

# EUROPEAN CURRICULUM FOR LATIN: lanua

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## Preamble

“Critical thinking” was originally considered as only one among many pedagogical learning objectives in the long-term project ... In the meantime, critical thinking has become a central factor in the development of an instructional system.” (*Gottfried Petri. Kritisches Denken als Bildungsaufgabe und Instrument der Schulentwicklung. StudienVerlag 2002, 301*)

“Verba sine rebus putamina sunt sine nucleo, vagina sine gladio, umbra sine corpore, corpus sine anima.” (*Johannes Amos Comenius. Didactica dissertatio 1637 Dec. 22. Academia Pragae 1986, thesis 22*)

“The good teacher of classics has to assume that in a course of Greek, Latin or classical studies the full range of the subject is given a proper airing and not just that in which s/he happens to be interested. That is one reason why it is so important that teachers interest their pupils. There is nothing more inimical to interest than the replacement of personal responsibility for study and thought by routine drill and exposition, necessary as these are in their proper place.” (*Tony Hubbard. Special needs in Classics. In: The Teaching of Classics. James Morwood (edit.), Cambridge University Press 2003, 53*)

“A tendency in the former type of dialogue is not only dependent on a minimum of two participants, but also on having a topic to talk about, what Ricoeur calls the third participant. Forced dialogue in the classroom without a topic that the learners can engage in dies out quickly.” (*Ricoeur, P. Oneself as Another. Chicago and London: The University of Chicago Press 1992. In: Anne-Brit Fenner. Cultural awareness and language awareness. Council of Europe Publishing 2001, 15*)

“Stet hoc igitur fixum Latinam linguam, ut hauriendae realis eruditionis reale sit instrumentum, ex authoribus esse discendam: et proinde authorum bonorum enarrationem τό πᾶν esse.” (*Comenius ibid., thesis 27*)

“The civilisation of ancient Greece and Rome is of fundamental importance in its own right, as well as being crucial to our understanding of the development of our own culture and to the comparative study of societies and cultures more generally.” (*University of Cambridge. Guide to Courses 2004-2005, 45*)

“As a broad principle, we believe that the student should first read with understanding (and, if required, translate) and then study the grammar and syntax he has already met in context. We do not stick rigidly to this principle; if experience suggests that it is more helpful to do so, we explain grammar etc. before the narrative.” (*Oxford Latin Course. Teacher’s book. Oxford University Press 1987, 6*)

The standards are based on Comenius' *Didactica dissertatio*, on the *Latin Grammar* by Charles E. Bennett, Goldwin Smith Professor of Latin in Cornell University, on the *Oxford Latin Course*, on the "*Biberacher Modell*", on the Austrian Curriculum for Latin and on objectives of the European Council regarding educational policy.

<b>STANDARDS for pupils at Level 2/lanua</b>
<p><b>Competences common to</b> <i>lexis, syntax, morphology, texts and cultural background</i></p> <p>Pupils recognize analogies and differences between languages concerning semantics and syntax.</p>
<p><b>1) Lexis</b></p> <p><i>Competences:</i></p> <p>Pupils are able to make a short account of derived words from Latin in their mother tongue or in another foreign language to give a paper on the influence of Latin words in modern languages</p> <p><i>Contents:</i></p> <p>Basic vocabulary about 900 words</p> <p><i>Word fields:</i> Latin in comparison with mother tongue and English or a Neolatin language</p>
<p><b>2) Morphology</b></p> <p><i>Competences:</i></p> <p>Pupils are able to make a revision of all declensions and conjugations to define rules for grammar and compare the common principles of Latin with their mother tongue</p> <p><i>Contents:</i></p> <p><b>Revision of verbs</b> genus verbi: passive voice, deponent verbs mood: subjunctive infinitives: perfect, present, future participles: perfect, present, future tenses: future perfect</p> <p><b>Revision of nouns:</b> The following nouns are <b>exceptions to gender in the second declension</b>: vulgus, -i, n., crowd; virus, -i n., poison; laurus, -i f. laurel; malus, -i f. apple tree</p> <p><b>Exceptions to gender in third declension:</b> Feminines: arbor, -oris f., tree Masculines: sermo, -onis m., speech; ordo, -inis m., social rank; orbis, -is m.</p>

wheel, circle; mensis, -is m., month; piscis, -is m., fish; collis, -is m., hill; finis, -is m., end; grex, -gis m., herd; dens, -ntis m., tooth; fons, -ntis m., fountain; pons, -ntis m., bridge; mons, -ntis m., mountain

Neuters in gender except mentioned in Level 1 are: os, ossis n., bone; cadaver, -eris n., corpse; os, oris n., mouth; cor, cordis n. heart; iter, itineris n. way

**Exceptions to gender in fourth declension:** domus, -us f., house; manus, -us f., hand; porticus, -us f., colonnade; tribus, -us f., tribe; Idus, -uum (Plural), Ides

**Exceptions to gender in the fifth declension:** dies, -ei m., day; meridies, -ei m., Midday, South

**Revision of adjectives:**

Adjectives: positive, comparative, superlative

Pronominal adjectives: unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius

**Revision of pronouns:**

Demonstrative pronouns, Indefinite pronouns, Interrogative pronouns, Reflexive pronouns

**Revision of adverbs:** Adverbs: positive, comparative, superlative

**3) Syntax**

*Competences:*

Pupils are able

to recognize peculiarities with the use of subject, predicate and object

to understand the differences between subjunctive and indicative in main clauses

to understand the primary and historic sequence of tenses

*Contents:*

**Nouns:** Two nominatives with passive verbs and two accusatives with active verbs of making, calling, regarding etc. as Romulus rex creatus est; Romulus was elected king.

