to maintain it in strength in a manner which the layman would describe as "holding the student's interest."³

The following are things language laboratory facilities can do: (1) Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice. (2) Provide a variety of trained voices as consistent and reliable models for student imitation and practice. (3) Provide for individual differences through guided practice in individual study-situations with facilities for student self-instruction and self-evaluation at his own learning rate. (4) Free the teacher from the tedious task of presenting repetitive drill material. (5) Afford the teacher an opportunity and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others. (6) Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones. The students are able to listen and repeat for the whole of the laboratory period, not having to wait for others to answer, not hearing the mistakes of their classmates, and not inhibited by stress, or for other reasons, from making an attempt to respond to the stimuli or problems. (7) Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions. This privacy of the individual in the laboratory is one of the most important features of this method of teaching. Every learner can remember his own reluctance to become the butt of the class or of the teacher in attempting to work with some new point of grammar. Adults and children alike find the illusion of privacy in the language laboratory to be a real aid to learning; indeed some teachers are

so impressed by the value of this privacy that they place the teacher's desk or monitor's console at the back of the room so that the students are unaware of the teacher or monitor while in practice, or even turn each booth into a completely separate room with its own door and ceiling. (8) Provide facilities for group testing. (9) Provide for special co-ordination of audio and visual materials in sequential learning series or in isolated presentations. A little reflection will show countless other opportunities for efficient learning which are provided by the language laboratory and which cannot be provided as effectively in any other way.⁴

It is because of the seeming complexity of the organization of a taped unit that students should be prepared in class before attempting each new laboratory drill. The instructor should make clear to the student, before the mandatory session in the laboratory begins, the purpose of and directions for each pattern drill of the unit. This preparation is an essential part of the programme and should last approximately ten to fifteen minutes.

The instructor should explain what response the student is expected to give, provide an example of the type of four-phase drill used on the tape, and then select several frames from the drills themselves (or from the tape-scripts). He should then give the stimulus aloud and pause for the student's response. If the student hesitates or delays, the instructor will supply the answer and repeat the question. After the student's response the instructor should always give the correct answer himself. This reinforces the student's knowledge if he has answered correctly or corrects him if he has answered incorrectly. In this process,

all students practice every frame and individuals recite in turn. Or, individual responses can be alternated with choral responses.⁵

When performing selections from the drills orally in this way in the classroom - as a preparation for the very thorough over-learning in the laboratory - the student should keep his manual closed. He must not look at the quaesita or exercitationes for the unit until he arrives at the language laboratory.⁶

The teacher may also use in class a tape recorder instead of providing the stimuli himself. There is no point in pretending that the situation in this case is closely similar to the laboratory situation and the instructor should not imagine that he can dispense with the language laboratory merely by making use of the taped units and a tape recorder at the front of a classroom. The class has to be taught as a group the whole time, the pupils hear the sound transmitted through a tape recorder loudspeaker (often of doubtful quality) through the air, and are not able to make individual recordings nor listen through activated headsets to their own attempts as they speak. It is best, therefore, never to attempt to emulate laboratory procedure, but to use the tape recorder simply as a sound source.

It will soon be apparent during the classroom preparation whether the students have grasped the new point of structure presented in the lesson. At that point the instructor should repeat the explanation of structure (perhaps restating it in the form of a "rule") and give the student the assignment of mastering the pattern drills and structural questions in the language laboratory which is then ready to provide the facilities for that solid,

concentrated, systematic practice needed to establish the required linguistic habits. The student should be warned that his knowledge of that particular unit will be tested at the next regular class following the period in the laboratory.

Should no language laboratory be available in the school to help the student prepare for this "follow-up" test, he can use his manual. Covering the list of responses with a card, he can attempt to produce the correct response to the stimulus given either by himself or by someone else. When the student is satisfied with his performance, that is, when he can answer accurately, without hesitation, and with a certain ease, he is prepared for recitation in class.

Complete responses (complete sentences as answers to structural questions) should always be insisted on, because very frequently other points of morphology or syntax are being indirectly presented and drilled in the same utterance.⁷ During the recitation in class following the session either with the manual or, preferably, in the laboratory, the teacher should be merciless in demanding accurate and instantaneous responses. One means to secure this is to play in class an edited version of the same tape which was used in the laboratory and credit the student for a correct response only when he readily anticipates the answer of the master voice on the tape. The pause (or blank) between the stimulus and the response is just long enough for the student to give the correct answer on the supposition, of course, that he has mastered the structure. If the instructor is also a competent monitor, he will be able to decide during the laboratory session itself which of his students

have mastered the lesson. It will be the work of but a few minutes to run through the class in the laboratory and, as each student answers in turn, to note in a grade book whether he is replying "accurately, without hesitation, and with a certain ease" or whether it would be wise for him to return to the laboratory and repeat the exercises until he has learned how to perform the manipulations required with facility.

The Graphic Skills

Reading and writing are two skills of special importance to the student of Latin. The Pattern drills and structural questions for aural and oral use which we have described in Chapter II have been designed to make the student so familiar with the basic structures of elementary Latin that his need for formal analytical grammar will be fairly small and he will be able to read and write simple Latin without recourse to translation into English. Translation, as has been mentioned previously,⁸ may be used as a special exercise for advanced students of Latin literature but may be an impediment to the use of the second language as a self-sufficient means of communication at the beginner's level. There are, however, many and varied techniques which may be used to teach the all-important graphic skills.

The authors of Latin for Canadian Schools have prepared their grammar book with an aim at developing "the ability to read and comprehend Latin" and "the ability to write Latin".⁹ As a test of the student's proficiency in these skills the authors have used principally the technique of translation from

Latin to English and from English to Latin.¹⁰ The authors of more recent textbooks, who advocate the structural approach, have discredited translation as a teaching tool and replaced it with classroom and written exercises such as structural questions,¹¹ paraphrasing,¹² carefully programmed substitution, transformational, and replacement drills,¹³ scaena,¹⁴ pensum,¹⁵ colloquium,¹⁶ scripta,¹⁷ etc.

However, no single method of teaching a second language has been proven to be completely satisfactory. As every experienced teacher knows, the best results are obtained by a flexible combination of teaching devices borrowed from various methodologies for a specific and definite objective. The teacher should be free to experiment with the techniques of the direct, the structural, the audio-lingual and the traditional approaches in the classroom. He should never feel that translation is his only means to test the proficiency of his students and, above all, he should not set an examination which expects the elementary student only to translate. Instead he should make use of any or all of the exercises mentioned above which are, for the most part, excellent replacements for the usual "decoding" process which passes for translation at the elementary level.

Here are some additional suggestions for helping the student achieve mastery of the graphic skills.¹⁸ When the time comes to assign longer reading passages for homework in late first-year or early second-year classes in high school, students must be told what technique to use to develop the skill of effective,

rapid silent-reading. This ability is to be acquired only after the student can read aloud with excellent pronunciation, speed, and fluency. He must learn to see an entire sense-making group at a time rather than individual letters, words, or misgrouped words. When he begins to read connected passages in the reading exercises of his text, his eyes should stop only three or so times per line, and should not do any 'retakes' or backtracking. Comprehension should be immediate.

Rapid silent-reading proficiency is the result of special preparation and training, and cannot be left to chance. To develop this skill, readings should be assigned which are, at first rather short - perhaps only one or two pages. Later they may be gradually increased in length. Students might then be required to submit a written résumé, précis, or summary of the important facts and ideas contained in the assigned pages. This résumé will be strictly limited to one or two paragraphs (possibly a page) in length and the reading will be done entirely in the foreign language and never by translation.

First the student should read the whole section rapidly in Latin to get a very general idea of the setting, characters, and frame of reference. He will probably not get all the details, but will at least have a general idea of where the action is taking place and what is going on. He should then re-read the first paragraph very rapidly. This time more details will fall into place on the framework gained from the first readings. The student should then repeat steps 2 and 3 for each of the other

Paragraphs in the assignment. Then, using the notes he has made for each paragraph, he must write a concise summary of the important facts and ideas contained in the entire assignment. This will involve a critical choice, for not everything can be mentioned. No direct quotations from the assignment can be used.¹⁹

The requirement that the student write a *résumé* forces him to organize his ideas - or to come face to face with a realization that his information is very meagre. The final *résumé* must be neat, well-organized, and carefully presented. The purpose of the limitation of space is to force the student to select only the really important information for inclusion. "He must develop a concept of the genuinely significant movement of thought and fit minor details into the main flow of ideas."²⁰

Students may be informed of the recommended reading time for each assignment of this type. The instructor should begin with a generous allowance of time for the double reading of paragraphs; the time should be gradually reduced so that near the end of the course the time suggested to the students is normal rapid reading time for one reading only.

The beginning student should also be able to write anything in Latin which he can read and comprehend. The language must serve the student as a vehicle for ideas. First these ideas are expressed orally in the language laboratory and then passively in reading material. Now the student is asked to express them in writing. A traditional method has been to control and standardize the

student's work by giving the ideas in English. This, of course, merely makes the student a prisoner of his native language. If he is to express himself directly in the foreign language, he must be aided to free himself from English rather than be shackled to it.

A thought perhaps may be presented in visual form: a simple ideas, such as is represented by three pictures (milites, incendunt, urbem), is displayed and the teacher indicates that it is to be written with no elaboration: Milites urbem incendunt. If the teacher wants more details, he may say: "Express this ideas, indicating colours." or "Express this idea, indicating time, size, or frequency." or "Express this ideas using the passive construction."

The use of photographs and professionally prepared filmstrips and slides is also important in developing the skill of writing the foreign language with ease. Most textbooks have pictures or photographs or drawings that can be assigned as the subject for a very elementary composition. The student can do this as homework. For reading practice, some of the compositions may be read aloud in class. Advanced students may demonstrate their skill by selecting their own topics and developing their own ideas without the restrictions imposed by the foregoing methods.

In the teaching of Latin, the desired student "terminal behaviour" is complete control of the graphic skills and some positive control of the audiolingual skills. The student should be able to read materials of the complexity and vocabulary range of his level; he must understand what he reads, and do so within time limits. In writing he should be able to produce on paper the expressions he has learned through his readings, showing control

of vocabulary, and structure, as well as the niceties of writing including style. He should be able to read Latin poetry in metre and Latin prose with expression and meaning. He should be able to understand Latin of his vocabulary range when it is read to him at normal speed; he should be able to converse in simple Latin - and, what is certainly most important, he must be able to perform all of these activities without having to rely so heavily on his mother tongue as a vehicle of translation.

FOOTNOTES

CHAPTER III

¹ Joseph C. Hutchinson, Modern Foreign Languages in High School: The Language Laboratory (Washington: U.S. Government Printing Office, 1962), p. 8.

² Sweet, Craig, and Seligson, op. cit., p. vi.

³ B.F. Skinner, Cumulative Record (enlarged edition; New York: Appleton-Century-Crofts, Inc., 1961), pp. 162-4.

⁴ Hutchinson, op. cit., pp. 8-9 (with certain slight changes and additions).

⁵ Some useful classroom signals and symbols are to be found in Dominique G. Cote, Sylvia Marins Levy, and Patricia O'Connor, Ecouter et Parler (teacher's edition; New York: Holt, Rinehart and Winston, inc., 1962), pp. 4-5.

⁶ refer to chap. ii, p. 31.

⁷ refer to chap. ii, pp. 32-33.

⁸ refer to chap. i, pp. 8-12.

⁹ Breslove and Hooper, op. cit., p. iii.

¹⁰ Of 109 written exercises in the first 33 chapters of Latin for Canadian Schools, 83 are of the translation type.

¹¹ refer to footnote 7, p. 18.

¹² For a definition of metaphrasing, see Sweet, Craig, and Seligson, op. cit., p. 8.

¹³ refer to pp. 12-13.

¹⁴ A scaena is an illustrated reading selection which gradually and systematically introduces new vocabulary items and syntax patterns. Cyprian Towey et al., op. cit., p. iii.

¹⁵ Pensum: This is a series of exercises designed to discover if the student has understood the purpose of the drill material and has really grasped the new points of morphology and syntax. Ibid., pp. iii-iv.

¹⁶ Colloquium: A question and answer section designed to exploit the content of the Scaena for comprehension. This is all done in Latin, using vocabulary and structures previously learned. During the Colloquium, diagrams are introduced as a technique to assist students in "sorting out" complex sentence constructions. Ibid., p. iii.

¹⁷ Scripta: A series of written exercises designed to reinforce and test material presented in the Scaena, taught in the Supplenda, and identified in the Pensum. Ibid., p. iv.

¹⁸ refer to Stack, op. cit., pp. 169-183.

¹⁹ Ibid., pp. 176-177.

²⁰ Ibid., p. 177.

CHAPTER IV
THE TAPE-SCRIPTS

The pages of this chapter contain the tape-scripts for the twenty-seven taped units of the series. Each script as presented here contains every statement, prose reading, structural question, reply, and patterned practice of a unit but does not record the instructions regularly given on the tape to introduce each successive drill. There is really no need to include this information which is meant to be merely preparatory. The exemplum provided for the majority of drills is sufficient indication of the type of student manipulation, substitution, or transformation called for by an exercise.¹

Although the instructions are omitted here from the scripts, the instructor realizes that they are never omitted on the taped units. The student is not left to his own devices. He will learn the purpose of and directions for each drill both in the classroom and in the language laboratory.

All the scripts are listed in numerical order with each new unit beginning on a separate page. The instructor will decide how each script is to be duplicated and the material presented to the student. Ideally, it should be so reproduced as to enable him to cover conveniently all the responses to structural questions and patterned practice drills with a small card when he is making use of his manual in the classroom and in the laboratory.

