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*.
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.

**c, g, and sc are hard before a, o, u, and consonants**
- hard c as in cat /k/ culpa, clamo
- hard g as in go /g/ fuga, gloria
- hard sc as in scout /sk/ scutum

**c, g, and sc are soft before e, i, ae, oe**
- soft c as in charity /ch/ caelum
- soft g as in gem /j/ regina
- soft sc as in shout /sh/ scio

**gn as in canyon** /ny/ pugno
**ch** is hard as in chemistry /k/ choro
**j** as in yes /y/ Jesus
**s** as in sing, /s/ mensa
**never as in nose /z/**
**t** when followed by i 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.

- **a mi cus** antepenult (2nd last) penult (next last) ultima (last)
- Ultima comes from **ulimus**, meaning the last, or ultimate. Penult comes from **penultima**, meaning next to last. Antepenult comes from **antenultima**, 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.

- **amicus** but **ambulo**
  - accent on the penult - no mark
  - accent on the antepenult - accent mark

**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.
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.

**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 very common in Latin.
1 ORAL RECIPIATION/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
recito. 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.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>I</td>
<td>am-us</td>
</tr>
<tr>
<td>2nd</td>
<td>you (sing.)</td>
<td>ama-tis</td>
</tr>
<tr>
<td>3rd</td>
<td>he, she, it</td>
<td>ama-nt</td>
</tr>
</tbody>
</table>

Teach the concept of grammar persons, as explained in Bullet 4. 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 root, stem vowel, and stem, as explained in Bullet 2.

(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.

In choro recitemus. Let us recite together.

First Conjugation - Present Tense

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>I love</td>
<td>am-us</td>
</tr>
<tr>
<td>2nd</td>
<td>you (sing.)</td>
<td>ama-tis</td>
</tr>
<tr>
<td>3rd</td>
<td>he, she, it</td>
<td>ama-nt</td>
</tr>
</tbody>
</table>

† 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.2
**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.

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**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.