

SAMPLE

I Speak Latin

A Conversational Latin Course for Young Beginners

Andrew A. Campbell

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How to Use I Speak Latin

This book provides everything a teacher needs to create an engaging and enjoyable Latin learning experience, whether at home or in a traditional classroom. There are no student textbooks to purchase, and all of the activities can be done with a few basic materials, such as index cards, colored pencils, old magazines, and family photographs.

Each lesson plan covers one topic and takes 15-30 minutes to teach, depending on the size of the group. Teaching notes (*Quid Novi?*, What's New) explain the objectives for the lesson and provide simple grammar explanations. This preparatory material gives you, the teacher, the information you need to present the lesson, even if you have little or no background in Latin yourself.

Vocabulary Cards

At the end of most lessons, students create flashcards. These cards contain no English, only a picture on one side of the card and the appropriate Latin word or phrase on the other. The cards are a key part of the program and are used for a variety of different activities.

It is very important that the students make the connection between an object or action and the corresponding Latin word *without the intermediary of their native language*. There may be instances where translation is necessary, but it should play a very small role in the lessons. (Grammar explanations take place in English.)

Scheduling

I Speak Latin includes a total of 64 lessons. The pacing is flexible. Assuming a 36-week school year with four weeks of catch up or review time built in, suggested completion times are as follows:

Students who begin in...	Can complete the program in...
Grade 2	Two years (=1 lesson per week)
Grades 3-5	One year (=2 lessons per week)
Grade 6	One year (=2 lessons per week) if combined with another program; as little as one semester (=4 lessons a week) if used alone

All students should also allot at least one 20-minute lesson period a week for vocabulary review.

How to Pronounce Latin...Like a Barbarian

New Latin teachers, particularly homeschooling parents, are often worried about how to pronounce Latin. Should they use the Restored Classical pronunciation preferred by university teachers and classics scholars? Or should they teach Ecclesiastical (Church) Latin for its relevance to religion and music? What about regional accents coming through in Latin? Is it all right to speak Latin with a twang?

Today most scholars model their Latin pronunciation on that of the educated class during the reign of Augustus, but this is a convention based on a number of factors, not least an academic bias toward the high literary culture of that time. But Latin was spoken long before the Augustan Age and continued to be used as a spoken language into the Middle Ages and beyond. At its height, the Roman Empire stretched from Hadrian's Wall at the Scottish border to North Africa and the Middle East. Regional accents in Latin were at least as varied as those of countries where English is spoken today.

The accents of almost all contemporary Latin speakers reflect their respective mother tongues; Pope Benedict XVI, for example, speaks Latin with a German accent. All of these speakers are “barbarians” – foreigners – by birth, and all have learned Latin as a foreign language. As with any language, the bottom line is that we are able to understand each other well enough to communicate.

So please do not worry about the “correct” accent. Speak Latin like a barbarian, and speak it proudly!

The good news is that, whatever your background, Latin is easy to pronounce. It is phonetically regular, and most of the letters are similar to English.

Latin has five vowels:

A (as in father)
E (as in grey)
I (as in Igor)
O (as in open)
U (as in super)

These are pure vowel sounds, not diphthongs. For example, *cur* (=why) is pronounced like the English word “core,” not “cure.”

Some vowels appear with a long mark (macron) over them. This does not change the quality of the vowel, but indicates that it is to be held longer than the unmarked version. The difference is subtle and sometimes difficult for beginners to hear. Do have your students write the macrons, but don't worry too much about the subtleties of their pronunciation at this stage.

Latin also has the following diphthongs (vowel blends):

ae (like the English word eye)
au (to rhyme with the English word how)
ei (as in the English word eight)
ui (like the English word we)

The consonants are mostly pronounced as in English with a few exceptions:

C (always hard, as in cat)
G (always hard, as in good)
V (=U, usually sounds like the English W)
GN (as in the word lasagne or the Ñ in piñata)

The letters J and W do not appear in the classical Latin alphabet. You will sometimes see the letter J used in post-classical Latin texts; it is pronounced like the letter I. Similarly, W appears in medieval Latin in names of Germanic origin; as our name for the letter indicates, it is pronounced like a long or “double” U.