Latin for Canadian Schools

Unit No. 1: The Pronunciation of Latin

Drill No. 1: Imitation

Exemplum: Model Voice: Regina Boudicca
 Student (in imitation): Regina Boudicca
 Model Voice (in confirmation): Regina Boudicca
 Student (correcting any errors and improving
 his pronunciation): Regina Boudicca

Rēgīna Boudicca // cum Rōmanis // pugnat //

- 1 In insulā Britannia // Britanni // habitabant.// Britanni erant //
 - 2 et agricolae // et nautae.// Agricolae // agrōs arābant, // et filii //
 - 3 filiaeque agricolārum // in agris // laborābant.// Nautae // in fluviis
 - 4 Britanniae // navigābant.//
 - 5 Boudicca erat // regina Britannorum.// Regina erat bona, // et patriam
 - 6 Britanniam // amābat; // Britanni // Boudiccam reginam // amābant.//
 - 7 Propter iniurias Romanorum // Boudicca Romanos non amabat.//
 - 8 Sed Romanos non timet; // Britannos // contra Romanos // excitat.//
 - 9 Regina // Britannis imperat; // Britanni reginae parent.// Cōpiae
 - 10 Britannorum // fortiter // cum Rōmanis // pugnābant.// Castra oppidaque
 - 11 Rōmanorum // oppugnābant.// Sed Rōmani // post multa proelia // Britannos
 - 12 superābant.// Post victoriam Romanorum // Boudicca venenum sumpsit.//
-

Drill No. 2: Anticipation

Exemplum: Student (in anticipation): Regina Boudicca
 Model Voice (in repetition): Regina Boudicca
 Student (in confirmation): Regina Boudicca

Latin for Canadian Schools

Unit No. 2: The Present Indicative Active of the First
Conjugation

Drill No. 1: Transformation

Exemplum: Model voice: amant
Student: amat
Model voice: amat
Student: amat

- (1) amant.....amat
(2) parant.....parat
(3) laudant.....laudat
(4) dant.....dat
(5) monstratis.....monstras
(6) habitatis.....habitas
(7) portatis.....portas
(8) vocatis.....vocas
(9) laudamus.....laudo
(10) vastamus.....vasto
(11) damus.....do
(12) paramus.....paro
-

Drill No. 2: Transformation

- (1) respondent.....respondet
(2) tenent.....tenet
(3) vident.....videt
(4) habent.....habet
(5) movetis.....moves
(6) videtis.....vides
(7) ducitis.....ducis
(8) capitis.....capis
(9) auditis.....audis
(10) dormitis.....dormis
(11) terremus.....terreo
(12) timemus.....timeo
(13) capimus.....capio
(14) iacimus.....iacio
-

Drill No. 3: Transformation

- (1) amare.....amant
 (2) monere.....monent
 (3) monstrare.....monstrant
 (4) tenere.....tenent
 (5) timere.....timent
 (6) vocare.....vocant
 (7) parare.....parant
 (8) dare.....dant
-

Drill No. 4: Transformation

- (1) amare.....amatis
 (2) monere.....monetis
 (3) audire.....auditis
 (4) venire.....venitis
 (5) habere.....habetis
 (6) monstrare.....monstratis
 (7) portare.....portatis
 (8) habitare.....habitatis
-

Drill No. 5: Transformation

- (1) amare.....amamus
 (2) movere.....movemus
 (3) audire.....audimus
 (4) venire.....venimus
 (5) monere.....monemus
 (6) habitare.....habitamus
 (7) laudare.....laudamus
 (8) vocare.....vocamus
-

- | | |
|---|---|
| (1) Femina portat - et puella? | Femina et puella portant. |
| (2) Regina viam videt - et nautae? | Regina et nautae viam vident. |
| (3) Britannia est insula - et Corsica? | Britannia et Corsica sunt insulae. |
| (4) Puella ad insulam properat - et femina? | Puella et femina ad insulam
properant. |
| (5) Agricola filias habet - et nautae? | Agricola et nautae filias habent. |
-

Drill No. 4: Transformation

- | | |
|-------------------------------|-----------------------------|
| (1) Agricola puellam vocat. | Agricolae puellas vocant. |
| (2) Puella nautam laudat. | Puellae nautas laudant. |
| (3) Femina puellam vocat. | Feminae puellas vocant. |
| (4) Incola reginam non amat. | Incolae reginas non amant. |
| (5) Nauta ad insulam navigat. | Nautae ad insulas navigant. |
-

Drill No. 5: Structural Questions (Quaesita)

Question Words: Quis? will signal that the answer is the subject of the sentence.
Quem? will signal that the answer desired is the object of the verb, and that this object is a person.
Quid agit? will signal that the desired answer is the verb of the sentence.

Sentence No. 1:

<u>Nauta incolam timet.</u>	
Quis incolam timet?	Nauta incolam timet.
Quem nauta timet?	Incolam nauta timet.
Quid agit nauta?	Timet incolam nauta.

Sentence No. 2:

<u>Agricola puellam terret.</u>	
Quis puellam terret?	Agricola puellam terret.
Quem agricola terret?	Puellam agricola terret.
Quid agit agricola?	Terret puellam agricola.

Sentence No. 3:

<u>Femina reginam laudat.</u>	
Quem femina laudat?	Reginam femina laudat.
Quis reginam laudat?	Femina reginam laudat.
Quid agit femina?	Laudat reginam femina.

Sentence No. 4:

<u>Puella nautam vocat.</u>	
Quis nautam vocat?	Puella nautam vocat.
Quem puella vocat?	Nautam puella vocat.
Quid agit puella?	Vocat nautam puella.

Latin for Canadian Schools

Unit No. 4: The Genitive Case Expressing Possession

Drill No. 1: Recognition and Transformation

Exemplum: Model Voice: Filiae agricolarum portant.
 Student: Filiae agricolae portant.
 Model Voice: Filiae agricolae portant.
 Student: Filiae agricolae portant.

- | | |
|------------------------------------|----------------------------------|
| (1) Filiae agricolarum portant. | Filiae agricolae portant. |
| (2) Habeo pecuniam puellarum. | Habeo pecuniam puellae. |
| (3) Quis videt filias feminae? | Quis videt filias feminarum? |
| (4) Copiae reginarum properant. | Copiae reginae properant. |
| (5) Timemusne copias incolarum. | Timemusne copias incolae. |
| (6) Victoriam nautae laudatis. | Victoriam nautarum laudatis. |
| (7) Quis habet pecuniam puellae? | Quis habet pecuniam puellarum. |
| (8) Non sumus filiae nautarum. | Non sumus filiae nautae. |
| (9) Incolae vias agricolae tenent. | Incolae vias agricolarum tenent. |
| (10) Aquam nautarum portas. | Aquam nautae portas. |

Drill No. 2: Structural Questions (Quaesita)

Question Word: Cuius? will signal that the answer wanted is a noun in the Genitive.

- | | |
|--|--------------------------|
| (1) Est filia agricolae. - <u>Cuius filia est?</u> | Agricolae filia est. |
| (2) Pecuniam puellae habent. - <u>Cuius pecuniam habent?</u> | Puellae pecuniam habent. |
| (3) Aquam nautae portat. - <u>Cuius aquam portat?</u> | Nautae aquam portat. |
| (4) Insulam reginae tenemus. - <u>Cuius insulam tenemus?</u> | Reginae insulam tenemus. |
| (5) Silvas incolae vastamus. - <u>Cuius silvas vastamus?</u> | Incolae silvas vastamus. |
| (6) Sunt filiae reginae. - <u>Cuius filiae sunt?</u> | Reginae filiae sunt. |

Drill No. 3: Structural Questions (Quaesita)

Question Words: Quorum? will signal that a noun in the genitive case is required in the answer and that more than one male person is involved.
Quarum? will signal that a noun in the genitive case is required in the answer and that more than one female person is involved.

- (1) Sunt filiae nautarum. - Quorum filiae sunt? Nautarum filiae sunt.
- (2) Filias feminarum videmus. - Quarum filias videmus? Feminarum filias videmus.
- (3) Copias incolarum monstrat. - Quorum copias monstrat? Incolarum copias monstrat.
- (4) Victoriam nautarum laudamus. - Quorum victoriam laudamus?
Nautarum victoriam
laudamus.
- (5) Sumus filiae agricolarum. - Quorum filiae sumus? Agricolarum filiae sumus.
- (6) Pecuniam puellarum tenet. - Quarum pecuniam tenet? Puellarum pecuniam tenet.
- (7) Filias nautarum amant. - Quorum filias amant? Nautarum filias amant.
-

Latin for Canadian Schools

Unit No. 5: The Dative Case and the Indirect Object

Drill No. 1: Recognition

Exemplum: Model Voice: Puellae pecuniam dat.
 Student: -puellae-
 Model Voice: -puellae-
 Student: -puellae-

- | | |
|--|-------------|
| (1) Puellae pecuniam dat. | -puellae- |
| (2) Agricola feminis respondent. | -feminis- |
| (3) Nauta reginae victoriam nuntiat. | -reginae- |
| (4) Puella feminae viam monstrat. | -feminae- |
| (5) Filiae nautarum agricolis respondent. | -agricolis- |
| (6) Femina puellis silvam monstrat. | -puellis- |
| (7) Filiae agricolarum feminae aquam dant. | -feminae- |
| (8) Puellae nautis viam monstrant. | -nautis- |

Drill No. 2: Transformation

Exemplum: Model Voice: Femina incolae hastas dat.
 Student: Femina incolis hastas dat.
 Model Voice: Femina incolis hastas dat.
 Student: Femina incolis hastas dat.

- | | |
|---|--|
| (1) Femina incolae hastas dat. | Femina <u>incolis</u> hastas dat. |
| (2) Puella agricolae non paret. | Puella <u>agricolis</u> non paret. |
| (3) Filiae nautarum incolae respondent. | Filiae nautarum <u>incolis</u> respondent. |
| (4) Provinciae imperamus. | <u>Provinciis</u> imperamus. |
| (5) Quid nautae respondemus? | Quid <u>nautis</u> respondemus? |
| (6) Monstrasne puellae insulas? | Monstrasne <u>puellis</u> insulas? |
| (7) Femina nautae aquam non dat. | Femina <u>nautis</u> aquam non dat. |
| (8) Filia agricolae pecuniam monstrat. | Filia <u>agricolis</u> pecuniam monstrat. |

Drill No. 3: Transformation

- | | |
|---|--|
| (1) Femina incolis hastas dat. | Femina <u>incolae</u> hastas dat. |
| (2) Nautae reginis victorias nuntiant. | Nautae <u>reginae</u> victorias nuntiant. |
| (3) Quis feminis respondet? | Quis <u>feminae</u> respondet? |
| (4) Puellae agricolis aquam dant. | Puellae <u>agricolae</u> aquam dant. |
| (5) Monstratisne feminis silvam? | Monstratisne <u>feminae</u> silvam? |
| (6) Nautae reginis non parent. | Nautae <u>reginae</u> non parent. |
| (7) Provinciis victoriam patriae nuntiat. | <u>Provinciae</u> victoriam patriae nuntiat. |

Drill No. 4: Structural Questions (Quaesita)

Question Words: Cui? will signal that the answer is a singular noun in the Dative Case.
Quibus? will signal that the answer is a plural noun in the Dative Case.

- | | |
|---|-------------------------------------|
| (1) Incolis hastas dat.
Quibus hastas dat? | Incolis hastas dat. |
| (2) Copiis sagittas do.
Quibus sagittas do? | Copiis sagittas do. |
| (3) Agricolae vias monstrat.
Cui vias monstrat? | Agricolae vias monstrat. |
| (4) Reginae victoriam nuntiamus.
Cui victoriam nuntiamus? | Reginae victoriam nuntiamus. |
| (5) Filiae agricolarum pecuniam damus.
Cui pecuniam damus? | Filiae agricolarum pecuniam damus. |
| (6) Feminis silvas Britanniae monstrat.
Quibus silvas Britanniae monstrat? | Feminis silvas Britanniae monstrat. |
| (7) Nauta reginae paret.
Cui nauta paret? | Reginae nauta paret. |
| (8) Incolae copiis imperant.
Quibus incolae imperant? | Copiis incolae imperant. |
| (9) Puellae pecuniam non dat.
Cui pecuniam non dat? | Puellae pecuniam non dat. |
-

Latin for Canadian Schools

Unit No. 6: The Ablative Case

Drill No. 1: Transformation

- | | |
|---|--|
| (1) E provinciis properamus. | E provincia properamus. |
| (2) Incola hasta pugnat. | Incola hastis pugnat. |
| (3) Nautam sagittis necas. | Nautam sagitta necas. |
| (4) In camera ambulatis. | In cameris ambulatis. |
| (5) Copias in insulis collocamus. | Copias in insula collocamus. |
| (6) Agricola puellas hastis terret. | Agricola puellas hasta terret. |
| (7) Filia reginae a silvis properat. | Filia reginae a silva properat. |
| (8) Incolae insularum nautam sagittis necant. | Incolae insularum nautam sagitta necant. |

Drill No. 2: Structural Questions (Quaesita)

Question Word: Quo auxilio? will signal that the answer required is a nonpersonal noun in the ablative case.

- | | |
|---|----------------------------------|
| (1) Hastis pugnat.
Quo auxilio pugnat? | <u>Hastis</u> pugnat. |
| (2) Fossas aqua complemus.
Quo auxilio fossas complemus? | <u>Aqua</u> fossas complemus. |
| (3) Nautas sagittis necant.
Quo auxilio nautas necant? | <u>Sagittis</u> nautas necant. |
| (4) Puellam hasta terremus.
Quo auxilio puellam terremus? | <u>Hasta</u> puellam terremus. |
| (5) Provincias copiis tenent.
Quo auxilio provincias tenent? | <u>Copiis</u> provincias tenent. |
| (6) Feminas sagitta terret.
Quo auxilio feminas terret? | <u>Sagitta</u> feminas terret. |
| (7) Fossam aqua compleo.
Quo auxilio fossam compleo? | <u>Aqua</u> fossam compleo. |
| (8) Silvas copiis tenemus.
Quo auxilio silvas tenemus? | <u>Copiis</u> silvas tenemus. |

Drill No. 3: Structural Questions (Quaesita)

Question Words: Qui? will signal that the subject of the sentence is wanted in the answer and that this subject involves more than one male person.
Quae? will signal that the subject of the sentence is wanted in the answer and that this subject involves more than one female person.

Quos? will signal that the object of the verb is wanted in the answer and that this object involves more than one male person.

Quas? will signal that the object of the verb is wanted in the answer and that this object involves more than one female person.

Quid agunt? will signal that the verb of the sentence is wanted in the answer and that the subject of this verb involves more than one person or thing.

Ubi? will signal that an expression of place (prepositional phrase) is wanted in the answer.

(1) Incolae copias in insula collocant.

Qui copias in insula collocant?

Quas incolae in insula collocant?

Quid agunt incolae?

Ubi incolae copias collocant?

Incolae copias in insula collocant.

Copias incolae in insula collocant.

Collocant copias in insula incolae.

In insula incolae copias collocant.

(2) Agricolae fossas aqua complent.

Qui fossas aqua complent?

Quas agricolae aqua complent?

Quo auxilio agricolae fossas complent?

Quid agunt agricolae?

Agricolae fossas aqua complent.

Fossas agricolae aqua complent.

Aqua agricolae fossas complent.

Complent fossas aqua agricolae.

(3) Nautae incolas sagittis necant.

Qui incolas sagittis necant?

