

LATINA MI Tertius Diēs = Primum Caput, Prīmus Diēs

(file: latn1001\ch1-day1; r. lafleur; rev. August 28, 2008)

EMAIL CLASS : SALVETE, OMNES! As mentioned in class today (and as assigned on your syllabus), tomorrow/Tuesday we shall 1) discuss the parts of speech and, in particular, the five principal characteristics of a verb; 2) discuss verb conjugations; 3) possibly have a practice quiz on the Vocabulary; and 4) translate Sententiae ("Sentences") 1-7.

You should be able to find a verb's stem, then conjugate the verb in the present tense and give the two imperatives (singular and plural).

Memorize the entire Vocabulary list and, as you do, listen to it on the READINGS FROM WHEELLOCK'S LATIN CD or ONLINE at <http://www.wheelockslatin.com/chapters/one/index.html>

8 VOLUNTEERS NEEDED FOR OPUS IN TABULA:

--4 volunteers each to put 2 of the remaining 8 practice words from the PRONUNCIATION HANDOUT on the board (not amAre, bibO, or moneO, which were done today): syllabify, underline the log syllables, and place the accent over the correct syllable

--4 volunteers, one each to conjugate conjugate amO, servO, dEbeO, and videO on the board board in the present tense + the 2 imperatives

EVERYBODY: see if you can find some LATINA IN VERO MUNDO ("Latin in the Real World"), i.e., any words, phrases, etc., in newspapers, magazines, on tv, in movies, in your other classes, etc., and bring it to class to share.

GRATIAS ET CARPE DIEM!!! :) Doctor Illa FlOra

[p.s.: note that in email CAPITALS = long vowels, e.g., amO, amAre]

TAKE: student info sheets, chalk, day 1/2 items, roll, index cards for names, LVD/LFD/Voc. card/CD fliers + box of Voc. cards, pronunciation/preamble handout, DUM SPIRO SPERO poster, etc.

1. Preliminaries

SALVETE/CONVERS. LAT.: QUID AGIS/AGITIS: optimē, bene, satis bene, nōn bene, male, pessimē, stercōsē; also the following if not introduced on Day 2:

ambulō/sedeō/surgō/scrībō

tabula, podium, crēta, ērāsūra, cella, iānuā, fenestra, sella, mēnsa, carta geographica

Tolle manum. Respondē in tōtā sententiā. Quid est? Quis est? Quid significat? Prōnūntiā. Trānsfer in Anglicam.

LATINA IN VERO MUNDO: Who found some? JEOPARDY: category "Debate": The negative side may argue this side, advocating no change (status quo); categ. "Heavenly Bodies": A Nereid is a sea nymph; it is appropriate that this planet has a satellite named Nereid (Neptune). Carpe diem [harvest]; WEAKEST LINK: in vinō vēritās IF NOT DONE Days 1-2: WHO WANTS TO BE A MILLIONAIRE: "What Lat. phrase is used to refer to a school from which one has graduated?" Multiple choice: CARPE DIEM PAX VOBISCUM PATERNOSTER ALMA MATER JEOPARDY: categ.: 3-word sents.: Caesar said this when he was assassinated, acc. to Shakespeare (ET TU, BRUTE); DESCARTES made this observation, meaning "I think, therefore I am" (COGITO ERGO SUM: cōgitō is in ch. 1).

OPUS IN TABULA: distribute to volunteers to sign; write +3 on your next quiz each time you volunteer

HANDOUTS etc.: to any absent first two days; any problems with textbooks etc.? (6th ed. revised of Wh.: hardback/paperback)

TEXTBOOKS: 10 copies at FTX; also sent pdf's; others due in UGA Bookstore Friday or Monday; bring to class DAILY

SYLLABUS/TOMORROW'S ASSIGNMENT: finish going over AND/OR go over tomorrow's assignment: rvw. Wh. Ch. 1; trans. sents. 8-15; prepare for quiz on conj. + sents. 8-15; CD or AUDIO-LINKS

SCHEDULE: may meet 75 minutes occasionally on T/Th

ROLL/CALL FROM INFO SHEETS/SUGGEST LATIN NAMES: keep same seats (helps me learn names); APPELLO NOMINA; hīc, adsum; quid agis? etc.

INDEX CARDS: (if not already done) distribute blank cards and have students **PRINT LARGE** their **LATIN FIRST NAME** followed by **ACTUAL LAST NAME**, to use for calling on students to translate etc.

EMAIL: reminder to send me an email today, so i can take you into list

TUTORS: post schedule

2. Today's lesson

PRONUNCIATION/SYLLABIFICATION handouts: complete and/or review

IF NOT COMPLETED DAY 2: Briefly discuss alphabet (same as Engl. exc. no j or w; < Etruscans < Greeks), but cover this new material chiefly by using the pronunciation handout, with whatever references to Wheelock you wish to make. Try the 3-step procedure (i.e., syllabify, underline long syllables, place accent) on a FEW (pre-selected) words from the pronunc. handout; pre-select items that include diphthongs, liquids, etc.; have them try three or four words at their desks as a practice quiz, then have a few students do those words on the board or you do them on the board, soliciting input (where does the first syllable break? the second? etc. is the first syllable long or short? the second? etc. where does the accent go? why?) After this, return to the list and go through the entire list, or as much as time permits, commenting on the alphabet as you proceed, and going up and down the rows calling on every student to pronounce one word each, carefully correcting errors and repeating each word yourself as you go.

PARTS OF SPEECH (elicit from students, write on board, briefly define, give etymologies):

verbs	adverbs	nouns	pronouns	adjectives
interjections	conjunctions	prepositions		

5 ASPECTS OF VERB (in Wh.; briefly define)

person (1st, 2nd, 3rd)	number (sg., pl.)
tense (6)	mood (indicative, imperative, subjunctive)
voice (active, passive)	

CONJUGATING

principal parts (briefly define, focus on 1st 2 for now but learn all 4)
stem (how to find, drop **-re**)
personal endings (memorize)
imperatives (sg. = pres. stem, pl. adds **-te**)

GO OVER VOC. AND DRILL VERBS FROM LIST (IF NOT DONE DAY 2: introduce and encourage use of Vocab. cards or LVD & LFD & distribute handouts); PRACTICE VOC. QUIZ (postpone to TOMORROW if running short on time, in order to be sure to include TRANSLATIONS today)

READ/TRANSLATE: sents. 1-7, with clarifying comments and tips on translating:

- 1) read sentence aloud first from beginning to end,
- 2) read again for comprehension,
- 3) look at the verb and, if 1st or 2nd person, begin your translation here, since the verb CONTAINS the SUBJECT,
- 4) if verb is 3rd person, look for a possible subject, usually the first word(s) in the sentence and in the NOMINATIVE case (to be introduced in Ch. 2).

TUTORS: remind (post schedule if you haven't yet)

IF NOT DONE DAY 2: Tell them about your office hours and the tutors (post tutoring schedule on classroom bulletin board or wall as soon as available); tutoring will be available following add-drop; explain that this service is for ALL students, not just those in trouble; encourage them all to visit the tutors on a regular basis, daily even, if only for 5-10 minutes to go over questions, problems, translations, etc.

VALETE!