

LATN MI: PRIMUM CAPUT, SECUNDUS DIES

(ch1-day2; rev. August 21, 2006)

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

Email students: SALVETE, DISCIPULAE ET DISCIPULI!! Great PARTICIPATION in class today: MULTAS GRATIAS!!!!!!!

Can we have volunteers for tomorrow's OPUS IN TABULA, as follows:

TRES students to: conjugate & give imperatives of *sedeō*, *ambulō*, *servō* (same student as today, but correcting errors involving the STEM), and *valeō* on board, with English meanings

TRES more to: syllabify/underline long syllables/accnt these verb forms: *cōgitat*, *cōgitamus*, *laudātis*.

REVIEW: be able to answer these questions:

- What are the OCTO (8) parts of speech?
- How many principal parts do regular Latin verbs have?
- What is the 2nd princ. part called?
- How do you find a verb's PRESENT STEM?
- What are the active voice PERSONAL ENDINGS?
- How do you conjugate a 1st conj. vb. in the present tense? (refer to examples on board)
- How do you conjugate a 2nd conj. vb. in the present tense? (refer to examples on board)
- What are the three possible translations for each form?
- How do you form the sg. & pl. imperatives? How do you translate them?

LATINA IN VERO MUNDO: who can find us some? :

PRACTICE QUIZ ON: syllabification, syllable quantity, accent; conjugating; + sentences 1-15

VOS OMNES IN CLASSE VIDERE SPERO!! (Dum splrO, spErO!!!)

I. Preliminaries

SALVETE etc.;

ambulō/sedeō/surgō/scribō

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: Cavē canem [canēs: dawgs] Jeopardy, "Teen Queen": There's no denial, she became Egypt's teen queen in 51 B.C. (Cleopatra)

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* *vērītās* 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).

CLASSROOM LATIN: Quid est? *crēta, iānuā, fenestra, mēnsa, podium, tabula; p̄rīma, secunda, etc.* To a student: *surge ex sellā, ambulā ad tabulam, scribe nōmen, et ambulā ad sellam, et sedēte!*

ROLL (collect any remaining student info sheets): *appellō/āre: appellō nōmina* (LATIN NAMES); *adsum/hīc; quid agis/agitis? optimē, bene, satis bene, pessimē.*

EMAIL/circulate e-list: send me an email today, if you're not on list, so i can add you

SYLLABUS/REMIND RE OFFICE HOURS, TUTORS[post hours], LVD/LFD/Vocab. cards/CD's

TEXTBOOKS: any problems?

NEXT ASSIGNMENT/PRAELECTIO [classical term for previewing reading passage]
NEXT QUIZ/see syllabus: Review Ch. 1; translate Sentences 16-22 and "The Poet Horace"; prepare for quiz on conjugating and "The Poet Horace" (comments on the passage)

[IF A WRITING INTENSIVE SECTION] WRITING INTENSIVE ASSIGNMENT: WRITE OUT TRANS. OF HORACE PASSAGE AS LITERAL AS POSSIBLE WITHIN LIMITS OF GOOD ENGLISH-type DOUBLE-SPACED to turn in

II. Review, Drill, and Quiz

PRONUNCIATION/SYLLABIFICATION handouts: complete and/or review

REVIEW VERBS by asking the following questions: (QUIZ NEXT TIME on this + Horace passage)

- **What are the OCTO (8) parts of speech?**
- **How many principal parts do regular Latin verbs have?**
- **What is the 2nd princ. part called?**
- **How do you find a verb's PRESENT STEM?**
- **What are the active voice PERSONAL ENDINGS?**
- **How do you conjugate a 1st conj. vb. in the present tense? (refer to examples on board)**
- **How do you conjugate a 2nd conj. vb. in the present tense? (refer to examples on board)**
- **What are the three possible translations for each form?**
- **How do you form the sg. & pl. imperatives? How do you translate them?**

FINISH GOING OVER VERBS THE STUDENT VOLUNTEERS PUT ON BOARD

VOCABULARY LIST + DRILL: call on individual students, each to pronounce one word; comments on etymologies, etc.; questions on verbs not already done on board: what's the stem? what's the sg. imper.? the pl. imper.? conjugate vbs. not on board

PRACTICE QUIZ: syllabification, syllable quantity, accent; conjugating; + sentences 1-15

III. Reading and Translation

IF NOT COMPLETED DAY 3: 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).

PRONOUNCE & TRANSLATE sents. 8-15: TEACH *prōnūntiā(te) et trānsfer(te) in Anglicam*; sentences (finish next time through #22 and Horace passage).