Quos nautae sagittis necant?

Quid agunt nautae?

Quo auxilio nautae incolas necant?

Nautae incolas sagittis necant.

Incolas nautae sagittis necant.

Necant incolas sagittis nautae.

Sagittis nautae incolas necant.

(4) Feminae puellas hasta terrent.

Quae puellas hasta terrent?

Quas feminae hasta terrent?

Quid agunt feminae?

Quo auxilio feminae puellas terrent?

Feminae puellas hasta terrent.

Puellas feminae hasta terrent.

Terrent puellas hasta feminae.

Hasta feminae puellas terrent.

Latin for Canadian Schools

Unit No. 7: The Imperfect Indicative Active

Drill No. 1: Transformation

- (1) comportabant.....comportabat.
 - (2) manebant.....manebat.
 - (3) ducebant.....ducebat.
 - (4) capiebant.....capiebat.
 - (5) parebatis.....parebas.
 - (6) videbatis.....videbas.
 - (7) revocabatis.....revocabas.
 - (8) cogebatis.....cogebas.
 - (9) timebamus.....timebam.
 - (10) vocabamus.....vocabam.
 - (11) dormiebamus.....dormiebam.
 - (12) ponebamus.....ponebam.
 - (13) veniebamus.....veniebam.
-

Drill No. 2: Transformation

- (1) habemus.....habebamus.
 - (2) nuntiamus.....nuntiabamus.
 - (3) videtis.....videbatis.
 - (4) oppugnatis.....oppugnabatis.
 - (5) vident.....videbant.
 - (6) comportant.....comportabant.
 - (7) voco.....vocabam.
 - (8) moneo.....monebam.
 - (9) terres.....terrebas.
 - (10) amas.....amabas.
 - (11) portat.....portabat.
 - (12) movet.....movebat.
-

Drill No. 3: Transformation

- (1) eratis.....estis.
 - (2) nuntiamus.....nuntiabamus.
 - (3) necas.....necabas.
 - (4) collocabatis.....collocatis.
 - (5) video.....videbam.
 - (6) terrebant.....terrent.
 - (7) es.....eras.
 - (8) movebam.....moveo.
-

Drill No. 4: Transformation

- | | |
|-------------------------------|-----------------------------|
| (1) Hodie aquam portamus. | Olim aquam portabamus. |
| (2) Hodie praedam comporto. | Olim praedam comportabam. |
| (3) Hodie puellas terrent. | Olim puellas terrebant. |
| (4) Hodie per insulas navigo. | Olim per insulas navigabam. |
| (5) Hodie incolas timetis. | Olim incolas timebatis. |
| (6) Hodie patriam amat. | Olim patriam amabat. |
| (7) Hodie agricola sum. | Olim agricola eram. |
| (8) Hodie reginae pares. | Olim reginae parebas. |
| (9) Hodie per silvas ambulat. | Olim per silvas ambulabant. |
-

Drill No. 5: Recognition

- | | |
|--------------------------------|----------------------------------|
| (1) Per silvam ambulabant. | Olim per silvam ambulabant. |
| (2) Hastis pugnant. | Hodie hastis pugnant. |
| (3) Copias revocabamus. | Olim copias revocabamus. |
| (4) Feminis pecuniam dabam. | Olim feminis pecuniam dabam. |
| (5) Nautas ad portam convocas. | Hodie nautas ad portam convocas. |
| (6) Provincias copiis tenent. | Hodie provincias copiis tenent. |
| (7) Ad Siciliam navigabat. | Olim ad Siciliam navigabat. |
| (8) Fossas aqua completis. | Hodie fossas aqua completis. |
-

Latin for Canadian Schools

Unit No. 8: The Second Declension

Drill No. 1: Transformation

Exemplum: Model Voice: Britannus Gallos superat.
 Student: Britanni Gallos superant.
 Model Voice: Britanni Gallos superant.
 Student: Britanni Gallos superant.

(1) Britannus Gallos superat.	Britanni Gallos superant.
(2) Amici sunt Romani.	Amicus est Romanus.
(3) Servi parebant.	Servus parebat.
(4) Praesidium insulam tenet.	Praesidia insulam tenent.
(5) Germanus amicum vocabat.	Germani amicum vocabant.
(6) Filii agricolae pugnant.	Filius agricolae pugnat.
(7) Proelium puellas terrebat.	Proelia puellas terrebant.
(8) Galli incolas timent.	Gallus incolas timet.

Drill No. 2: Transformation

(1) Servos terrebamus.	Servum terrebamus.
(2) Oppidum oppugnabam.	Oppida oppugnabam.
(3) Videsne murum?	Videsne muros?
(4) Olim bella amabamus.	Olim bellum amabamus.
(5) Ad vallum ambulat.	Ad valla ambulat.
(6) Contra praesidia pugnatis.	Contra praesidium pugnatis.
(7) Fluvia tenebant.	Fluvium tenebant.
(8) Filium nautae vocabat.	Filios nautae vocabat.

Drill No. 3: Structural Questions (Quaesita)

Question words: Quid? will signal that the object of the verb is wanted in the answer and that this object is a nonpersonal noun singular in number.
Quibuscum? (cum-quibus) will signal that a word in the ablative case with the preposition cum is wanted in the answer, (without distinction of gender).

(1) <u>Filius Romani oppidum superat.</u> Quis oppidum superat? Cuius filius oppidum superat? Quid filius Romani superat? Quid agit filius Romani?	Filius Romani oppidum superat. Romani filius oppidum superat. Oppidum filius Romani superat. Superat oppidum filius Romani.
(2) <u>Germanus praesidio frumentum dabat.</u> Quis praesidio frumentum dabat? Cui Germanus frumentum dabat? Quid Germanus praesidio dabat?	Germanus praesidio frumentum dabat. Praesidio Germanus frumentum dabat. Frumentum Germanus praesidio dabat.

(3) Romani hastis in proelio Gallos vulnerant.

Qui hastis in proelio Gallos vulnerant? Romani hastis in proelio Gallos
vulnerant.

Quo auxilio Romani in proelio Gallos vulnerant?

Hastis Romani in proelio Gallos
vulnerant.

Ubi Romani hastis Gallos vulnerant?

In proelio Romani hastis Gallos
vulnerant.

(4) Agricola cum filiis trans fluvium ambulat.

Qui cum filiis trans fluvium ambulat? Agricola cum filiis trans fluvium
ambulat.

Quibuscum agricola trans fluvium ambulat? Cum filiis agricola trans fluvium
ambulat.

Ubi agricola cum filiis ambulat?

Trans fluvium agricola cum filiis
ambulat.

(5) Copiae Romanorum praesidiis oppidum tenent.

Quae praesidiis oppidum tenent. Copiae Romanorum praesidiis
oppidum tenent.

Quo auxilio copiae Romanorum oppidum tenent?

Praesidiis copiae Romanorum
oppidum tenent.

Quid copiae Romanorum praesidiis tenent? Oppidum copiae Romanorum
praesidiis tenent.

Latin for Canadian Schools

Unit No. 9: Adjectives of the First and Second Declensions

Drill No. 1: Analogy

(1) Agricola est miser - et feminae?	Feminae sunt miserae.
(2) Puella est mala - et puer?	Puer est malus.
(3) Vir est liber - et femina?	Femina est libera.
(4) Magister est Romanus - et liberi?	Liberi sunt Romani.
(5) Oppidum est magnum - et ager?	Ager est magnus.
(6) Roma est magna - et castra?	Castra sunt magna.
(7) Liber est pulcher - et pictura?	Pictura est pulchra.
(8) Britannus est liber - et Germani?	Germani sunt liberi.
(9) Fossa est parva - et vallum?	Vallum est parvum.
(10) Populus est Romanus - et agricolae?	Agricolae sunt Romani.

Drill No. 2: Transformation

(1) Ad oppidum ambulamus.	-parvus-	Ad parvum oppidum ambulamus.
(2) Agros arabat.	-latus-	Latos agros arabat.
(3) Puerum terrebamus.	-miser-	Puerum miserum terrebamus.
(4) Trans fluvium erant castra.	-altus-	Trans altum fluvium erant castra.
(5) Frumentum comporto.	-multus-	Multum frumentum comporto.
(6) Nautas necant.	-miser-	Nautas miseros necant.
(7) Sagittas habebas.	-longus-	Longas sagittas habebas.
(8) Portam videt.	-latus-	Latam portam videt.
(9) Castra oppugnant.	-parvus-	Parva castra oppugnant.
(10) Liberos laudo.	-bonus-	Liberos bonos laudo.
(11) Timetisne Romanos?	-pauci-	Timetisne paucos Romanos?
(12) Puellas vocamus.	-pulcher-	Puellas pulchras vocamus.
(13) Magistrum non amabas.	-malus-	Magistrum malum non amabas.
(14) Per insulas navigant.	-parvus-	Per parvas insulas navigant.

Drill No. 3: Transformation

(1) Britanni <u>hastis</u> pugnant. (<u>longus</u>)	Britanni <u>longis hastis</u> pugnant.
(2) Liberi cum <u>magistro</u> ambulabant. (<u>bonus</u>)	Liberi cum <u>magistro bono</u> ambulabant.
(3) Libri <u>virorum</u> picturas habent. (<u>liber</u>)	Libri <u>virorum liberorum</u> picturas habent.
(4) O <u>Regina</u> , amasne populum Romanum? (<u>magnus</u>)	O <u>magna Regina</u> , amasne populum Romanum?
(5) Puella, <u>filia</u> nautae, per silvas ambulabat. (<u>pulcher</u>)	Puella, <u>filia pulchra</u> nautae, per silvas ambulabat.
(6) <u>Agricolas</u> nautasque vocabamus. (<u>miser</u>)	<u>Agricolas miseros</u> nautasque vocabamus.

- (7) Propter iniurias Gallorum, Romani bellum parabant. (multus)
Propter multas iniurias Gallorum, Romani bellum parabant.
- (8) Agricolae frumentum ex agris comportabant. (latus)
Agricolae frumentum ex latis agris comportabant.
- (9) Provinciae populo parent. (Romanus)
Provinciae populo Romano parent.
- (10) Incolis insulae victoriam nuntiamus. (magnus)
Incolis magnae insulae victoriam nuntiamus.
- (11) Pueri in oppido stabant. (pulcher)
Pueri in oppido pulchro stabant.
- (12) Feminae pecuniam dabat. (miser)
Feminae miserae pecuniam dabat.

Drill No. 4: Structural Questions (Quaesita)

Question words: Qualis? Quale? Quales? Qualia? will signal that an adjective is wanted in the answer.

- | | |
|---|---------------------------|
| (1) Libri virorum sunt magni.
Quales sunt libri virorum? | Magni sunt libri virorum. |
| (2) Fossa est parva.
Qualis est fossa? | Parva est fossa. |
| (3) Vir est liber.
Qualis est vir? | Liber est vir. |
| (4) Feminae sunt miserae.
Quales sunt feminae? | Miserae sunt feminae. |
| (5) Puella est pulchra.
Qualis est puella? | Pulchra est puella. |
| (6) Ager est latus.
Qualis est ager? | Latus est ager. |
| (7) Magistri sunt boni.
Quales sunt magistri? | Boni sunt magistri. |

Drill No. 5: Structural Questions (Quaesita)

- | | |
|--|----------------------|
| (1) Oppida sunt pulchra.
Qualia sunt oppida? | Pulchra sunt oppida. |
| (2) Frumentum est bonum.
Quale est frumentum? | Bonum est frumentum. |
| (3) Valla sunt longa.
Qualia sunt valla? | Longa sunt valla. |
| (4) Bellum est miserum.
Quale est bellum? | Miserum est bellum. |
| (5) Castra sunt parva.
Qualia sunt castra? | Parva sunt castra. |
| (6) Proelia sunt misera.
Qualia sunt proelia? | Misera sunt proelia. |

Latin for Canadian Schools

Unit No. 10: The Present Indicative Active of the Four Conjugations

Drill No. 1: Transformation

- (1) cogunt.....cogit
 - (2) ducunt.....ducit
 - (3) audiunt.....audit
 - (4) portant.....portat
 - (5) retinent.....retinet
 - (6) mittimus.....mitto
 - (7) fugimus.....fugio
 - (8) venimus.....venio
 - (9) interficimus.....interficio
 - (10) cogimus.....cogo
 - (11) ducimus.....duco
 - (12) capitis.....capis
 - (13) facitis.....facis
 - (14) venitis.....venis
 - (15) iacitis.....iacis
 - (16) movetis.....moves
 - (17) munitis.....munis
 - (18) mittunt.....mittit
 - (19) capiunt.....capit
 - (20) fugitis.....fugis
-

Drill No. 2: Transformation

- (1) capere.....capimus
 - (2) fugere.....fugimus
 - (3) facere.....facimus
 - (4) ducere.....ducimus
 - (5) mittere.....mittimus
 - (6) munire.....munimus
 - (7) audire.....audimus
 - (8) venire.....venimus
 - (9) complere.....complemus
 - (10) removeere.....removemus
 - (11) nuntiare.....nuntiamus
 - (12) collocare.....collocamus
 - (13) cogere.....cogimus
 - (14) interficere.....interficimus
 - (15) iacere.....iacimus
-

Drill No. 3: Transformation

- (1) interficere.....interficiunt
 - (2) iacere.....iaciunt
 - (3) facere.....faciunt
 - (4) capere.....capiunt
 - (5) venire.....veniunt
 - (6) munire.....muniunt
 - (7) audire.....audiunt
 - (8) ducere.....ducunt
 - (9) cogere.....cogunt
 - (10) mittere.....mittunt
 - (11) vocare.....vocant
 - (12) videre.....vident
 - (13) fugere.....fugiunt
 - (14) monere.....monent
 - (15) movere.....movent
-

Drill No. 4: Transformation

- (1) audis.....auditis
 - (2) munis.....munitis
 - (3) fugis.....fugitis
 - (4) ducis.....ducitis
 - (5) venis.....venitis
 - (6) mones.....monetis
 - (7) facis.....facitis
 - (8) capis.....capitis
 - (9) pervenis.....pervenitis
 - (10) vides.....videtis
 - (11) cogis.....cogitis
 - (12) mittis.....mittitis
 - (13) portas.....portatis
 - (14) interficis.....interficitis
 - (15) times.....timetis
-