**Predicate:** in main and subordinate clauses with subjunctive

Subject: relative clause used as subject

Object: noun, pronoun, adjective, numeral used as object with ablative

**Subordinate clauses:**

The subjunctive is used in subordinate clauses (temporal, final, causal, consecutive, concessive except after quamquam, conditional of all three types; with verbs of fearing, hindering, demanding, taking care of (verba timendi, impediendi, postulandi, curandi)

**Construction replacing clauses:**

Indirect statement (accusative and infinitive/Accusativus cum Infinitivo and nominative and infinitive/Nominativus cum Infinitivo)

participial phrase/Participium coniunctum  
ablative absolute/Ablativus absolutus with and without participle

**The use of infinitives:**

The tenses of the infinitive denote time not absolutely, but with reference to the verb on which they depend:

The **present infinitive** represents an act as contemporaneous with the time of the verb on which it depends as

Dico patrem venire. I say that father comes.

Dixi patrem venire. I said that father came.

The **perfect infinitive** represents an act as prior to the time of the verb on which it depends as

Dico patrem venisse. I say that father arrived.

Dixi patrem venisse. I said that father had arrived.

The **future infinitive** represents an act as subsequent to that of the verb on which it depends as

Dico patrem venturum esse. I say that father will come.

Dixi patrem venturum esse. I said that father would come.

**The use of participles:**

The tenses of the participle like those of the infinitive express time not absolutely, but with reference to the verb upon which the participle depends. The absolute time of the action of a participle, therefore, is determined entirely by the finite verb with which it is connected.

**Present participle**

denotes action contemporary with that of the verb:

Audio te loquentem. I hear you speaking.

Audiebam te loquentem. I heard you speaking.

Audiam te loquentem. I will hear you speaking.

**Perfect participle passive** denotes action prior to that of the verb:

Locutus taceo. I have spoken and I am silent.

Locutus tacui. I had spoken and then was silent.

Locutus tacebo. I will speak and then will be silent.

**Future participles** of both active and deponent verbs are always active in meaning. They mean "about to ...", "on the point of -ing", "intending to ..."

Egressuri sunt. They are about to go out.

Locutura est. She is about to speak.

Eos progressuros video. I see them on the point of advancing.

**Attributive use and predicative use of participles**

**Syntactic and semantic main functions of cases**

The **different use of tenses** in Latin

**4) Texts**

*Competences:*

Pupils are able  
to regard texts as a chance to gain receptive and aesthetical skills by reading in a passive role. In this opinion it is only once the reader does something with the text, like talking or writing about it, that he or she becomes a producer of language  
to improve their competence in English or a Neolatin language by translating Latin texts

*Contents:*

Textbook

**5) Cultural background**

*Competences:*

Pupils are able  
to give a paper on Roman literature, art and architecture  
to play the role of a virtual guide for important places of Rome and its empire

*Contents:*

Catalogues of museums, Links to important websites about Greek and Roman culture

IANUA: CAN-DO list

**Lexis:**

I can use the EC-Wordlist 1 and 2.  
I recognize analogies and differences between Latin and mother tongue or in another foreign language concerning semantics and syntax.  
I can make a short list of words derived from Latin.  
I can distinguish different word classes and parts of a sentence from each other.  
I can tell the suitable meaning of words from the context in simple authentic texts.

**Morphology:**

I know all the declensions and conjugations.  
I know the gender rules and the most important exceptions of the consonant declension.  
Due to my knowledge of morphology, I can distinguish the different kinds of words.  
I know the passive forms of the verb in all tenses.  
I know what deponent verbs are.  
  
I can form the present, perfect and future infinitives.  
I can form the present, perfect and future participles.  
I can form the subjunctive.

I can form the comparative and superlative of adjectives.  
 I can form the comparative and superlative of adverbs.  
 I know the pronominal adjectives (unus, solus, totus, ullus, uter, neuter, alter, nullus, uterque, alius).  
 I know the forms of the demonstrative, indefinite, interrogative and reflexive pronouns.

**Syntax:**

I know subjunctive sentences: optative, jussive, prohibitive, exhortative, doubting, potential, unreal/hypothetical (optativus, iussivus, prohibitivus, hortativus, dubitativus, potentialis, irrealis).  
 I know how to form indirect statement (Acl and Ncl).  
 I recognize participle in agreement (Participium coniunctum) and ablativus absolutus with and without participle.  
 I know that a participle can be used either attributively or predicatively (vocatus puer in comparison with: puer vocatus est).  
 I know subjunctive clauses (ut/ne, ut/ut non, si/nisi, interrogative clauses, clauses of fearing).  
 I can differ between gerund/nd-form I and gerundive/nd-form II.

**Texts:**

I can understand original and softly adapted texts of intermediate level with the main focus on Roman and Greek figures in history, rhetoric and policy.  
 I can show that my knowledge of mother tongue or another foreign language has improved by translating Latin texts.

**Cultural background:**

I know important figures in history, rhetoric and politics (e.g. Cicero, Cato, Quintilian; Plato, Aristotle, