

# PRONUNCIATION

## GREETING:

Teacher: *Salvete, amici Latinae*  
 (Hello, friends of Latin) or  
*(Salve amice, Latinae)*  
 (Hello, friend of Latin)

Students: *Salve, magistra (magister)*  
 (Hello, teacher)

Latin pronunciation is very regular and easy so take heart, students, this aspect of Latin is probably easier to learn than in any other language.

**WORKBOOK:** Ask students to open their texts and workbooks and go through Questions 1-5 with them.

## Long Vowels

The most important skill to teach here is the long vowel sounds.

*In choro*, recite the English vowel names in order:

(a) (e) (i) (o) (u)

and the Latin long vowel sounds in the same order.

/ah/ /ay/ /ee/ /oh/ /oo/

The only difficult thing here is that long e in Latin has the sound of English long a and long i in Latin has the sound of English long e.

Write on the board:

**glória** **Jesu**  
 /gloh/ /ree/ /ah/ /yay/ /soo/

(Many students have heard the Bach classic “Jesu, Joy of Man’s Desiring.”) When students learn the pronunciation of these two words they will have learned the five long vowels of Latin, plus the consonant j.

## Short Vowels

The short vowel sounds are heard in some words such as **et** and **mensa**. The short vowel sounds of **e**, **i**, and **o** are the same as those in English. Students do not need to be concerned about these sounds, just aware that they will hear the short sounds occasionally.

## Digraphs

A **digraph** is not a blend, but rather two letters that make one sound. Digraphs in English are **wh**, **th**, **sh**, **ch**, **ph**. Latin has only two major digraphs, **ae** and **oe**. Both are pronounced like the Latin long e, /ay/.

## Diphthongs

A diphthong is two vowels that are blended together to make one continuous sound. The only diphthong to be learned is **au**, which has the /ou/ sound in *out*.

## Pronunciation

Latin pronunciation is very phonetic and regular. There are two major pronunciation systems, Christian (ecclesiastical) and Classical. This text uses Christian pronunciation because it is closer to modern English, is used in classical music and Christian prayers, and sounds more beautiful to the modern ear. In practice, there are only a few differences between the two, the most notable being that *v* is pronounced *v* in Christian Latin, and *w* in Classical. So, *veni, vidi, vici* becomes *weni, widi, wiki* in Classical Latin.

Fortunately, written Latin is the same regardless of the pronunciation. The following guide is for Christian pronunciation, but a Classical pronunciation guide is in the appendix.

## Alphabet

The Latin alphabet has the same letters as English except that it has no **w**. The letters **y**, **z** and **k** are infrequent and usually found in words of Greek origin. The Roman letter **i** was both a vowel and a consonant (similar to the English **y**). The letter **j** was added during the Middle Ages for consonantal **i**. Thus **Iulius** and **Iesus** came to be written **Julius** and **Jesus**.

## Vowels

Latin has long and short vowels, but the distinction between them is not always observed by English speakers. In this text we will focus on learning the long vowels and the consonants only. You will notice on the audio some vowels that tend toward the short sounds, so the short vowel sounds are given below. In this text, long vowels will not be marked with a macron except for a few inflected endings.<sup>1</sup>

long	as in	sound	example	short	as in	sound	example
ā	father	/ah/	frāter	a	again	/uh/	mensa
ē	late	/ā/ or /ay/	sēdēs	e	Ed	/ě/	et
ī	seen	/ē/ or /ee/	amīcus	i	it	/i/	cibus
ō	open	/ō/ or /oh/	nōmen	o	on	/ō/	novem
ū	food	/ōō/	lūna	u	foot	/ōō/	sum

A helpful tip to remember the five long vowels is to learn the two words, **glória** and **Jesu**.

The general rule for consecutive and double vowels is to give each vowel its proper sound with the following exceptions:

Digraphs	as in	sound	example
<b>ae</b> and <b>oe</b>	late	/ā/	caelum, proelium
<b>Diphthong</b>			
<b>au</b>	out	/ou/	laudo

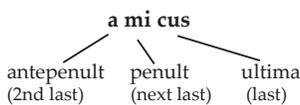
Consonants

The Latin consonants have the same sounds as in English except as noted below. The rules for hard and soft c and g are usually true in English and always true in Latin. Note that soft c and sc have different sounds in English and Latin.

<b>c, g, and sc</b> are hard before <b>a, o, u,</b> and <b>consonants</b>		
hard c as in cat	/k/	culpa, clamo
hard g as in go	/g/	fuga, gloria
hard sc as in scout	/sk/	scutum
<b>c, g, and sc</b> are soft before <b>e, i, ae, oe</b>		
soft c as in charity	/ch/	caelum
soft g as in gem	/j/	regina
soft sc as in shout	/sh/	scio
<b>gn</b> as in canyon	/ny/	pugno
<b>ch</b> is hard as in chemistry	/k/	choro
<b>j</b> as in yes	/y/	Jesus
<b>s</b> as in sing,	/s/	mensa
never as in nose /z/		
<b>t</b> when followed by <b>i</b> and another vowel	/tsee/	gratia

Accents

For the beginning Latin student, the most helpful information is not long and short vowels, but rather knowing what syllable to accent. In this text you will always know the accented syllable by following these easy rules. The last three syllables in a Latin word have names.



**Ultima** comes from *ultimus*, meaning the last, or ultimate. **Penult** comes from *penultima*, meaning next to last. **Antepenult** comes from *antepenultima*, meaning before the penult.

Latin words are always accented on either the penult or the antepenult, never on the last syllable. In this text, if the accent is on the penult it will not have an accent mark, but if the accent is on the antepenult it will have an accent mark.

<b>amicus</b>	but	<b>ambulo</b>
<i>accent on the penult - no mark</i>		<i>accent on the antepenult - accent mark</i>

WORKBOOK:

Complete Questions 6-8.

Consonants

The rules for soft and hard sounds of **c**, **g**, and **sc** are the same in English and Latin, the difference being that there are no exceptions in Latin and there are many in English.

Soft **c** and **sc** have the sound /s/ in English. (ceiling, scene) In Latin soft **c** is /ch/ and soft **sc** is /sh/ which are not sounds they have in English.

(In classical Latin **c**, **g**, and **sc** are always hard, never soft.)

The sound of **gn** is /ny/. Examples are *onion*, *poignant*, *canyon*, *lasagna*

WORKBOOK:

Complete Questions 9-16.

**Accents** (Students do **not** need to reproduce the accent marks in their written work.)

Knowing what syllable to accent is one of the most important helps to promote confident pronunciation. Vowels can range from long to short and no one will notice much but an accent on the wrong syllable is noticeable.

Write **a mi cus** on the board as it is above with the syllable names, and have students pronounce them with you. Recite them in the order **antepenult, penult, and ultima**. Think and say **APU** to help students remember the names of the syllables in order from left to right. (If you have trouble with these words you can use *last, next last, and second last* instead, although these terms can be confusing.)

Latin words are accented on either the antepenult or the penult, never on the ultima.

In this text always accent a word on the penult, **unless there is an accent mark on the antepenult**.

**WORKBOOK:** Complete Questions 17-24 with your students.

**NOTE:** Although Latin words are never accented on the last syllable, it is perfectly acceptable to stress the last syllable while learning and reciting conjugations and declensions. The goal of the beginner is to learn the inflected endings and how to spell them, so emphasizing and exaggerating those endings is natural and helpful. The correct accents marks are given throughout the text and you should observe them when teaching vocabulary and *try* to observe them in translation exercises.

# UNIT I INTRODUCTION

## 1 ORAL RECITATION/REVIEW

Teacher: *Salvete, amici Latinae*  
(Hello, friends of Latin)

Students: *Salve, magistra (magister)*  
(Hello, teacher)

Grammar Questions: 1-9

The Grammar Review Questions are at the end of the workbook. Don't skip this part of the review.