Drill No. 5: Transformation

- | | |
|--------------------------|-------------------------|
| (1) cogo.....cogimus | (7) capio.....capimus |
| (2) audimus.....audio | (8) venitis.....venis |
| (3) muniunt.....munit | (9) monent.....monet |
| (4) fugitis.....fugis | (10) ducunt.....ducit |
| (5) nuntiamus.....nuntio | (11) facis.....facitis |
| (6) iacio.....iacimus | (12) mittunt.....mittit |
| | (13) munit.....muniunt |
| | (14) audiunt.....audit |
| | (15) venio.....venimus |

Latin for Canadian Schools

Unit No. 11: Nouns of the Third Declension

Drill No. 1: Transformation

- | | |
|---|---|
| (1) Custos oppidum munit. | Custodes oppida muniunt. |
| (2) Legio praesidium capit. | Legiones praesidia capiunt. |
| (3) Miles hasta consulem necat. | Milites hastis consules necant. |
| (4) Dux uxorem pulchram habet. | Duces uxores pulchras habent. |
| (5) Consul e periculo fugit. | Consules e periculis fugiunt. |
| (6) Dux legioni victoriam nuntiat. | Duces legionibus victorias nuntiant. |
| (7) Custos e munitione fugit. | Custodes e munitionibus fugiunt. |
| (8) Dux militem regis vocat. | Duces milites regum vocant. |
| (9) Miles duci sed non consuli parebat. | Milites ducibus sed non consulibus
parebant. |
-

Drill No. 2: Transformation

- | | |
|---|--|
| (1) Miles consuli parebat. | Milites consulibus parebant. |
| (2) Custos munitionem servat. | Custodes munitiones servant. |
| (3) Dux legionis fortiter pugnabat. | Duces legionum fortiter pugnant. |
| (4) Uxor militis ex oppido fugit. | Uxores militum ex oppidis fugiunt. |
| (5) Custos munitionis cum legione Romana
pugnabat. | Custodes munitionum cum legionibus
Romanis pugnabant. |
| (6) Consul uxorem pulchram habet. | Consules uxores pulchras habent. |
| (7) Legio circum vallum munitionis dormit. | Legiones circum valla munitionum
dormiunt. |
| (8) Miles regis per silvam properabat. | Milites regum per silvas properabant. |
| (9) Hasta sagittaque militem necat. | Hastis sagittisque milites necant. |
| (10) Consul legionem liberam ad arcem ducit. | Consules legiones liberas ad arces
ducunt. |
| (11) Dux consuli victoriam nuntiabat. | Duces consulibus victorias nuntia-
bant. |
-

Drill No. 3: Structural Questions (Quaesita)

Question Word: Quocum? (like Quibuscum?) will signal that a word in the ablative case with the preposition cum is wanted in the answer, without distinction of gender.

- (1) Legiones hastis multos custodes vulnerant.
- | | |
|---|---|
| Quae hastis multos custodes vulnerant? | Legiones hastis multos custodes
vulnerant. |
| Quos legiones hastis vulnerant? | Multos custodes legiones hastis
vulnerant. |
| Quo auxilio legiones multos custodes vulnerant? | Hastis legiones multos custodes
vulnerant. |
| Quid agunt hastis legiones? | Vulnerant multos custodes hastis
legiones. |

(2) Duces regis legionibus munitiones monstrant.

Qui legionibus munitiones monstrant?	Duces regis legionibus munitiones monstrant.
Quibus duces regis munitiones monstrant?	Legionibus duces regis munitiones monstrant.
Cuius duces legionibus munitiones monstrant?	Regis duces legionibus munitiones monstrant.
Quid agunt duces regis?	Monstrant munitiones legionibus duces regis.

(3) Miles reginae cum uxore ambulat.

Quis cum uxore ambulat?	Miles reginae cum uxore ambulat.
Quocum miles reginae ambulat?	Cum uxore miles reginae ambulat.
Cuius miles cum uxore ambulat?	Reginae miles cum uxore ambulat.
Quid agit miles reginae?	Ambulat cum uxore miles reginae.

(4) Dux consuli victoriam nuntiat.

Quis consuli victoriam nuntiat?	Dux consuli victoriam nuntiat.
Quid agit dux?	Nuntiat victoriam consuli dux.
Cui dux victoriam nuntiat?	Consuli dux victoriam nuntiat.

Latin for Canadian Schools

Unit No. 12: The Imperfect Indicative Active of the Four Conjugations

Drill No. 1: Transformation

- (1) ducunt.....ducebant
 - (2) mittunt.....mittebant
 - (3) cogunt.....cogebant
 - (4) audiunt.....audiebant
 - (5) veniunt.....veniebant
 - (6) fugiunt.....fugiebant
 - (7) dormiunt.....dormiebant
 - (8) ponunt.....ponebant
 - (9) capiunt.....capiebant
 - (10) gerunt.....gerebant
 - (11) iaciunt.....iaciebant
 - (12) muniunt.....muniebant
 - (13) mittunt.....mittebant
 - (14) monent.....monebant
 - (15) vocant.....vocabant
-

Drill No. 2: Transformation

- (1) audio.....audiebam
 - (2) dormio.....dormiebam
 - (3) munio.....muniebam
 - (4) capio.....capiebam
 - (5) pono.....ponebam
 - (6) mitto.....mittebam
 - (7) fugio.....fugiebam
 - (8) venio.....veniebam
 - (9) moneo.....monebam
 - (10) laudo.....laudabam
-

Drill No. 3: Transformation

- (1) capiebant.....capiunt
 - (2) fugiebant.....fugiunt
 - (3) veniebant.....veniunt
 - (4) ducebant.....ducunt
 - (5) ponebant.....ponunt
 - (6) capiebam.....capio
 - (7) fugiebam.....fugio
 - (8) veniebam.....venio
 - (9) ducebam.....duco
 - (10) ponebam.....pono
-

Drill No. 4: Transformation

- (1) veniebamus.....venimus
 (2) ponebatis.....ponitis
 (3) fugiebas.....fugis
 (4) timebamus.....timemus
 (5) audiebat.....audit
 (6) dormiebamus.....dormimus
 (7) ducebamus.....ducimus
 (8) iaciebat.....iacit
 (9) capiebatis.....capitis
 (10) monebatis.....monetis
-

Drill No. 5: Transformation

- | | |
|--|--|
| (1) Gladiatores in castris conveniunt. | Olim gladiatores in castris
conveniebant. |
| (2) Aedificia pulchra oppidi laudamus. | Olim aedificia pulchra oppidi
laudabamus. |
| (3) Captivi sunt liberi consulum. | Olim captivi erant liberi
consulum. |
| (4) In insula castra ponimus. | Olim in insula castra ponebamus. |
| (5) Propter periculum aedificium munis. | Olim propter periculum aedificium
muniebas. |
| (6) Ad arcem copias mittitis. | Olim ad arcem copias mittebatis. |
| (7) Homines gladiis leones interficiunt. | Olim homines gladiis leones
interficiebant. |
-

Latin for Canadian SchoolsUnit No. 13: Third Declension NounsDrill No. 1: Transformation

- | | |
|--|---|
| (1) Ubi sunt corpora? | Ubi est corpus? |
| (2) Sunt munitiones prope flumina. | Est munitio prope flumen. |
| (3) Uxores vulnere in corporibus monstrant. | Uxor vulnus in corpore monstrat. |
| (4) Corpora Romanorum in flumina iaciebant. | Corpus Romani in flumen iaciebant. |
| (5) Equi imperatorum erant nigri. | Equus imperatoris erat niger. |
| (6) Duces milites custodesque in munitiones convocant. | Dux militem custodemque in munitionem convocat. |
| (7) Consules gladiatoribus gladios dant. | Consul gladiatorum gladium dat. |
| (8) Nomina deorum erant sacra. | Nomen dei erat sacrum. |

Drill No. 2: Transformation

- | | |
|--|---|
| (1) Flumen est altum. | Flumina sunt alta. |
| (2) Iter non est longum. | Itinera non sunt longa. |
| (3) Incola insulae non est amicus. | Incolae insularum non sunt amici. |
| (4) Caput equi erat nigrum. | Capita equorum erant nigra. |
| (5) Unde venit virgo pulchra? | Unde veniunt virginis pulchrae. |
| (6) Miles vulnus in corpore monstrabat. | Milites vulnere in corporibus monstrabant. |
| (7) Nomen dei erat sacrum. | Nomina deorum erant sacra. |
| (8) Legio cum corpore consulis ad munitionem properabat. | Legiones cum corporibus consulum ad munitiones properabant. |

Drill No. 3: Prose Reading and Structural Questions (Quaesita)Pluto et Proserpina

Ceres erat dea frumenti. Ceres filiam, virginem pulchram habebat. Nomen virginis erat Proserpina. Ceres cum filia Proserpina in Sicilia habitabat. Quod Ceres erat amica agricolis, incolae Siciliae magnam copiam frumenti habebant. Olim per agros Siciliae Proserpina cum virginibus ambulabat. Proserpina a puellis errabat. Pluto, magnus deus et rex Orci, Proserpinam videbat. Venus cum filio, Cupidine, Plutonem et Proserpinam spectabat. Cupido Veneri paret et in corpus Plutonis sagittam mittit. Propter vulnus, Pluto statim virginem Proserpinam amat.

Question word: Cur? meaning Why? or For what reason? expects a subordinate clause beginning with the word QUOD or a prepositional phrase beginning with the word PROPTER (+ acc. noun) in the answer.

- (1) Ceres erat dea frumenti. Ceres filiam, virginem pulchram habebat.
 Quis erat dea frumenti?
 * Ceres erat dea frumenti.
- (2) Nomen virginis erat Proserpina.
 Quid erat nomen filiae Cereris?
 * Proserpina erat nomen filiae Cereris.
- (3) Ceres cum filia Proserpina in Sicilia habitabat.
 Ubi Ceres cum filia Proserpina habitabat?
 * In Sicilia Ceres cum filia Proserpina habitabat.
- (4) Quod Ceres erat amica agricolis, incolae Siciliae magnam copiam frumenti habebant.
 Cur incolae Siciliae magnam copiam frumenti habebant?
 * Quod Ceres erat amica agricolis, incolae Siciliae magnam copiam frumenti habebant.
- (5) Olim per agros Siciliae Proserpina cum virginibus ambulabat.
 Quibuscum per agros Siciliae Proserpina ambulabat?
 * Cum virginibus per agros Siciliae Proserpina ambulabat.
- (6) Pluto, magnus deus et rex Orci, Proserpinam videbat.
 Quis Proserpinam videbat?
 * Pluto, magnus deus et rex Orci, Proserpinam videbat.
- (7) Venus cum filio, Cupidine, Plutonem et Proserpinam spectabat.
 Quos Venus cum filio Cupidine spectabat?
 * Plutonem et Proserpinam Venus cum filio, Cupidine, spectabat.
- (8) In corpus Plutonis sagittam mittit.
 Quid agit Cupido?
 * Mittit sagittam in corpus Plutonis Cupido.
- (9) Propter vulnus Pluto statim virginem Proserpinam amat.
 Cur Pluto statim virginem Proserpinam amat?
 * Propter vulnus Pluto statim virginem Proserpinam amat.
-

Latin for Canadian Schools

Unit No. 14: The Perfect Indicative Active

Drill No. 1: Transformation

- (1) laboro.....laboravi
 - (2) voco.....vocavi
 - (3) clamo.....clamavi
 - (4) laudat.....laudavit
 - (5) amat.....amavit
 - (6) parat.....paravit
 - (7) monstramus.....monstravimus
 - (8) vastamus.....vastavimus
 - (9) portamus.....portavimus
 - (10) habitant.....habitaverunt
 - (11) amant.....amaverunt
 - (12) vocant.....vocaverunt
-

Drill No. 2: Transformation

- (1) eramus.....fuimus
 - (2) vident.....viderunt
 - (3) monebat.....monuit
 - (4) stas.....stetisti
 - (5) dabas.....dedisti
 - (6) manes.....mansisti
 - (7) respondebamus...respondimus
 - (8) clamat.....clamavit
 - (9) retines.....retinuisti
 - (10) stant.....steterunt
 - (11) est.....fuit
 - (12) complebatis.....complevistis
-

Drill No. 3: Transformation

- (1) Rex milites laudat.
Nunc.....Nunc rex milites laudat.
Heri.....Heri rex milites laudavit.
Olim.....Olim rex milites laudabat.
- (2) Filius nautis paret.
Olim.....Olim filius nautis parebat.
Nunc.....Nunc filius nautis paret.
Heri.....Heri filius nautis paruit.

- (3) Custos est solus.
 Nunc.....Nunc custos est solus.
 Olim.....Olim custos erat solus.
 Heri.....Heri custos erat solus.
- (4) Leo virum vulneravit.
 Olim.....Olim leo virum vulnerabat.
 Heri.....Heri leo virum vulneravit.
 Nunc.....Nunc leo virum vulnerat.
- (5) Servi sunt boni.
 Nunc.....Nunc servi sunt boni.
 Heri.....Heri servi fuerunt boni.
 Olim.....Olim servi erant boni.
- (6) Incolae reginam terrent.
 Nunc.....Nunc incolae reginam terrent.
 Olim.....Olim incolae reginam terrebant.
 Heri.....Heri incolae reginam terruerunt.
- (7) Consul populum monet.
 Heri.....Heri consul populum monuit.
 Olim.....Olim consul populum monebat.
 Nunc.....Nunc consul populum monet.
- (8) Femina picturam laudat.
 Olim.....Olim femina picturam laudabat.
 Nunc.....Nunc femina picturam laudat.
 Heri.....Heri femina picturam laudavit.

Drill No. 4: Transformation

- | | |
|----------------------------------|----------------------------------|
| (1) Legiones oppugnant. | Legiones oppugnaverunt. |
| (2) Filia respondet. | Filia respondit. |
| (3) Magistro pecuniam damus. | Magistro pecuniam dedimus. |
| (4) Custodes munitionem servant. | Custodes munitionem servaverunt. |
| (5) Consul victoriam nuntiat. | Consul victoriam nuntiavit. |
| (6) Puellam terremus. | Puellam terruimus. |
| (7) Regina vocat. | Regina vocavit. |
| (8) Provinciam superas. | Provinciam superavisti. |
| (9) Imperator copias revocat. | Imperator copias revocavit. |
| (10) In agris laboramus. | In agris laboravimus. |
| (11) Leonem spectatis. | Leonem spectavistis. |
| (12) Virum vulnerat. | Virum vulneravit. |

Drill No. 5: Transformation

- | | |
|---|--|
| (1) Consules imperatorem monuerunt. | Consules imperatorem monent. |
| (2) Vidistisne gladiatores in colosseo? | Videtisne gladiatores in
colosseo? |
| (3) Fossas circum munitiones aqua complevi. | Fossas circum munitiones aqua
compleo. |
| (4) Milites ducibus vulnera monstraverunt. | Milites ducibus vulnera
monstrant. |
| (5) Britanni agros noctu vastaverunt. | Britanni agros noctu vastant. |
| (6) Mulierem gladio terruisti. | Mulierem gladio terres. |
| (7) Agricolis miseris frumentum dedit. | Agricolis miseris frumentum
dat. |
| (8) Rex incolis ducibusque victorias nuntiavit. | Rex incolis ducibusque victorias
nuntiat. |
-

Latin for Canadian Schools

Unit No. 15: The Personal Pronouns

Drill No. 1: Recognition

Exemplum: Model Voice: Pecuniam dedi.
 Student: Ego pecuniam dedi.
 Model Voice: Ego pecuniam dedi.
 Student: Ego pecuniam dedi.