The last two letters of the alphabet, Y and Z, appear rarely in Latin and then only in words of Greek origin. The Y is pronounced like the U in the French word *tu*, or the German word *über*; though if you pronounce it like the Latin U, no one will look askance! The Z is as in English.

I have tried to make the pronunciation guides reflect North American English as much as possible. Syllables that appear in capital letters receive the accent.

Examples: Salvē, Magistra! [SAHL-way, mah-GEE-strah!] = Hello, teacher!
 Bene! [BAY-nay!] = OK. Well done!

Lesson One

Quid Novī?

In this lesson, you will introduce four simple commands in Latin: *surge* (stand up), *cōnsīde* (sit down), *ī* (go), and *veni* (come). You and your students will also decide on a way to indicate the need to switch from Latin to English for a short time to clear up confusion.

The commands are given in the **imperative** form of the verb. The word “imperative” comes from the Latin word *imperō*, which means to command. You will be addressing each student individually during this lessons, using the **singular** form of the imperative.

The teaching technique used in this lesson is called Total Physical Response, or TPR. Students move around and act out the words physically. This is an excellent way to introduce action verbs, and we will be using it often during the course of this program.

To prepare for this lesson, make sure your students have space to move around. Put a piece of paper with a big X on it on the floor at least four or five steps away from the students' seating area. Work with one student at a time, using English names. In the script, I have used the name “Julia” (spelled *Iūlia* in Latin) as a model. Students begin the lesson seated.

Lesson Plan

Say...	Do...
Iūlia, surge. [SOOR-gay] Julia, stand up.	Make rising gesture with hands. If necessary, demonstrate by standing up yourself. When student stands up...
Bene! [BAY-nay] Good!	Applaud.
Iūlia, cōnsīde. [kon-SEE-day] Julia, sit down.	Make “down” gesture. Demonstrate sitting, if necessary.
Bene! [BAY-nay] Good!	Applaud. Repeat the commands several more times. When the student is standing...
Iūlia, ī! [EE] Go!	Point to the paper with the X. Make “shooing” motion. Once the student has moved to the spot...
Bene! [BAY-nay] Good!	Applaud.
Iūlia, venī! [WAY-nee] Julia, come!	Make beckoning gesture until student returns. Repeat the commands several more times. When the student is back at the seating area...
Bene, cōnsīde. [BAY-nay, kon-SEE-day] Good. Sit down.	Repeat with remaining students until each has had a turn.

As you can see, TPR lessons can be fun. Spontaneous, humorous moments make lessons all the more enjoyable. Don't be afraid to get silly!

After the TPR activity, you will want to debrief in English with your students. Ask them what they understood. As a class, settle on a method for signaling the need for a time out when the students are confused, or if the teacher needs to stop and regroup. Three possible signals:

- the T-shaped time-out gesture used in sports
- thumbs up for “I understand”/thumbs down for “I'm lost” (Switch back and forth rapidly for “I sorta, kinda get it, but I'm not 100% sure.”)
- index cards with green, yellow, and red dots on them

Using one of these signals acts like a “pause button” for the lesson. Everyone can use English until the confusion has been cleared up. To restart the lesson, ask, *Bene?* (OK?) and when you get the go-ahead (thumbs up, green card, etc.), continue with the lesson from where you left off.

To complete today's lesson, distribute index cards to each student, then draw a stick figure* for each action on the board. Under each drawing, write the Latin word.

surge: figure rising from chair (up arrow between chair seat and figure)

cōnsīde: same, but with down arrow

ī: Arrow from figure to X

venī: Arrow from X to figure

Students make individual cards for each word, with the stick figure on the unlined side of the card and the Latin word on the other. Have students orient the cards horizontally so they can be filed easily.

* For sample flashcard drawings, visit ispeaklatin.com.

Lesson Two

Quid Novī?

In this lesson, we will introduce the greeting words *Salvē* (hello) and *Valē* (goodbye). In addition, you will teach the words for “teacher” and “student,” so you and your pupils can address each other more easily.

There are several grammar concepts at work here. First, although it will not become apparent until the next lesson, students are learning the **singular** forms of the greetings. These forms are used when addressing only one person. Next, they will encounter the concept of **grammatical gender**. If you are a woman, you will use the feminine word *Magistra* (teacher) to refer to yourself; if you are a man, use *Magister*, the masculine equivalent. Likewise, a male pupil is *discipulus*, and a female one is *discipula*.