The Unit Introductions are designed to give you and your students an overview of the content of the unit. If you are new to Latin, you are not expected to understand the content of this page completely.

## 2 GRAMMAR - CHALK TALK

Students should have a Latin notebook open for all lessons in case you have anything you want them to write (notes, practice exercises, etc.). Ask students to read over the Unit I Introduction silently before you ask questions.

### Note to Teacher

**Pay attention to your students. If you ask them to write *conjugation* in their notebooks two times, make sure that they do it and that they spell *conjugation* correctly. Many students are careless and sloppy and will misspell words even when they are copying from the board. Training in careful and conscientious work is an important part of education. Students will raise their level of neatness and accuracy only to the level that you demand.**

### Scripted Lesson

Look at **Bullet 2**: Verb families in Latin are called? (conjugations) Write *conjugation* on the board and go over spelling by breaking down into syllables (con ju ga tion). Ask students to write *conjugation* two times in their notebooks. **Bullet 5**: What are the six characteristics (attributes) of a Latin verb? (conjugation, person, number, tense, voice, and mood) How many conjugations are there? (four) Name them. (1st, 2nd, 3rd, 4th) How many persons are there? (three) Name them. (1st, 2nd, 3rd) **Bullet 3**: Who is the 1st person? (person speaking) Who is the 2nd person? (person spoken to) Who is the 3rd person? (person spoken about) **Bullet 5**: How many numbers are there in grammar? (two) Name them. (singular and plural) Ask students to write *singular* and *plural* in their notebooks and spell correctly. What does tense refer to? (time) What are the three dimensions of time? (past, present, future) How many Latin tenses are there? (six) Name them. (present, imperfect, future, perfect, pluperfect, future perfect) Recite tenses *in choro* (aloud together as a class) twice. What two attributes of verbs will we not study this year? (voice and mood) What two words describing voice and mood will you see in your book this year? (indicative active) You don't have to know what these words mean this year. You will learn about voice and mood in Second Form.

**WORKBOOK:** Lesson 1, Complete Questions 1-6.

# UNIT I INTRODUCTION

- ◆ In this unit you will learn *The Present System* of the *1st Conjugation* and the irregular verb *sum*.
- ◆ Latin verbs fall naturally into four groups or families called *conjugations*.
- ◆ Look at the conjugation of the present tense of the English verb *love*. Notice that the English verb *love* changes in the 3rd person singular which requires the ending *s*.

	SINGULAR	PLURAL
1st person ( <i>person speaking</i> )	I love	we love
2nd person ( <i>person spoken to</i> )	you love	you love
3rd person ( <i>person spoken about</i> )	he, she, it <u>loves</u>	they love

- ◆ To *conjugate* a Latin verb is to say or write its forms in an organized chart similar to the one above.
- ◆ The six attributes of a Latin verb are: *conjugation, person, number, tense, voice, and mood*. In Latin, there are:

Four conjugations	1st, 2nd, 3rd, 4th
Three persons	first, second, and third persons
Two numbers	singular, plural
Six tenses	present, imperfect, future (Present System) perfect, pluperfect, future perfect (Perfect System)
Two voices	active and passive
Three moods	indicative, imperative, subjunctive
- ◆ In this unit you will learn about conjugation, person, number, and tense, but not voice and mood. (All verbs in this text are in the same voice and mood, *active indicative*.)
- ◆ Latin is a language of *stems* and *endings*. The three tenses of the Present System are all built on the *present stem*. The stem is the part of the word that doesn't change. The endings change for person, number, tense, voice, and mood.

# UNIT I

## VERBS 1ST CONJUGATION AND SUM

### PRESENT SYSTEM



**Romulus, Remus, and the She-wolf**  
Capitoline Museums, Rome

This iconic statue of the ancient city of Rome depicts the twin brothers, Romulus and Remus, suckled by a she-wolf. The myth that the Romans were descended from ancestors so fierce and courageous they were raised by a she-wolf fits the national character of Rome, a city chosen by destiny to conquer and rule the world. Romulus founded Rome and became her first king, giving Rome its name.

