

LATINA MI Secundus Diēs (file:latn1001\day2; August 28, 2008)

TAKE: chalk, day 1 items, syllabus, roll, Vocab. card/LVD/LFD/CD-Cumul. Lists fliers, pronunc./preamble handout, pencils/bookmarks, index cards for their names, etc.

GO EARLY/EMAIL STUDENTS THE NIGHT BEFORE:

SALVETE, DISCIPULAE ET DISCIPULI! I'm sending this greeting to all my LATN 1001 students who've emailed me so far and who are now in my Latin e-list: GRATIAS!!

May I ask each of you Monday before class starts to put on the chalkboard just ONE of the 11 words from the "PRONUNCIATION PRACTICE" handout that I distributed Thursday: After studying Wheelock's discussion of the alphabet, syllabification, and accentuation (pp. xli-xliv), AND listening to the INTRODUCTION on the CD or the AUDIO FILES page at www.wheelockslatin.com, try 1) syllabifying, 2) underlining the long syllables, and then 3) accenting each of the first 11 words on the handout, and please put just one of them, so marked, on the board.

Remember also to go through the list and practice pronouncing ALL the words; finally, bring the handout to class Monday, and we'll go over it.

I. PRELIMINARIES

1. Salvēte [for SALVE: point out V is pron. like W, but comes into Eng. derivs. as U or V, then elicit derivatives: salve, salvation, Salvatore; salute, salutary, salubrious, salutorian], etc.: Give them some more classroom Latin, e.g. (though not necessarily all of these at once):

Quid agis/agitis? Optimē/bene/satis bene/male/pessimē (put these on board running from left to right between a smiley face & a frowney face)

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.

2. LATINA IN VERO MUNDO [if not mentioned on Day 1: be on the lookout for Latin in the REAL WORLD: newspapers, magazines, tv, internet, books, songs, around campus, etc.]: CARPE PROTEIN ad from Men's Fitness magazine. 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).

3. COVER ANYTHING IMPORTANT OMITTED FROM "Day 1" PLAN

4. HANDOUTS etc.: to those not present on Day 1.

5. E-LIST: be sure to email me if you have not already done so (circulate printout of e-list), so I can take your name into my e-list for this class: will send daily assignment reminders, requests for volunteers to do boardwork, Latin words/phrases of the day, etc.

6. CALL ROLL from info. sheets[or take up info sheets if not collected Day 1] (teach *adsum/est, absum/est, hīc*). give info. sheets to those absent on Day 1); use Latin names (be sure they like the choices-- discuss options)

IF NOT DONE DAY 1: give students my edress and ask them to email me, so I can take their edresses into list for class, if they are willing.

7. SYLLABUS/MEETING TIMES/Ch. 1 PREVIEW/TOMORROW'S ASSIGNMENT: finish going over syllabus, including meeting times + tomorrow's assignment = Ch. 1 Day 1. BRIEFLY preview ch. 1:

--VERBS/PARADIGMS: present tense verbs; look at/pronounce paradigms; they must memorize (see syll. about this); practice conjugating in notebooks a few verbs selected from the vocabulary list;

--VOCABULARY: look at the vocabulary list; look at/pronounce the first few items; they must memorize (see syll. about this); use the **CD or AUDIO-LINKS** site for pronunciation of Ch. 1 Vocab.

--SENTENCES: write out translations of 1-7

--PRACTICE QUIZ: 5 vocab. items + one of the 7 sentences

8. VOCAB. CARDS/SOFTWARE: introduce and encourage use of Vocab. cards or LVD & LFD (distribute handout)

9. TUTORS: 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.

II. GRAMMAR: ALPHABET, SYLLABIFICATION/ACCENT, PRONUNCIATION

1. AUDIO: did you listen to the INTRODUCTION either on the "Readings from Wheelock's Latin" CD or at AUDIO-LINKS site at www.wheelockslatin.com?

2. ALPHABET: 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.

3. SYLLABIFICATION, SYLLABLE QUANTITY, ACCENT (Audio links):

- Review rules by going over the words student volunteers have put on board (ask those volunteers as a group: TOLLITE MANUS, then SURGITE, then to class: PLAUDITE, QUAESO).
- next give class 2-3 minutes to try the next three or four words from the handout at their desks, then 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, finish going through entire list, or as much as time permits, commenting on the alphabet as you proceed, and going up and down rows calling on every student to pronounce one word each, carefully correcting errors and repeating each word yourself as you go.

REMINDE STUDENTS OF ASSIGNMENT, including CD's or online audio, + LATINA IN VERO MUNDO. VALETE!