Finally, you will be using the **vocative** form of these nouns to address each other. The term “vocative” comes from the Latin verb that means “call,” and is the root of English word vocation (“calling”). The vocative form is used when speaking to a person directly, by name. If you were to translate the sentence “John, come here, please!” into Latin, the name “John” would appear in the vocative case. Many vocative forms in Latin are the same as the **nominative** (subject) form, but most nouns ending in *-us* change to *-e*. So when addressing a *discipulus* directly, you will say *discipule*.

The word *dic* is an imperative singular form meaning “say.”

It is not necessary to explain these points to your students; they are for your understanding and assistance.

Lesson Plan

Warm up by repeating the TPR activity from Lesson One with each student. Some students may have completely forgotten the words; don't worry. Just repeat the activity for a minute or two before moving on. With repeated exposure, the words will sink in. Allow students to refer to their cards if necessary.

Once the students are all seated again, introduce the new material. In the script, the teacher is addressing a male student. A female student would be addressed as *discipula* [dis-KEE-poo-lah].

Say...	Do...
Magistra [Magister] sum. [mah-GEE-strah {mah-GEE-stair} soom]. I am a teacher.	Point to yourself and repeat:
Magistra. Ma-gi-stra sum. [mah-GEE-strah. mah-GEE-strah soom.] Teacher. I am a teacher.	Now point to a (male) student.
Discipulus es. Dis-ci-pu-lus. [dis-KEE-poo-loos ess. dis-KEE-poo- loos] You are a student.	Point emphatically at the student.
Magistra... [mah-GEE-strah...] Teacher...	Point at yourself...

...discipulus. [...dis-KEE-poo-loos.] Student.	Point at the student.
Bene? [BAY-nay?] OK?	Raise eyebrows and tilt head to say "Do you understand?"
Bene. Discipule, surge. [BAY-nay. dis-KEE-poo-leh, SOOR-gay] OK. Student, stand up.	Point to the student and make rising gesture with hands. Student stands. Approach the student, smile, and hold out your hand for a handshake.
Salvē, discipule! [SAHL-way, dis-KEE-poo-lay] Hello, student.	Shake the student's hand, repeating the phrase several times. Then point to yourself and in a stage whisper, say...
Dīc, "Salvē, magistra!" [deek, SAHL-way, mah-GEE-strah] Say, "Hello, teacher?"	If the student does not repeat the phrase <i>Salvē, magistra</i> , point to your mouth and repeat:
Dīc... "Salvē!" [deek, SAHL-way!] Say...Hello!	When the student says the word, repeat:
Salvē, discipule! [SAHL-way, dis-KEE-poo-lay] Hello, student.	Shake hands heartily. Then let go, turn away slightly, and wave over your shoulder.
Valē, discipule! [WAH-lay, dis-KEE-poo-lay] Goodbye, student.	Continue walking away and repeating the phrase. If the student does not reply, use your stage whisper.
Dīc... "Valē!" [deek WAH-lay] Say... Goodbye!	When the student replies, applaud.
Bene, discipule! Cōnsīde. [BAY-nay, dis-KEE-poo-lay. Kon-SEE-day.] Good, student. Sit down.	When the student returns to his seat, repeat the process with remaining students.

To complete the lesson, make index cards for the new words:

magistra/magister: large figure with graduation cap

discipulus: small figure holding a book

discipula: small figure with hair bow holding a book

salvē: two figures shaking hands

valē: two figures walking away from each other, waving

dīc: picture of a face with open mouth, lines coming out to indicate sound

Lesson Twenty-Five

Quid Novi?

In previous lessons, students have learned that adjectives like *meus*, *tuus*, and the numbers *unus* and *duo* change their endings depending on the noun they are modifying. In this lesson, they will learn another group of common adjectives: colors. You will also slip in the masculine demonstrative adjective *hic* (this) in the phrase *hic color est...* (this color is...).

In addition, we will be introducing the neuter gender. Up to this point, almost all of the nouns we've learned have been the names of persons, so natural and grammatical gender have been the same. But Latin, like English, has a grammatical gender that is neuter: literally, “neither of the two.” Unlike English, however, all three Latin genders extend to inanimate objects: *mēsa* (table) is feminine, *liber* (book) is masculine, and *cubiculum* (bedroom) is neuter.

To demonstrate the forms of the color words in each of the three genders, we will use three shapes (*formae*, singular *forma*):

circulus (m) – circle
stella (f.) – star
triangulum (n.) – triangle

Prepare for the lesson by creating a set of flash cards. Each of the three shapes should appear once in each of the following colors:

albus, alba, album [AHL-boos, AHL-bah, AHL-boom] – white
āter, ātra, ātrum [AH-tair, AH-trah, AH-troom] – black
ruber, rubra, rubrum [ROO-bair, ROO-brah, ROO-broom] – red
caeruleus, caerulea, caeruleum [ky-ROO-lay-oos, ky-ROO-lay-ah, ky-ROO-lay-oom]* – blue
flāvus, flāva, flāvum [FLAH-woos, FLAH-wah, FLAH-woom] – yellow

If you have colored chalk or markers for a white board, you can use them for this lesson. Otherwise, make cards with a swatch of each of these colors.

To ask what color something is, use the phrase *Cuius coloris est...?* [KWEE-us koh-LOH-rees esst?] This literally means “Of what color is...?” The words *cuius coloris* are in the **genitive** (possessive) case. For now, teach it as a set phrase.

Lesson Plan

Warm up by singing the Latin Alphabet Song. Then play a short game of Simon Dicit to review the plural verb forms taught in the last lesson.

To introduce the new material, begin by drawing the three *formae* (shapes) on the board. Do not color them in.

Say...	Do...
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* Remember that -ae sounds like the English word “eye.”

<p>Ecce trēs fōrmae. [EK-kay trayss FOR-my.] Here are three shapes.</p>	Write the words <i>fōrma, fōrmae</i> on the board.
<p>Ecce circulus. [KEER-koo-looss] Here is a circle.</p>	Point to the circle and write the word underneath.
<p>Et ecce stella. [STEHL-lah] And here is a star.</p>	Point and write the word.
<p>Et ecce triangulum. [tree-AHN-goo-loom] And here is a triangle.</p>	Point and write the word. Point back to the circle.
<p>Discipulī, quid est? Students, what is it?</p>	Gesture for the whole class to answer in unison: <i>circulus</i> . Point to the star.
<p>Bene. Et quid est? Good. And what is it?</p>	Students: <i>Stella</i> . Point to the triangle.
<p>Et quid est? And what is it?</p>	Students: <i>Triangulum</i> .
<p>Bene. Good.</p>	Now show the cards with the various color swatches, or quickly draw scribbles of each color on the board.
<p>Discipulī, colōrēs sunt. [koh-LOH-rayss] Students, these are colors.</p>	Write the words <i>color, colōrēs</i> on the board.
<p>Hic color est albus. [hik KOH-lohr esst AHL-boos] This color is white.</p>	Show or point to white swatch and write the word. Students repeat.
<p>Et hic color est āter. [AH-tair] And this color is black.</p>	Show or point to the black swatch and write the word. Students repeat.
<p>Hic color est ruber. [ROO-bair] This color is red.</p>	Show or point to the red swatch and write the word. Students repeat.
<p>Hic color est caeruleus. [ky-ROO-lay-oos] This color is blue.</p>	Show or point to the blue swatch and write the word. Students repeat.
<p>Et hic color est flāvus. [FLAH-woos] And this color is yellow.</p>	Show or point to the yellow swatch and write the word. Students repeat. Now show the white circle.
<p>Circulus albus est. Cuius colōris est circulus? [KEER-koo-looss AHL-booss esst. KWEE-oos koh-LOH-rayss esst KEER-koo-looss?] The circle is white. What color is the circle?</p>	Student: <i>Albus</i> . (Prompt for the whole sentence: <i>Circulus albus est</i> .) Show the black circle.
<p>Circulus āter est. Cuius colōris est circulus? The circle is black. What color is the</p>	Student: <i>Circulus āter est</i> . Show the red circle.

circle?	
Circulus ruber est. Cuius colōris est circulus? The circle is red. What color is the circle?	Student: <i>Circulus ruber est.</i> Show the blue circle.
Circulus caeruleus est. Cuius colōris est circulus? The circle is blue. What color is the circle?	Student: <i>Circulus caeruleus est.</i> Students may stumble over this long word. Pronounce it slowly with them if necessary. Show the yellow circle.
Circulus flāvus est. Cuius colōris est circulus? The circle is yellow. What color is the circle?	Student: <i>Circulus flāvus est.</i> Now show both the white circle and the white star.
Circulus albus est. Stella alba est. The circle is white. The star is white.	Emphasize the difference in the adjective forms <i>albus</i> and <i>alba</i> . Repeat once or twice to make sure students notice. Write the word <i>alba</i> on the board. Now show the black circle and the black star.
Circulus āter est. Stella ātra est. The circle is black. The star is black.	Repeat as above. Next show the red circle and star.
Circulus ruber est. Stella rubra est. The circle is red. The star is red.	Repeat as above, adding <i>āter, ātra; ruber, rubra.</i> Then show the blue circle and star.
Circulus caeruleus est. Stella caerulea est. The circle is blue. The star is blue.	Repeat as above. Then show the yellow circle and star.
Circulus flāvus est. Stella flāva est. The circle is yellow. The star is yellow.	Repeat as above.

If students appear confused, switch to English as this point to explain that the color words are changing form so that they agree or “match” with their nouns. Identify *circulus* as a masculine noun like *discipulus*. Identify *stella* as a feminine noun like *puella*. Then return to the Latin demonstration. Show the white triangle.

Ecce triangulum. Triangulum album est. Circulus albus est. Stella alba est. Triangulum album est. [tree-AHN-goo-loom AHL-boom] Here is a triangle. The triangle is white. The circle is white. The star is white. The triangle is white.	Emphasize the endings of the color words to help students hear the change. Then write the word <i>album</i> on the board. Show the black triangle.
Triangulum ātrum est. The triangle is black.	Again, emphasize the <i>-um</i> endings. Then show the red triangle.
Triangulum rubrum est. The triangle is red.	Next, show the blue triangle.
Triangulum caeruleum est. The triangle is blue.	Finally, show the yellow triangle.

Triangulum flāvum est.	
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The triangle is yellow.

In English, explain that the word *triangulum* is a neuter word and that all Latin nouns are either masculine like *circulus*, feminine like *stella*, or neuter like *triangulum*. See if the students can tell you some other masculine words they've learned (*puer*, *pater*, *frāter*, etc.) and some feminine ones (*femina*, *puella*, *soror*, etc.). Explain that, in Latin, even objects can be masculine or feminine, and that from now on, students should identify the gender of nouns on their vocabulary cards.

Have students make cards for the three shapes and the five colors introduced in this lesson.

Lesson Fifty-Eight

Quid Novī?

In this lesson, we will expand on the ablative of means and review the parts of the body. You will be using the question *Quōmodo...?* (How...? By what means...?) to elicit answers in the ablative.

Quōmodo ambulās? Ambulō pedibus. – How do you walk? I walk with my feet.
 Quōmodo spectās? Spectō oculīs. – How do you watch? I watch with my eyes.
 Quōmodo auscultās? Auscultō auribus. – How do you listen? I listen with my ears.
 Quōmodo plaudis? Plaudō manibus. – How do you clap? I clap with my hands.
 Quōmodo olfacis? Olfaciō nasō. – How do you smell? I smell with my nose.
 Quōmodo cantās? Cantō ōre. – How do you sing? I sing with my mouth.

Lesson Plan

Warm up by reviewing the parts of the body (see Lessons Fifty-Five and Fifty-Six) using the questions *Ubi est...* and *Ubi sunt...* (Where is...?, Where are...?). Begin by writing on the board with chalk.