- | | |
|----------------------------------|----------------------------------|
| (1) Pecuniam dedi. | Ego pecuniam dedi. |
| (2) Mulieres spectamus. | Nos mulieres spectamus. |
| (3) Copias ducebat. | Is copias ducebat. |
| (4) Sine custodibus ambulo. | Ego sine custodibus ambulo. |
| (5) Munitiones servas. | Tu munitiones servas. |
| (6) Filiam agricolae terruistis. | Vos filiam agricolae terruistis. |
| (7) Consulibus parebamus. | Nos consulibus parebamus. |
| (8) Fossam aqua complent. | Ei fossam aqua complent. |
| (9) Vias monstravit. | Is vias monstravit. |
| (10) Imperatorem monuimus. | Nos imperatorem monuimus. |
| (11) Super insulas volavi. | Ego super insulas volavi. |
| (12) Sub muris habitabatis. | Vos sub muris habitabatis. |
| (13) Picturam laudavisti. | Tu picturam laudavisti. |
-

Drill No. 2: Transformation

- (1) Tu deos laudas.
 Nos.....Nos deos laudamus.
 Ego.....Ego deos laudo.
 Is.....Is deos laudat.
 Tu.....Tu deos laudas.
 Ei.....Ei deos laudant.
 Vos.....Vos deos laudatis.
- (2) Ei fugiebant.
 Nos.....Nos fugiebamus.
 Tu.....Tu fugiebas.
 Vos.....Vos fugiebatis.
 Is.....Is fugiebat.
 Ego.....Ego fugiebam.
 Ei.....Ei fugiebant.
- (3) Is me audit.
 Vos.....Vos me auditis.
 Tu.....Tu me audis.
 Ei.....Ei me audiunt.
 Is.....Is me audit.
 Nos.....Nos me audimus.

(4) Is populum monuit.

Nos.....	Nos populum monuimus.
Ego.....	Ego populum monui.
Tu.....	Tu populum monuisti.
Is.....	Is populum monuit.
Vos.....	Vos populum monuistis.
Ei.....	Ei populum monuerunt.

Drill No. 3:

Transformation

(1) Mecum ambulatis.	Nobiscum ambulavistis.
(2) Is te rogat.	Ei vos rogaverunt.
(3) Mihi pecuniam dant.	Nobis pecuniam dederunt.
(4) Tibi victoriam nuntiamus.	Vobis victoriam nuntiavimus.
(5) Pater te spectat.	Pater vos spectavit.
(6) Legiones mihi parent.	Legiones nobis paruerunt.
(7) Femina me timet.	Femina nos timuit.
(8) Sorores tibi respondent.	Sorores vobis responderunt.

Drill No. 4:

Transformation

(1) Dux nobis proelium nuntiavit.	Dux mihi proelium nuntiat.
(2) Prope nos stetit.	Prope me stas.
(3) Sine vobis properavimus.	Sine te properamus.
(4) Ei pro nobis pugnaverunt.	Is pro me pugnat.
(5) Monuimusne vos?	Monemusne te?
(6) Circum nos ambulavit.	Circum me ambulat.
(7) Nonne nos rogavisti?	Nonne me rogas?
(8) Imperator vobis imperavit.	Imperator tibi imperat.

Latin for Canadian Schools

Unit No. 16: The Pluperfect Indicative Active

Drill No. 1: Transformation

- (1) vocavi.....vocaveram.
 - (2) coegi.....coegeram.
 - (3) duxi.....duxeram.
 - (4) monui.....monueram.
 - (5) cepi.....ceperam.
 - (6) audivi.....audiveram.
 - (7) petivit.....petiverat.
 - (8) munivit.....muniverat.
 - (9) audivit.....audiverat.
 - (10) duxisti.....duxeras.
 - (11) rapuisti.....rapueras.
 - (12) fugimus.....fugeramus.
 - (13) timuimus.....timueramus.
 - (14) posuistis.....posueratis.
 - (15) venistis.....veneratis.
 - (16) miserunt.....miserant.
 - (17) fecerunt.....fecerant.
 - (18) convenerunt.....convenerant.
-

Drill No. 2: Transformation

Exemplum: Model Voice: tu...ponere
Student: tu posuisti
Model Voice: tu posuisti
Student: tu posuisti

- | | |
|----------------------|---------------|
| (1) tu...ponere | tu posuisti |
| (2) ego..ducere | ego duxi |
| (3) nos..cogere | nos coegimus |
| (4) vos..facere | vos fecistis |
| (5) is...interficere | Is interfecit |
| (6) Ei...audire | Ei audiverunt |
| (7) tu...venire | tu venisti |
| (8) is...gerere | is gessit |
-

Drill No. 3: Transformation

- | | |
|--------------------|------------------|
| (1) ego..ponere | ego posueram |
| (2) Ei...ducere | Ei duxerant |
| (3) vos..cogere | vos coegeratis |
| (4) is...iacere | is iecerat |
| (5) tu...venire | tu veneras |
| (6) vos..convenire | vos conveneratis |
| (7) ego..navigare | ego navigaveram |
| (8) is...monere | is monuerat |

 Drill No. 4: Transformation

(1) Is est servus.

Hodie + tu	Hodie tu es servus.
Olim + ego	Olim ego eram servus.
Antea + is	Antea is fuerat servus.
Heri + tu	Heri tu fuisti servus.

(2) Is victoriam nuntiavit.

Heri + nos	Heri nos victoriam nuntiavimus.
Antea + vos	Antea vos victoriam nuntiaveratis.
Olim + ego	Olim ego victoriam nuntiabam.
Hodie + is	Hodie is victoriam nuntiat.

(3) Is milites timebat.

Olim + tu	Olim tu milites timebas.
Heri + ei	Heri ei milites timuerunt.
Hodie + nos	Hodie nos milites timemus.
Antea + ego	Antea ego milites timueram.

(4) Nos oppidum munimus.

Hodie + ei	Hodie ei oppidum muniunt.
Heri + tu	Heri tu oppidum munivisti.
Antea + vos	Antea vos oppidum muniveratis.
Olim + is	Olim is oppidum munebat.

(5) Ei leonem ceperunt.

Antea + ego	Antea ego leonem ceperam.
Hodie + nos	Hodie nos leonem capimus.
Heri + tu	Heri tu leonem cepisti.
Olim + is	Olim is leonem capiebat.

Latin for Canadian Schools

Unit No. 17: The Present Infinitive Active

Drill No. 1: Fixed Increment and Transformation

Exemplum: Model Voice: Imperator oppidum occupavit.
 Student: Imperator oppidum occupare constituit.
 Model Voice: Imperator oppidum occupare constituit.
 Student: Imperator oppidum occupare constituit.

(1) Imperator oppidum occupavit.	Imperator oppidum occupare constituit.
(2) Consul castra reliquit.	Consul castra relinquere constituit.
(3) Regina copias revocavit.	Regina copias revocare constituit.
(4) Agricola aravit.	Agricola arare constituit.

(1) Consules populum monuerunt.	Consules populum monere properaverunt.
(2) Agricolae laboraverunt.	Agricolae laborare properaverunt.
(3) Incolae regem expulerunt.	Incolae regem expellere properaverunt.
(4) Romani bellum gesserunt.	Romani bellum gerere properaverunt.

(1) Consul munitionem reliquit.	Consul munitionem relinquere paravit.
(2) Gladiator leonem necavit.	Gladiator leonem necare paravit.
(3) In agris laboravit.	In agris laborare paravit.
(4) Dux vallum oppugnavit.	Dux vallum oppugnare paravit.

(1) Nos pugnativimus.	Nos pugnare dubitavimus.
(2) Pastor dormivit.	Pastor dormire dubitavit.
(3) Mecum ambulavisti.	Mecum ambulare dubitavisti.
(4) Ei reginae paruerunt.	Ei reginae parere dubitaverunt.

Drill No. 2: Structural Questions (Quaesita)

(1) Patriam amare debemus.	Quid agere debemus?	Amare patriam debemus.
(2) Venire debet.	Quid agere debet?	Venire debet.
(3) Munitiones occupare debent.	Quid agere debent?	Occupare munitiones debent.
(4) Consuli parere debemus.	Quid agere debemus?	Parere consuli debemus.
(5) Milites laudare debent.	Quid agere debent?	Laudare milites debent.
(6) Victoriā nuntiare debet.	Quid agere debet?	Nuntiare victoriā debet.

Drill No. 3: Fixed Increment and Transformation

(1) Pastor venit.	Iubet pastorem venire.
(2) Custos venit.	Iubet custodem venire.
(3) Consul populum monet.	Iubet consulem populum monere.
(4) Milites pugnant.	Iubet milites pugnare.
(5) Mulier puellam vocat.	Iubet mulierem puellam vocare.
(6) Nos amici sumus.	Iubet nos amicos esse.
(7) Tu imperatorem laudas.	Iubet te imperatorem laudare.
(8) Copiae oppidum oppugnant.	Iubet copias oppidum oppugnare.

Drill No. 4:Fixed Increment and Transformation

- | | |
|-------------------------------|--|
| (1) Legio agros vastat. | Legionem agros vastare erat iniquum. |
| (2) Copiae oppidum oppugnant. | Copias oppidum oppugnare erat iniquum. |
| (3) Romani captivos necant. | Romanos captivos necare erat iniquum. |
| (4) Nos virginem rapimus. | Nos virginem rapere erat iniquum. |
| (5) Vos puellam relinquitis. | Vos puellam relinquere erat iniquum. |
| (6) Ego leones interficio. | Me leones interficere erat iniquum. |
| (7) Tu bellum geris. | Te bellum gerere erat iniquum. |
| (8) Rex regnum occupat. | Regem regnum occupare erat iniquum. |
-

Latin for Canadian Schools

Unit No. 18: Masculine and Feminine I-Stems of the Third Declension

Drill No. 1: Transformation

- | | |
|---|---|
| (1) Civem bonum non timemus. | Cives bonos non timemus. |
| (2) Adulescens prope collem cum hoste pugnauerat. | Adulescentes prope colles cum hostibus pugnauerant. |
| (3) Nos turrim et pontem facimus. | Nos turres et pontes facimus. |
| (4) Pater adulescentis civem terret. | Patres adulescentium cives terrent. |
| (5) Ignis in arce classem monuit. | Ignes in arcibus classes monuerunt. |
| (6) Hostis in nave circum urbem navigabat. | Hostes in navibus circum urbes navigabant. |
| (7) Post victoriam pueri, urbs laeta erat. | Post victorias puerorum, urbes laetae erant. |
| (8) Erat ignis in parte urbis. | Erant ignes in partibus urbium. |
| (9) Classem novam e civitate reduxit. | Classes novas e civitatibus reduxit. |
-

Drill No. 2: Structural Questions (Quaesita)

Question Words: Quam rem? will signal that a singular nonpersonal noun in the accusative case is expected in the answer.
Quas res? will signal that a plural nonpersonal noun in the accusative case is expected in the answer.

- | | |
|--|--|
| (1) <u>Romulus cum hostibus pugnatur.</u>
Quis cum hostibus pugnatur?
Quibuscum Romulus pugnatur?
Quid agit Romulus? | Romulus cum hostibus pugnatur.
Cum hostibus Romulus pugnatur.
Pugnatur cum hostibus Romulus. |
| (2) <u>Magnum ignem in colle faciunt.</u>
Quam rem in colle faciunt?
Qualem ignem in colle faciunt?
Quid in colle agunt?
Ubi magnum ignem faciunt? | Magnum ignem in colle faciunt.
Magnum ignem in colle faciunt.
Faciunt magnum ignem in colle.
In colle magnum ignem faciunt. |
| (3) <u>Romani agros hostium igni vastant.</u>
Qui agros hostium igni vastant?
Quorum agros Romani igni vastant?
Quo auxilio Romani agros hostium vastant? | Romani agros hostium igni vastant.
Hostium agros Romani igni vastant.
Igni Romani agros hostium vastant. |
| (4) <u>Hostes turrim altam urbis occupant.</u>
Qui turrim altam urbis occupant?
Quam rem hostes occupant?
Qualem turrim urbis hostes occupant? | Hostes turrim altam urbis occupant.
Turrim altam urbis hostes occupant.
Altam turrim urbis hostes occupant. |

- (5) Multi cives arcem urbis relinquunt.
 Qui arcem urbis relinquunt?
 Cuius arcem multi cives relinquunt?
 Quid agunt multi cives?

Multi cives arcem urbis relinquunt.
 Urbis arcem multi cives relinquunt.
 Relinquunt arcem urbis multi cives.

Drill No. 3: Structural Questions (Quaesita)

- (1) Hostes montes occupaverant.
 Quas res hostes occupaverant?

Montes hostes occupaverant.

- (2) Adolescens e finibus hostium properat.
 Unde adolescens properat?

E finibus hostium adolescens properat.

- (3) Cives consilium deorum sacrorum petunt.
 Quid cives petunt?

Consilium deorum sacrorum cives
 petunt.

- (4) Classis civitatis multas naves longas habent.

Cuius classis multas naves longas habent? Civitatis classis multas naves longas
 habent.

- (5) Romulus civitatem Romanam condidit.
 Quam rem Romulus condidit?

Civitatem Romanam Romulus condidit.

- (6) Multitudo civium arcem Romanorum oppugnavit.

Quorum arcem multitudo civium oppugnavit? Romanorum arcem multitudo civium
 oppugnavit.

Latin for Canadian Schools

Unit No. 19: The Present Imperative

Drill No. 1: Transformation

Exemplum: Model Voice: Vocas me.
Student: Voca me!
Model Voice: Voca me!
Student: Voca me!

- | | |
|------------------------|-------------------|
| (1) Vocatis me. | Vocate me! |
| (2) Patriam amas. | Ama patriam! |
| (3) Patriam amatis. | Amate patriam! |
| (4) Picturam laudas. | Lauda picturam! |
| (5) Picturam laudatis. | Laudate picturam! |
| (6) Consules mones. | Mone consules! |
| (7) Feminas monetis. | Monete feminas! |
| (8) Milites mittis. | Mitte milites! |
| (9) Milites mittitis. | Mittite milites! |
| (10) Vallum munis. | Muni vallum! |
| (11) Vallum munitis. | Munite vallum! |
| (12) Puerum audis. | Audi puerum! |
| (13) Puerum auditis. | Audite puerum! |

Drill No. 2: Transformation

- | | |
|----------------------------------|-------------------|
| (1) Iubeo vos servare animalia. | Servate animalia! |
| (2) Iubeo te mihi pecuniam dare. | Da mihi pecuniam! |
| (3) Iubeo vos in urbe manere. | Manete in urbe! |
| (4) Iubeo te castra movere. | Move castra! |
| (5) Iubeo vos bellum gerere. | Gerite bellum! |
| (6) Iubeo te ex urbe fugere. | Fuge ex urbe! |
| (7) Iubeo vos portas claudere. | Claudite portas! |
| (8) Iubeo te Romam venire. | Veni Romam! |
| (9) Iubeo vos Romam venire. | Venite Romam! |

Drill No. 3: Transformation

- | | |
|------------------------|---------------------------|
| (1) Venite Romam. | Nolite venire Romam. |
| (2) Porta frumentum. | Noli portare frumentum. |
| (3) Portate frumentum. | Nolite portare frumentum. |
| (4) Timete deos. | Nolite timere deos. |
| (5) Mitte copias. | Nolite mittere copias. |
| (6) Mittite copias. | Nolite mittere copias. |
| (7) Expelle regem. | Noli expellere regem. |
| (8) Expellite regem. | Nolite expellere regem. |

Drill No. 4: Transformation

Exemplum: Model Voice: Milites urbem defendunt.
 Student: Milites, defendite urbem!
 Model Voice: Milites, defendite urbem!
 Student: Milites, defendite urbem!

- | | |
|--|---|
| (1) Milites urbem defendunt. | Milites, defendite urbem! |
| (2) Pastor animalia servat. | Pastor, serva animalia! |
| (3) Etrusci non sunt socii. | Etrusci, nolite esse socii! |
| (4) Marcus mulierem non necat. | Marce, noli necare mulierem! |
| (5) Custodes portas urbis claudunt. | Custodes, claudite portas urbis! |
| (6) Imperator consilium non audit. | Imperator, noli audire consilium! |
| (7) Agricolae agros arant. | Agricolae, arate agros! |
| (8) Equites castris hostium appropinquant. | Equites, appropinquate castris hostium. |
-

Latin for Canadian Schools

Unit No. 20: Adjectives of the Third Declension

Drill No. 1: Analogy

(1) Miles est acer. - et nautae?	Nautae sunt acres.
(2) Consules sunt fortes. - et femina?	Femina est fortis.
(3) Reges sunt potentes. - et dux?	Dux est potens.
(4) Bellum est grave. - et vulnera?	Vulnera sunt gravia.
(5) Imperator est audax. - et cives?	Cives sunt audaces.
(6) Classis est utilis. - et consilium?	Consilium est utile.
(7) Animalia sunt fortia. - et leones?	Leones sunt fortes.
(8) Copiae sunt acres. - et rex?	Rex est acer.
(9) Urbs est potens. - et oppida?	Oppida sunt potentia.
(10) Copiae sunt equestres. et praesidia?	Praesidia sunt equestria.

Drill No. 2: Transformation

(1) Multitudinem <u>militum</u> ducebat. (<u>acer</u>)	Multitudinem <u>militum acrium</u> ducebat.
(2) Cum <u>copiis</u> salutem peto. (<u>pedester</u>)	Cum <u>copiis pedestribus</u> salutem peto.
(3) Consilium <u>civitati</u> utile est. (<u>potens</u>)	Consilium <u>civitati potenti</u> utile est.
(4) Omnes pedites <u>vulnera</u> habebant. (<u>gravis</u>)	Omnes pedites <u>vulnera gravia</u> habebant.
(5) Consul <u>proelio</u> urbem occupavit. (<u>equester</u>)	Consul <u>proelio equestri</u> urbem occupavit.
(6) Auxilium ab <u>imperatore</u> petunt. (<u>fortis</u>)	Auxilium ab <u>imperatore forti</u> petunt.
(7) Gladios <u>custodum</u> sustinuimus. (<u>audax</u>)	Gladios <u>custodum audacium</u> sustinuimus.
(8) Ducem in <u>pugna</u> necavit. (<u>par</u>)	Ducem in <u>pugna pari</u> necavit.
(9) <u>Animalia</u> in silva ambulabant. (<u>omnis</u>)	<u>Omnia animalia</u> in silva ambulabant.
(10) Miles fortis <u>consilia</u> habet. (<u>audax</u>)	Miles fortis <u>consilia audacia</u> habet.

Drill No. 3: Structural Questions (Quaesita)

(1) <u>Hostes potentes urbem vastant.</u> Qui urbem vastant? Quales hostes urbem vastant? Quid agunt hostes potentes?	Hostes potentes urbem vastant. Potentes hostes urbem vastant. Vastant urbem hostes potentes.
--	--

- (2) Viri feminas audaces laudant.
 Quales feminas viri laudant? Audaces feminas viri laudant.
 Quid agunt viri? Laudant feminas audaces viri.
 Quas viri laudant? Feminas audaces viri laudant.
- (3) Animalia utilia in agris ambulant.
 Quae in agris ambulant? Animalia utilia in agris ambulant.
 Qualia animalia in agris ambulant? Utilia animalia in agris ambulant.
 Ubi animalia utilia ambulant? In agris animalia utilia ambulant.
- (4) Servi fortes puerum defendunt.
 Qui puerum defendunt? Servi fortes puerum defendunt.
 Quales servi puerum defendunt? Fortes servi puerum defendunt.
 Quem servi fortes defendunt? Puerum servi fortes defendunt.
- (5) Puellae cum pueris omnibus ambulant.
 Quibuscum puellae ambulant? Cum pueris omnibus puellae ambulant.
 Quid agunt puellae? Ambulant cum pueris omnibus puellae.
 Quae cum pueris omnibus ambulant? Puellae cum pueris omnibus ambulant.
 Cum quot pueris puellae ambulant? Cum omnibus pueris puellae ambulant.
- (6) In bello gravi fratres cum fratribus pugnant.
 Qui cum fratribus in bello gravi pugnant?
 Fratres cum fratribus in bello gravi pugnant.
 In quali bello fratres cum fratribus pugnant?
 In gravi bello fratres cum fratribus pugnant.
- (7) Vires corporum fortium sunt magnae.
 Quorum vires sunt magnae? Corporum fortium vires sunt magnae.
 Qualium corporum vires sunt magnae? Fortium corporum vires sunt magnae.
 Quae sunt magnae? Vires corporum fortium sunt magnae.
- (8) Multa animalia habent corpora fortia.
 Quae habent corpora fortia? Multa animalia habent corpora fortia.
 Qualia corpora habent multa animalia? Fortia corpora habent multa animalia.
 Quot animalia habent corpora fortia? Multa animalia habent corpora fortia.
- (9) Propter multitudinem militum hostes audaces fugiunt.
 Qui propter multitudinem militum fugiunt?
 Hostes audaces propter multitudinem militum fugiunt.
 Cur hostes audaces fugiunt? Propter multitudinem militum hostes audaces fugiunt.
-

Latin for Canadian Schools

Unit No. 21A: The Future Indicative Active.

Drill No. 1: Transformation

- (1) vocant.....vocabunt
 (2) amant.....amabunt
 (3) vident.....videbunt
 (4) monent.....monebunt
 (5) vocat.....vocabit
 (6) amat.....amabit
 (7) videt.....videbit
 (8) monet.....monebit
- (9) ducunt.....ducent
 (10) agunt.....agent
 (11) audiunt.....audient
 (12) capiunt.....capiant
 (13) ducit.....ducet
 (14) agit.....aget
 (15) audit.....audiet
 (16) capit.....capiet
-

Drill No. 2: Transformation

- (1) laudo.....laudabo
 (2) habito.....habitabo
 (3) teneo.....tenebo
 (4) timeo.....timebo
- (5) duco.....ducam
 (6) pono.....ponam
 (7) capio.....capiam
 (8) munio.....muniam
-

Drill No. 3: Transformation

- (1) parare.....parabimus
 (2) spectare.....spectabimus
 (3) habere.....habebimus
 (4) terrere.....terrebimus
 (5) mittere.....mitteremus
 (6) cogere.....cogemus
 (7) ducere.....ducemus
 (8) dormire.....dormiemus
 (9) venire.....veniemus
 (10) rapere.....rapiemus
 (11) facere.....faciemus

 Drill No. 4: Transformation

- (1) convenis.....convenies
 (2) munis.....munies
 (3) ducis.....duces
 (4) clamas.....clamabis
 (5) mones.....monebis
 (6) spectatis.....spectabitis
 (7) mittitis.....mittetis
 (8) capitis.....capietis
 (9) rapitis.....rapietis
 (10) venitis.....venietis
-

 Drill No. 5: Transformation

- (1) Servi frumentum portant.
 Heri - Heri servi frumentum portaverunt.
 Olim - Olim servi frumentum portabant.
 Cras - Cras servi frumentum portabunt.
 Hodie - Hodie servi frumentum portant.
- (2) Cives classem Romanam vident.
 Hodie - Hodie cives classem Romanam vident.
 Cras - Cras cives classem Romanam videbunt.
 Olim - Olim cives classem Romanam videbant.
 Heri - Heri cives classem Romanam viderunt.
- (3) Pater filiam suam domum ducit.
 Cras - Cras pater filiam suam domum ducet.
 Olim - Olim pater filiam suam domum ducebat.
 Hodie - Hodie pater filiam suam domum ducit.
 Heri - Heri pater filiam suam domum duxit.
- (4) Socius meus venit.
 Olim - Olim socius meus veniebat.
 Heri - Heri socius meus venit.
 Hodie - Hodie socius meus venit.
 Cras - Cras socius meus veniet.
- (5) Mulieres milites audiunt.
 Cras - Cras mulieres milites audient.
 Olim - Olim mulieres milites audiebant.
 Heri - Heri mulieres milites audiverunt.
 Hodie - Hodie mulieres milites audiunt.
- (6) Nos populum monemus.
 Hodie - Hodie nos populum monemus.
 Cras - Cras nos populum monebimus.
 Olim - Olim nos populum monebamus.
 Heri - Heri nos populum monuimus.

(7) Tu hostes fugis.

Cras -
Hodie -
Olim -
Heri -

Cras tu hostes fugies.
Hodie tu hostes fugis.
Olim tu hostes fugiebas.
Heri tu hostes fugisti.

(8) Ego oppidum munio.

Heri -
Cras -
Hodie -
Olim -

Heri ego oppidum munivi.
Cras ego oppidum muniam.
Hodie ego oppidum munio.
Olim ego oppidum muniebam.

(8) Milites eis parebant.
 Quibus milites parebant?

Eis milites parebant.

Drill No. 3:

Replacement (Transformation)

(1) Nautae filiis non amant.

Nautae eas non amant.

(2) Ab pastore de pugna audimus.

Ab eo de pugna audimus.

(3) Nos viris pecuniam dedimus.

Nos eis pecuniam dedimus.

(4) Milites regi parebunt.

Milites ei parebunt.

(5) Duces mulierem servaverunt.

Duces eam servaverunt.

(6) Mediam in silvam cum servis ambulabat.

Mediam in silvam cum eis ambulabat.

Latin for Canadian Schools

Unit No. 22: The Future Perfect Indicative Active

Drill No. 1: Transformation

- (1) portaverunt.....portaverint
 - (2) duxerunt.....duxerint
 - (3) monuerunt.....monuerint
 - (4) audiverunt.....audiverint
 - (5) ceperunt.....ceperint
 - (6) laudavi.....laudavero
 - (7) veni.....venero
 - (8) timui.....timuero
 - (9) munivimus.....muniverimus
 - (10) vocavimus.....vocaverimus
 - (11) dormivimus.....dormiverimus
 - (12) terruit.....terruerit
 - (13) coegit.....coegerit
 - (14) duxit.....duxerit
 - (15) incendisti.....incenderis
 - (16) liberavisti.....liberaveris
 - (17) narravisti.....narraveris
 - (18) dimisistis.....dimiseritis
 - (19) venistis.....veneritis
 - (20) stetistis.....steteritis
-

Drill No. 2: Transformation

- | | |
|------------------------------|-------------------------|
| (1) Puer veniebat. | Puer venerat. |
| (2) Puer venit. | Puer venit. |
| (3) Puer veniet. | Puer venerit. |
| (4) Nautae clamant. | Nautae clamaverunt. |
| (5) Nautae clamabunt. | Nautae clamaverint. |
| (6) Nautae clamabant. | Nautae clamaverant. |
| (7) Oppidum vastamus. | Oppidum vastavimus. |
| (8) Oppidum vastabamus. | Oppidum vastaveramus. |
| (9) Oppidum vastabimus. | Oppidum vastaverimus. |
| (10) Tu dormis. | Tu dormivisti. |
| (11) Tu dormies. | Tu dormiveris. |
| (12) Tu dormiebas. | Tu dormiveras. |
| (13) Vos virum timetis. | Vos virum timuistis. |
| (14) Vos virum timebatis. | Vos virum timueratis. |
| (15) Vos virum timebitis. | Vos virum timueritis. |
| (16) Nos urbem incendimus. | Nos urbem incendimus. |
| (17) Nos urbem incendebamus. | Nos urbem incenderamus. |
| (18) Nos urbem incendemus. | Nos urbem incenderimus. |
| (19) Bonum est. | Bonum fuit. |
| (20) Bonum erat. | Bonum fuerat. |
| (21) Bonum erit. | Bonum fuerit. |
-

Drill No. 3: Transformation

- | | |
|---|---|
| (1) Si mihi pecuniam dabit, laetus ero. | Postquam mihi pecuniam dederit,
laetus ero. |
| (2) Si copias ab urbe removebis, laetus eris. | Postquam copias ab urbe removeris,
laetus eris. |
| (3) Si Roma discedam, laetus ero. | Postquam Roma discessero, laetus ero. |
| (4) Si pacem facient, laeti erint. | Postquam pacem fecerint, laeti erint. |
| (5) Si consulibus parebimus, laeti erimus. | Postquam consulibus paruerimus,
laeti erimus. |
| (6) Si milites urbem defendent, laeti erunt. | Postquam milites urbem defenderint,
laeti erunt. |
| (7) Si Romam venietis, laeti eritis. | Postquam Romam veneritis, laeti eritis. |
| (8) Si nobiscum eris, laetus eris. | Postquam nobiscum fueris, laetus eris. |
| (9) Si magister nos laudabit, laeti erimus. | Postquam magister nos laudaverit,
laeti erimus. |
| (10) Si matrem suam audiet, laetus erit. | Postquam matrem suam audiverit,
laetus erit. |
-

Drill No. 4: Fixed Increment

- | | |
|---------------------------------|---|
| (1) Consilium narrabo. | Cum Romam venero, consilium narrabo. |
| (2) Pacem cum populo faciam. | Cum Romam venero, pacem cum populo faciam. |
| (3) Victoriam militum nuntiabo. | Cum Romam venero, victoriam militum nuntiabo. |
| (4) Arma deponam. | Cum Romam venero, arma deponam. |
| (5) Amicus regi ero. | Cum Romam venero, amicus regi ero. |
| (6) Copias meas ducam. | Cum Romam venero, copias meas ducam. |
-

Latin for Canadian Schools

Unit No. 23A: The Nine Irregular Adjectives of the First and Second Declensions

Drill No. 1: Transformation

- (1) Imperator est dux classis. (totus)
 * Imperator est dux totius classis.
- (2) Mater puellae in urbe est. (solus)
 * Mater solius puellae in urbe est.
- (3) Romani bellum contra hostes gesserunt. (nullus)
 * Romani nullum bellum contra hostes gesserunt.
- (4) Pater puero pecuniam dedit. (solus)
 * Pater soli puero pecuniam dedit.
- (5) Miles a pugna fugit. (alter)
 * Alter miles a pugna fugit.
- (6) Populus legionem consuli dedit. (alter)
 * Populus legionem alteri consuli dedit.
- (7) Consilium ducis ceperunt. (unus)
 * Consilium unius ducis ceperunt.
- (8) Dux ad urbem incolumis pervenit. (neuter)
 * Neuter dux ad urbem incolumis pervenit.
- (9) Postea sine periculo Romam pervenimus. (ullus)
 * Postea sine ullo periculo Romam pervenimus.
- (10) Incolae nullum iter habent. (alius)
 * Incolae nullum aliud iter habent.
- (11) Reginae viam monstrare poterat. (nullus)
 * Reginae nullam viam monstrare poterat.
-

Drill No. 2: Transformation

- | | |
|----------------------------------|---|
| (1) Puella ad matrem properavit. | <u>Sola puella</u> ad matrem properavit. |
| (2) Mater puellae in oppido est. | Mater <u>solius puellae</u> in oppido est. |
| (3) Mater puellae pecuniam dat. | Mater <u>soli puellae</u> pecuniam dat. |
| (4) Mater puellam vocabit. | Mater <u>solam puellam</u> vocabit. |
| (5) Mater cum puella ambulabat. | Mater <u>solam</u> cum <u>puella</u> ambulabat. |
-

Drill No. 3: Transformation

- | | |
|--|--|
| (1) Miles a pugna fugit. | <u>Alter miles</u> a pugna fugit. |
| (2) Hasta militis in castris est. | Hasta <u>alterius militis</u> in castris est. |
| (3) Dux militem vocabit. | Dux <u>alterum militem</u> vocabit. |
| (4) Incolae militi frumentum dederunt. | Incolae <u>alteri militi</u> frumentum dederunt. |
| (5) Hostis cum milite pugnabit. | Hostis cum <u>altero milite</u> pugnabit. |
-

Drill No. 4:Transformation

- | | | |
|-----|------------------------------------|---|
| (1) | Oppidum Romanis periculosum erat. | <u>Unum oppidum</u> Romanis periculosum erat. |
| (2) | Dux oppidi incolis notus est. | Dux <u>unius oppidi</u> incolis notus est. |
| (3) | Consul oppido victoriam nuntiavit. | Consul <u>uni oppido</u> victoriam nuntiavit. |
| (4) | Romani oppidum incendunt. | Romani unum oppidum incendunt. |
| (5) | Hostes ex <u>oppido</u> fugerunt. | Hostes ex <u>uno oppido</u> fugerunt. |
-

Latin for Canadian Schools

Unit No. 23B: The Compound Verb Possum

Drill No. 1: Transformation

- | | |
|---------------------------------|------------------------------|
| (1) Pugnare debeo. | Pugnare possum. |
| (2) Castra tenere debes. | Castra tenere potes. |
| (3) Urbem defendere debet. | Urbem defendere potest. |
| (4) Picturam spectare debebant. | Picturam spectare poterant. |
| (5) Bellum gerere debemus. | Bellum gerere possumus. |
| (6) Unum librum capere debetis. | Unum librum capere potestis. |
| (7) Urbem incendere debebat. | Urbem incendere poterat. |
| (8) Victoriā nuntiāre debent. | Victoriā nuntiāre possunt. |
| (9) Regi parere debebunt. | Regi parere poterunt. |
| (10) Castra ponere debuisti. | Castra ponere potuisti. |
| (11) Omnia narrāre debebit. | Omnia narrāre poterit. |
| (12) Hostes superare dubuerat. | Hostes superare potuerat. |
| (13) Copias ducere debuerint. | Copias ducere potuerint. |
-

Drill No. 2: Transformation

- | | |
|---|--|
| (1) Rex populum convocat. | Rex populum convocare potest. |
| (2) Rex populum convocabat. | Rex populum convocare poterat. |
| (3) Rex populum convocavit. | Rex populum convocare potuit. |
| (4) Rex populum convocaverat. | Rex populum convocare potuerat. |
| (5) Rex populum convocaverit. | Rex populum convocare potuerit. |
| (6) Imperator copias duxerat. | Imperator copias ducere potuerat. |
| (7) Imperator copias ducebat. | Imperator copias ducere poterat. |
| (8) Imperator copias ducet. | Imperator copias ducere poterit. |
| (9) Imperator copias duxerit. | Imperator copias ducere potuerit. |
| (10) Miles oppidum parvum muniēbat. | Miles oppidum parvum munire poterat. |
| (11) Populus legionem consulibus dedit. | Populus legionem consulibus dare potuit. |
| (12) Romani urbem incenderant. | Romani urbem incendere potuerant. |
| (13) Nos Romam incolumes pervenimus. | Nos Romam incolumes pervenire potuimus. |
-

Latin for Canadian Schools

Unit No. 24: The Fourth Declension

Drill No. 1: Transformation

- | | |
|---|--|
| (1) Legatus ab exercitu ad urbem venit. | Legati ab exercitibus ad urbes venerunt. |
| (2) A lacu ad montem properaverunt. | A lacibus ad montes properaverunt. |
| (3) Impetum fecisti in ordinem nostrum. | Impetus fecisti in ordines nostros. |
| (4) Adventum exercitus exspectat. | Adventus exercituum exspectat. |
| (5) Quid tenes in manu tua? | Quid tenes in manibus tuis? |
| (6) Cornu victoriam nuntiavit. | Cornua victorias nuntiaverunt. |
| (7) Impetum sustinere poteris. | Impetus sustinere poteris. |
| (8) Domum consulis incenderat. | Domus consulum incenderat. |
| (9) Exercitui imperavi. | Exercitibus imperavi. |
| (10) Custos domus servavit. | Custodes domus servaverunt. |
| (11) Dux exercitus audax est. | Duces exercituum audaces sunt. |
| (12) Est magnus lacus in ea terra. | Sunt magni lacus in eis terris. |
| (13) Domus portam habet. | Domus portas habent. |

Drill No. 2: Prose reading and Structural Questions (Quaesita)

De Exercitu Romano

In exercitu Romano sunt multi milites. Senatus populusque Romanus duci imperant. Dux exercitus Romani est imperator. Sub imperatore sunt legati et sub legatis sunt milites.

Exercitus Romanus habet peditatum, et in peditatu sunt cives Romani. Peditatui imperator signa dat et milites in peditatu in vallum impetum faciunt.

Germani in equitatu sunt. Equitatus multos equos habet et dux equitatus est praefectus. Equitatus signa dat praefectus, et Germani equis cornua peditatus servant.

In pugna peditatus multos impetus in hostes facit et tum equitatus peditatui auxilium dat. Mox hostes propter vim magnorum impetuum in silvas et altos montes fugiunt.

- (1) In exercitu Romano sunt multi milites.
 Qui sunt in exercitu Romano? Multi milites sunt in exercitu Romano.
 Quot milites sunt in exercitu Romano? Multi milites sunt in exercitu Romano.
- (2) Dux exercitus Romani est imperator.
 Quis est dux exercitus Romani? Imperator est dux exercitus Romani.
 Cuius dux est imperator? Exercitus Romani dux est imperator.
 Quis est imperator? Dux exercitus Romani est imperator.
 Quis exercitum Romanum ducit? Imperator exercitum Romanum ducit.

- (3) Peditatui imperator signa dat.
 Quis signa dat? Imperator signa dat.
 Cui imperator signa dat? Peditatui imperator signa dat.
 Quid agit imperator? Dat signa peditatui imperator.
- (4) Milites in peditatu in vallum impetum faciunt.
 Quid agunt milites in peditatu? Faciunt impetum in vallum milites
 in peditatu.
 Qui in vallum impetum faciunt? Milites in peditatu in vallum impetum
 faciunt.
- (5) Equitatus signa dat praefectus.
 Cui praefectus signa dat? Equitatus praefectus signa dat.
 Quis equitatus signa dat? Praefectus equitatus signa dat.
 Quid agit praefectus? Dat signa equitatus praefectus.
- (6) Propter vim magnorum impetuum hostes fugiunt.
 Cur hostes fugiunt? Propter vim magnorum impetuum hostes
 fugiunt.
 Quo hostes fugiunt? In silvas et altos montes hostes
 fugiunt.

Drill No. 3: Structural Questions (Quaesita)

- (1) Post discessum exercitus nuntium ad senatum misit.
 Quem ad senatum misit post discessum exercitus?
 * Nuntium ad senatum misit post discessum exercitus.
- (2) Consul dextrum cornu ducebat.
 Quid consul ducebat?
 * Dextrum cornu consul ducebat.
- (3) Prope lacus parvos sunt domus pulchrae.
 Quales sunt lacus et quales sunt domus?
 * Parvi sunt lacus et pulchrae sunt domus.
- (4) Vis impetuum hostes terret.
 Quam rem hostes timent?
 * Vim impetuum hostes timent.
- (5) Dictator ad cornu dextrum pervenerat.
 Quo pervenerat dictator?
 * Ad cornu dextrum pervenerat dictator.
- (6) Meas duas sorores et meos quinque fratres exspectant.
 Quot sorores et fratres exspectant?
 * Duas sorores et quinque fratres exspectant.
- (7) Discessum trium exercituum vidimus.
 Quot exercitus vidimus?
 * Tres exercitus vidimus.
- (8) Galli tres legatos ad senatum miserunt.
 Quot legati Romam venerunt?
 * Tres legati Romam venerunt.

Latin for Canadian Schools

Unit No. 25: The Fifth Declension and Expressions of Time

Drill No. 1: Structural Questions (Quaesita)

- (1) Primo impetu militum Romanorum hostes fugerunt.
Quando hostes fugerunt?
* Primo impetu militum Romanorum hostes fugerunt.
- (2) Tertia vigilia consules ad nos venerunt.
Quo tempore consules ad nos venerunt?
* Tertia vigilia consules ad nos venerunt.
- (3) Tertia legio in longa acie stabat.
Ubi stabat tertia legio?
* In longa acie stabat tertia legio.
- (4) Multos dies Iuppiter tristis erat.
Quam diu Iuppiter tristis erat?
* Multos dies Iuppiter tristis erat.
- (5) Duos annos exercitus urbem obsidebat.
Quam diu exercitus urbem obsidebat?
* Duos annos exercitus urbem obsidebat.
- (6) Post paucos dies reliqui nautae navigaverunt.
Quando reliqui nautae navigaverunt?
* Post paucos deis reliqui nautae navigaverunt.
- (7) Multos annos ei populo pecuniam dederunt.
Quot annos ei populo pecuniam dederunt?
* Multos annos ei populo pecuniam dederunt.
- (8) Secunda hora castra oppugnaverunt.
Quando castra oppugnaverunt?
* Secunda hora castra oppugnaverunt.
- (9) Octo dies legati Romae manserunt.
Quot dies legati Romae manserunt?
* Octo dies legati Romae manserunt.
- (10) Decimo die quintus exercitus Germanos superavit.
Quando quintus exercitus Germanos superavit?
* Decimo die quintus exercitus Germanos superavit.
- (11) A secunda hora diei ad meridiem fortiter pugnabant.
Quam diu fortiter pugnabant?
* A secunda hora diei ad meridiem fortiter pugnabant.
- (12) Tertia vigilia custodes Gallos viderunt.
Quando custodes Gallos viderunt?
* Tertia vigilia custodes Gallos viderunt.