Because all verbs in First Form are in the active voice and the indicative mood, there will be no lessons on voice and mood for students.

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### FYI (FOR YOUR INFORMATION)

**VOICE:** There are two voices in English and Latin, active and passive.

Active voice: John ate the cookies.

Passive voice: The cookies were eaten yesterday.

In the active voice the subject performs the action of the verb.

In the passive voice, the subject receives the action of the verb.

In the passive voice, the actual doer of the action of the verb may be expressed by a prepositional phrase.

Ex: The cookies were eaten by John yesterday.

**MOOD:** There are three moods in Latin. (Some grammars count the infinitive as a mood.)

The indicative mood is used for statements and questions. Ex: I have Latin homework.

The imperative mood is used for commands. Ex: Do your homework.

The subjunctive mood is used for subordinate clauses, imaginary statements, exhortation, contrary to fact, purpose, etc. Ex: If I were you I would do my homework. Let us do our homework.

*May, might, would, should, and let* are helping verbs that indicate the subjunctive in English.

The subjunctive is used very little in English, but is very common in Latin.

# LESSON I

## 1 ORAL RECITATION/REVIEW

Teacher: *Salvete, amici Latinae*  
(Hello, friends of Latin)  
Students: *Salve, magistra (magister)*  
(Hello, teacher)

Grammar Questions: 1-16  
(at the end of the workbook)

## 2 LATIN SAYING

Say aloud and ask students to repeat after you.

**in** *preposition* in  
**chorus** *noun* together, chorus  
**choro** *ablative sing. case*  
*2nd decl., Lesson 15*  
**récito** *verb* recite  
**recitemus** let us recite

### FYI

**Recitemus** is the subjunctive form of **récito**. **Recitamus** means *we recite* and **recitemus** means *let us recite*. This use of the subjunctive mood is called an *exhortation*.

## 4 GRAMMAR - CHALK TALK

On the board, recreate in three steps the First Conjugation chart of **amo**.

(Step 1) Write the English personal pronouns on the board leaving space as shown below for Steps 2 and 3.

Person	Singular	Plural
1st	I	we
2nd	you	you (pl.) or (all)
3rd	he, she, it	they

Teach the concept of **grammar persons**, as explained in **Bullet 5**. The **1st person** is the *person speaking*; **2nd person** is the *person spoken to*; **3rd person** is the *person spoken about*. Use example sentences: *I am the teacher*; *We are a class*; *You have done your homework*; *They are going home*, etc. A composition is always written in a particular person; most novels are written in the 3rd person, instructions are usually written in the 2nd person, an autobiography is written in the 1st person, etc.

(Step 2) On the board, write the conjugation of *amo*, as shown in the grammar chart, leaving a space between the stem and the **blue personal endings**. Point to each Latin personal ending and its corresponding English pronoun, so students understand that the Latin personal ending stands for the English pronoun. Ask students to identify the **stem vowel** and **stem** as explained in **Bullets 3-4**. The stem is composed of the **root** and stem vowel.

(Step 3) Complete the chart by adding the English meanings. Notice that the only time the English verb *love* changes is in the 3rd person singular.

# LESSON I

**In choro recitemus.** *Let us recite together.*

## First Conjugation - Present Tense

Person	present stem		ama-	
	Singular		Plural	
1st	am- <b>o</b>	<b>I</b> love	ama- <b>mus</b>	<b>we</b> love
2nd	ama- <b>s</b>	<b>you</b> (sing.) love	ama- <b>tis</b>	<b>you</b> (pl.) love
3rd	ama- <b>t</b>	<b>he, she, it</b> loves	ama- <b>nt</b>	<b>they</b> love

- ◆ **Amo** is our model to study *1st Conjugation* verbs.
- ◆ In the conjugation chart above the Latin *personal endings*, *o, s, t, mus, tis, nt*, are in bolded blue. The Latin personal endings correspond to the English personal pronouns.
- ◆ The *present tense* is formed by adding the personal endings to the *present stem*, **ama**.
- ◆ To find the *present stem* of each vocabulary word, drop the **o** and add **a**, the *stem vowel* of the first conjugation.<sup>2</sup>

### Vocabulary

Latin	English	Derivatives
<b>amo</b>	I love, like	<i>amorous, amateur</i>
<b>do</b>	I give	<i>donate</i>
<b>lavo</b>	I wash	<i>lavatory</i>
<b>nato</b>	I swim	<i>natatorium</i>
<b>oro</b>	I speak, pray	<i>orator</i>
<b>paro</b>	I prepare	<i>preparation</i>
<b>porto</b>	I carry	<i>portable</i>
<b>servo</b>	I guard, keep	<i>conservation</i>
<b>sto</b>	I stand	<i>status</i>
<b>voco</b>	I call	<i>vocation, vocal</i>

## Word Study • Grammar • Syntax

- ◆ There are three persons in grammar. Below are the English pronouns and the corresponding Latin personal endings. Notice that English has only one word for the singular and plural **you**.

	SINGULAR		PLURAL	
First Person (person speaking)	<i>I</i>	<i>o/m</i>	<i>we</i>	<i>mus</i>
Second Person (person spoken to)	<i>you (sing.)</i>	<i>s</i>	<i>you (pl.)</i>	<i>tis</i>
Third Person (person spoken about)	<i>he, she, it</i>	<i>t</i>	<i>they</i>	<i>nt</i>

- ◆ The Latin present tense corresponds to the English *simple present*, *progressive present*, and *emphatic present*. In English **amo** can mean:

I love	simple present
I am loving	progressive present
I do love	emphatic present

## Oral Drill

they love	1. <b>amant</b>	1. he is swimming	<b>natat</b>
hsi carries	2. <b>portat</b>	2. they pray	<b>orant</b>
I guard, keep	3. <b>servo</b>	3. she washes	<b>lavat</b>
we swim	4. <b>natamus</b>	4. you are guarding	<b>servas</b>
you wash	5. <b>lavas</b>	5. he does give	<b>dat</b>
you (p) pray	6. <b>oratis</b>	6. we carry	<b>portamus</b>
hsi gives	7. <b>dat</b>	7. you (p) like	<b>amatis</b>
they stand	8. <b>stant</b>	8. we are calling	<b>vocamus</b>
we prepare	9. <b>paramus</b>	9. you stand	<b>stas</b>
you call	10. <b>vocas</b>	10. they prepare	<b>parant</b>

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## VOCABULARY

Say each word aloud with its meaning and ask students to repeat after you. Students should learn both meanings for a verb if two are given.

*Pronunciation helps:*

**er** in **servo** has the sound of *air*

## Derivatives

See instructions on teaching derivatives in the Teaching Guidelines.

*amateur*  
*donation*  
*stable*  
*station*  
*lave*  
*oratory*  
*transport*  
*export*  
*import*  
*conserve*  
*conservative*  
*vocal*  
*vocabulary*

## GRAMMAR - CHALK TALK

**\*\*Memorize the present tense of *amo*, its meanings, and the personal endings.\*\***

Use the *Disappearing Line Technique* as described in the Teaching Guidelines.

Latin only has *one* form for the present tense. The English present tense has three forms:

The simple present *I love*, which is a general statement not indicating specific time.

The progressive present, *I am loving*, which indicates an action going on right now.

The emphatic present, *I do love*, which is used for emphasis, questions, and negative sentences. English needs helping verbs to make negatives and questions.

You *do* love!

Do you love?

You do not love.

**WORKBOOK NOTE:** The workbook parsing and form building tables ask for the *entry form* which is the word given in the vocabulary list. (The *entry* word is the form listed in a dictionary.) **Hsi** is the abbreviation for **he, she, it** in the answer key. Students may use ditto marks in conjugations as shown in the workbook key. In all exercises and translations the English **you** is singular unless specifically identified as plural (p).

**ORAL DRILL:** After completing this lesson and all workbook pages, test the skills of your students by giving the Oral Drill in the text. See Teaching Guidelines for instructions.