Say...	Do...
Quid faciō? Scrībō. What am I doing? I'm writing.	Hold up the chalk.
Quōmodo scrībō? Crētā scrībō. How am I writing? I'm writing with chalk.	Write these two sentences on the board. Call on a student.
Discipule, ambulā! Student, walk!	The student walks. Point to the student's feet as he walks.
Quōmodo discipulus ambulat? How is the student walking?	Point to your foot.
Pēs... Foot...	Point to the walking student's feet.
Pedibus ambulat. [PED-ee-boos] He's walking with (by means of) his feet.	Write this sentence on the board. Then repeat.
Crēta scrībō. Pedibus ambulat. I'm writing with (by means of) chalk. He's walking with (by means of) his feet.	Student sits down. Have all of the students repeat these sentences. Now shade your eyes as if looking for something in the distance.
Quid faciō? Spectō. [SPEK-toh] What am I doing? I'm watching.	Call on a student.
Discipula, spectā! [SPEK-tah] Student, watch!	Invite the student to “watch” using the same gesture.
Discipula spectat. Quōmodo spectat? Oculīs. [SPEK-taht...OH-koo-leess] The student is watching. How is she	Point to your eyes.

watching? With (by means of) her eyes.	
Oculis spectat. She is watching with her eyes.	Write the sentence on the board, and have the students repeat it. (Student sits down.) Now cup your ears.
Quid faciō? Auscultō. [ow-SKOOL-toh] What am I doing? I'm listening.	Call on a student.
Discipule, auscultā! Student, listen!	Invite the student to "listen" using the same gesture.
Discipulus auscultat. Quōmodo? [ow-SKOOL-taht] The student is listening. How (By what means)?	Pull on your ears.
Auribus auscultat. [OW-ree-boos] He's listening with (by means of) his ears.	Have the student sit down as you write this sentence on the board. Have the students repeat the sentence. Now clap your hands.
Quid faciō? Plaudō. [PLOW-doh] What am I doing? I'm clapping.	Call on a student.
Discipula, plaude! [PLOW-deh] Student, clap!	Student claps.
Discipula plaudit. Quōmodo? Manibus. [MAH-nee-booss] The student is clapping. How (by what means)? With her hands.	Hold your hands up and shake them ("jazz hands").
Manibus plaudit. She's clapping (with) her hands.	Have the student sit down. Write this sentence on the board and then have the students repeat it. Now walk around the room sniffing loudly.
Quid faciō? Olfaciō. [ohl-FAH-kee-oh] What am I doing? I'm smelling.	Pretend to smell something unpleasant, and pinch your nose.
Quōmodo? Nāsō. [NAH-soh] How? With my nose.	You can say this with your nose pinched for a funny effect!
Nāsō olfaciō. I'm smelling with my nose.	Write this on the board, and have the students repeat it. Now sing the Latin Alphabet song. Then ask:
Quid faciō? Cantō. [KAHN-toh] What am I doing? I'm singing.	Call on a student (preferably a ham!).
Discipule, cantā! [KAHN-tah] Student, sing!	Student sings.
Quid facit? Cantat. Quōmodo?	Point to your mouth.

Ore. [ORH-reh] What's he doing? He's singing. How (by what means)? With his mouth.	
Ore cantat. He's singing with his mouth.	Have student sit down. Write the sentence on the board and have the students repeat.

Review the lesson in English, explaining that the new sentences are just like the ones from the last lesson: they express the means by which something is done. The “means” is put into the ablative case.

At the end of the lesson, you will teach a new song, “Si laetaris atque gaudes.” This is sung to the tune “If you're happy and you know it.”

Si laetaris atque gaudes, [see leye-TAH-reess aht-kway GOW-dayss]
 salī sic!
 Si laetaris atque gaudes,
 salī sic!
 Si laetaris atque gaudes
 et hic cantus est hilaris [eht hik KAHN-toos esst hee-LAH-rees]
 Si laetaris atque gaudes,
 salī sic!

If you're happy and rejoicing
 jump like this.
 If you're happy and rejoicing
 jump like this.
 If you're happy and rejoicing
 and this song is cheerful
 If you're happy and rejoicing
 jump like this.

Substitute the following phrases for salī sic:

plaudē sic (clap hands)
 saltā sic (dance around)
 curre sic (run like this)
 cantā sic: “la-la-la” (sing like this: “la-la-la”)
 auscultā: sh-sh (listen: sh-sh)
 spectā sic (look around)
 ambulā (walk around)
 clamā sic: Euge! (shout like this: Hooray!)

END OF SAMPLE

For more information or to purchase, please visit ispeaklatin.com. Thank you!