- (13) Octavo die consul Romam pervenit.
 Quando consul Romam pervenit?
 * Octavo die consul Romam pervenit.
- (14) Quarta hora diei aciem in fines hostium duxit.
 Quo tempore aciem in fines hostium duxit?
 * Quarta hora diei aciem in fines hostium duxit.
- (15) Proximo die copias reducere constituit.
 Quando copias reducere constituit?
 * Proximo die copias reducere constituit.
- (16) Ante nonam horam imperator milites castra ponere iussit.
 Quando imperator milites castra ponere iussit?
 * Ante nonam horam imperator milites castra ponere iussit.
- (17) Multas res in aedificio reliquerant.
 Quot res in aedificio reliquerant?
 * Multas res in aedificio reliquerant.
- (18) In senatu sunt multae facies deorum.
 Ubi sunt multae facies deorum?
 * In senatu sunt multae facies deorum.
- (19) Hostes nullam spem victoriae habuerunt.
 Quam rem hostes non habuerunt?
 * Spem victoriae hostes non habuerunt.
- (20) Tertio anno Romani pacem fecerunt.
 Quando Romani pacem fecerunt?
 * Tertio anno Romani pacem fecerunt.
- (21) Septimo anno urbem incenderunt.
 Quando urbem incenderunt?
 * Septimo anno urbem incenderunt.
- (22) Meridie collem occupare poterimus.
 Quo tempore collem occupare poterimus?
 * Meridie collem occupare poterimus.
- (23) Septem diebus oppidum oppugnabit.
 Quando oppidum oppugnabit?
 * Septem diebus oppidum oppugnabit.
- (24) Duobus annis liberi erunt.
 Quando liberi erunt?
 * Duobus annis liberi erunt.
- (25) De die in diem nautae omnia maria navigant.
 Quam diu nautae omnia maria navigant?
 * De die in diem nautae omnia maria navigant.
-

Latin for Canadian Schools

Unit No. 26: The Perfect, Pluperfect and Future Perfect Indicative
Passive

Drill No. 1: Transformation

- | | |
|------------------------------|---------------------------|
| (1) Magister necavit. | Magister necatus est. |
| (2) Magister necaverat. | Magister necatus erat. |
| (3) Magister necaverit. | Magister necatus erit. |
| (4) Magistri necaverunt. | Magistri necati sunt. |
| (5) Magistri necaverant. | Magistri necati erant. |
| (6) Magistri necaverint. | Magistri necati erunt. |
| (7) Puella laudavit. | Puella laudata est. |
| (8) Puellae laudaverunt. | Puellae laudatae sunt. |
| (9) Feminae vocaverant. | Feminae vocatae erant. |
| (10) Consul vocavit. | Consul vocatus est. |
| (11) Servi duxerunt. | Servi ducti sunt. |
| (12) Custos ceperat. | Custos captus erat. |
| (13) Agricola amavit. | Agricola amatus est. |
| (14) Nautae coegerunt. | Nautae coacti sunt. |
| (15) Uxor audiverit. | Uxor audita erit. |
| (16) Incolae audiverant. | Incolae auditi erant. |
| (17) Mulieres vulneraverunt. | Mulieres vulneratae sunt. |
| (18) Rex viderat. | Rex visus erat. |
| (19) Legio miserit. | Legio missa erit. |
| (20) Gladiator spectavit. | Gladiator spectatus est. |
-

Drill No. 2: Structural Questions (Quaesita) and Transformation

- | | |
|---|-------------------------------------|
| (1) Me hostes ceperunt.
A quibus ego captus sum? | Ab hostibus ego captus sum. |
| (2) Nos dux miserat.
A quo nos missi eramus? | A duce nos missi eramus. |
| (3) Nos amici duxerint.
A quibus nos ducti erimus? | Ab amicis nos ducti erimus. |
| (4) Milites oppidum obsederunt.
Quid a militibus obsessum est? | Oppidum a militibus obsessum est. |
| (5) Servi portas clauserant.
Quae a servis clausae erant? | Portae a servis clausae erant. |
| (6) Te cives expulerunt.
A quibus tu expulsus es? | A civibus tu expulsus es. |
| (7) Vos consules exspectaverint.
A quibus vos exspectati eritis? | A consulibus vos exspectati eritis. |
| (8) Eum senatus audivit.
A quo is auditus est? | A senatu is auditus est. |
-

Drill No. 3:Transformation

- | | |
|------------------------------------|--------------------------------------|
| (1) Nos urbem cepimus. | Urbs a nobis capta est. |
| (2) Custos me defenderat. | Ego a custode defensus eram. |
| (3) Amicus consules laudaverit. | Consules ab amico laudati erunt. |
| (4) Frater me terruit. | Ego a fratre territus sum. |
| (5) Nos consilium audiveramus. | Consilium a nobis auditum erat. |
| (6) Legatus te vocaverit. | Tu a legato vocatus eris. |
| (7) Hostes oppida incenderunt. | Oppida ab hostibus incensa sunt. |
| (8) Castra in colle dux locaverat. | Castra in colle a duce locata erant. |
| (9) Miles vos domum duxerit. | Vos a milite domum ducti eritis. |
| (10) Magister nos laudavit. | Nos a magistro laudati sumus. |
| (11) Nos vos vocavimus. | Vos a nobis vocati estis. |
| (12) Galli tres legatos miserant. | Tres legati a Gallis missi erant. |
| (13) Ego fossam aqua complevero. | Fossa aqua a me completa erit. |
| (14) Nos saxa iecimus. | Saxa a nobis iacta sunt. |
-

Drill No. 4:Transformation

- | | |
|-------------------------------------|-----------------------------|
| (1) Templum a puella visum erat. | Puella templum viderat. |
| (2) Vir a femina amatus est. | Femina virum amavit. |
| (3) Rex a populo necatus erit. | Populus regem necaverit. |
| (4) Urbes a viris aedificatae sunt. | Viri urbes aedificaverunt. |
| (5) Roma a Romulo condita est. | Romulus Romam condidit. |
| (6) Vallum a puero factum erit. | Puer vallum fecerit. |
| (7) Insula a principe regnata est. | Princeps insulam regnavit. |
| (8) Arx a militibus occupata erat. | Milites arcem occupaverant. |
| (9) Gallia ab eis superata erat. | Ei Galliam superaverant. |
-

FOOTNOTES

CHAPTER IV

¹ In most cases the student will realize what type of transformation he is being called on to perform by a particular drill after he has heard the first two or three frames. An exemplum is only provided where the transformation might not be so obvious. Refer to p. 39 and p. 29.

APPENDIX A

RELATIONSHIP BETWEEN THE TAPED UNITS AND THE CHAPTERS (1-33)
OF LATIN FOR CANADIAN SCHOOLS

<u>Unit Number and Name</u>	<u>Chapter(s)</u>
1: The Pronunciation of Latin	Chapter II, pp. 8-9 Chapter XI, pp. 51-56
2: The Present Indicative Active of the First Conjugation	Chapter II, pp. 9-12
3: The Present Indicative Active of the Second Conjugation and the Nominative and Accusative Cases of the First Declension	Chapter III, pp. 13-16 Chapter IV, pp. 17-21
4: The Genitive Case Expressing Possession	Chapter V, pp. 22-25
5: The Dative Case and the Indirect Object	Chapter VI, pp. 26-29
6: The Ablative Case	Chapter VII, pp. 32-34
7: The Imperfect Indicative Active	Chapter VIII, pp. 36-39
8: The Second Declension	Chapter IX, pp. 40-42 Chapter X, pp. 45-50
9: Adjectives of the First and Second Declensions	Chapter XII, pp. 57-61 Chapter XIII, pp. 62-67
10: The Present Indicative Active of the Four Conjugations	Chapter XIV, pp. 68-71
11: Nouns of the Third Declension (Part I)	Chapter XV, pp. 73-77
12: The Imperfect Indicative Active of the Four Conjugations	Chapter XVI, pp. 78-83
13: Nouns of the Third Declension (Part II)	Chapter XVII, pp. 84-88
14: The Perfect Indicative Active	Chapter XVIII, pp. 89-95

<u>Unit Number and Name</u>	<u>Chapter(s)</u>
15: The Personal Pronouns	Chapter XIX, pp. 98-104
16: The Pluperfect Indicative Active	Chapter XX, pp. 105-110
17: The Present Infinitive Active	Chapter XXII, pp. 116-119 121-122
18: Masculine and Feminine I-Stems of the Third Declension (Part III)	Chapter XXIII, pp. 123-128
19: The Present Imperative	Chapter XXIV, pp. 129-133
20: Adjectives of the Third Declension	Chapter XXV, pp. 137-143
21A: The Future Indicative Active.	Chapter XXVI, pp. 144-151
21B: The Demonstrative Pronoun <u>Is</u> .	Chapter XXVI, pp. 144-151
22: The Future Perfect Indicative Active	Chapter XXVII, pp. 152-157
23A: The Nine Irregular Adjectives of the First and Second Declension -and-	Chapter XXVIII, pp. 159-165
23B: The Compound Verb <u>Possun</u>	Chapter XXVIII, pp. 159-165
24: The Fourth Declension	Chapter XXIX, pp. 166-173
25: The Fifth Declension and Expressions of Time	Chapter XXXI, pp. 180-185
26: The Perfect, Pluperfect and Future Perfect Indicative PASSIVE	Chapter XXXII, pp. 186-190 Chapter XXXIII, pp. 191-195

APPENDIX B

SUMMARY OF QUESTION WORDS¹

1. To the following QUESTION WORDS, when they appear with a verb, the answer is a noun, a pronoun, an adjective without a noun.

QUIS	WHO	(Nominative)	?
QUID, QUAE RES	WHAT		?
QUEM	WHOM	(Accusative)	?
QUID, QUAM REM	WHAT		?
CUIUS	WHOM	(Genitive)	?
CUI	WHOM	(Dative)	?
QUO/QUA RE	WHOM/WHAT	(Ablative)	?

2. To the following QUESTION WORDS, the answer is a verb plus any other necessary word(s):

QUID AGIT + Nominative Subject	?
QUID PATITUR + Nominative Subject	?
Verb + -NE	?
NONNE/NUM + Verb	?

3. To the following QUESTION WORDS, when they appear with a noun, the answer is an adjective:

QUANTUS-A-UM	HOW GREAT A ()	?
	HOW MUCH ()	?
QUALIS-E	WHAT KIND OF ()	?
UTER, UTRA, UTRUM	WHICH OF TWO ()-s	?
QUOT	HOW MANY ()-s	?

4. The most frequent QUESTION WORDS or PHRASES to be answered by an adverb or equivalent are the following:

a. Place	UBI, QUO (IN) LOCO	WHERE?
	<u>In</u> + abl. noun with general meaning "place"	

	UNDE, QUO AB (DE, EX) LOCO	WHERE FROM?
	<u>Ab</u> (<u>de</u> , <u>ex</u>) + Abl. noun with general meaning "place"	
	QUO; QUEM AD (IN) LOCUM	WHERE TO?
	<u>Ad</u> (<u>in</u>) + Acc. noun with general meaning "place"	
b. Time	QUANDO; QUO TEMPORE	WHEN?
	Abl. noun; adv.; prepositional phrase; subordinate clause; abl. absolute	
	QUAM DIU	HOW LONG?
	Acc. noun; adv.	
c. Means	QUO AUXILIO	BY WHAT MEANS?
	Abl. of nonpersonal noun	
d. Manner	QUO MODO	IN WHAT MANNER?
	Adv.; <u>cum</u> + abl. of abstract noun	
e. Reason	CUR; QUA RE; QUAM OB REM	WHY; FOR WHAT
	<u>Quia</u> (<u>quod</u> , <u>quoniam</u> , <u>cum</u>)	REASON?
	starting a subordinate clause;	
	abl. noun; <u>propter</u> (<u>ob</u>) + acc. noun	
f. Purpose	QUO CONSILIO	FOR WHAT PURPOSE?
	<u>Ut</u> (<u>ne</u>) + a subjunctive verb;	
	<u>ad</u> + acc. gerund or gerundive phrase; gerund or gerundive phrase + <u>causa</u>	
g. Frequency	QUOTIENS	HOW OFTEN?
	Adv.	
h. Degree	QUAM + adj. or adv.	HOW?
	<u>Tam</u> + adj. or adv.: a comparative or superlative adj. or adv.	
i. Circumstance	QUO FACTO	UNDER WHAT
	Ablative Absolute	CIRCUMSTANCE?
j. Condition	QUA CONDICIONE	UNDER WHAT
	<u>Si</u> (<u>nisi</u>) starting a subordinate clause; abl. absolute	CONDITION?
k. Comparison	QUO (with a comparative expression)	THAN WHOM/
	Abl. noun	WHAT?
l. Extent	QUANTUM	TO WHAT EXTENT?
	Adverbial Acc.	

¹Adapted (with certain omissions) from: Waldo E. Sweet, Ruth Swan Craig, and Gerda M. Seligson, Latin: A Structural Approach (rev. ed.; Ann Arbor: University of Michigan Press, 1966), pp. 419-21.

SELECT BIBLIOGRAPHY

- Breslove, David, and Arthur G. Hooper. Latin for Canadian Schools. Toronto: Copp Clark, 1958.
- Brooks, Nelson. Language and Language Learning. New York: Harcourt, Brace and World, 1964.
- Burns, Mary Ann T., Carl J. Medicus, and Richard Sherburne. Lingua Latina: Liber Primus. Milwaukee: Bruce Publishing Co., 1964.
- Carroll, John B. The Study of Language. Cambridge: Harvard University Press, 1961.
- Distler, Paul F. Latin I: Beginning Reading. Chicago: Loyola University Press, 1962.
- Ellis, C. Douglas. "The Structural Approach to Latin." Classical News and Views, Vol. X (April 1966), pp. 14-15.
- Fries, Charles Carpenter. The Structure of English. New York: Harcourt, Brace and World, 1952.
- Gleason, H.A. An Introduction to Descriptive Linguistics. New York: Holt, Rinehart and Winston, 1961.
- Halliday, M.A.K., and Angus McIntosh and Peter Strevens. The Linguistic Sciences and Language Teaching. London: Longmans, 1964.
- Hamilton, D.E., and J.O. Carlisle. Latin Grammar for Secondary Schools. Toronto: W.J. Gage and Co., 1924.
- Hill, Archibald A. Introduction to Linguistic Structures. New York: Harcourt, Brace and World, 1958.
- Holland, James G. "Teaching machines: An application of principles from the laboratory," Control of Human Behavior, ed. Roger Ulrich, Thomas Stachnik, and John Mabry. Glenview, Illinois: Scott, Foresman and Co., 1966.
- Huebener, Theodore. Audio-Visual Techniques in Teaching Foreign Languages. New York: New York University Press, 1960.
- Hutchinson, Joseph G. Modern Foreign Languages in High School: The Language Laboratory. Washington: U.S. Government Printing Office, 1962.
- Lado, Robert. Language Testing. New York: McGraw-Hill, 1964.
 ———. Language Learning. New York: McGraw-Hill, 1964.

- O'Brien, Richard J. and Neil J. Twombly. A Basic Course in Latin. Chicago: Loyola University Press, 1962.
- Shapiro, Alan, Edward Ouchi and Evelyn Foote. Structural Linguistics: An Introduction for Teachers and Administrators. New York: Metropolitan School Study Council, 1961.
- Skinner, B.F. Cumulative Record. New York: Appleton-Century-Crofts, Inc. 1961.
- Stack, Edward M. The Language Laboratory and Modern Language Teaching. New York: OUP, 1966.
- Sturtevant, E.H. An Introduction to Linguistic Science. New Haven: Yale University Press, 1947.
- Towey, Cyprian et al. Lingua Latina Viva I. St. Louis: McGraw-Hill, 1966.
- Turner, John D. Introduction to the Language Laboratory. London: University of London Press, 1965.
- Wells, C.M. "Non Vitae sed Scholae Discimus?" Classical News and Views, Vol. X (January 1966), pp. 2-10.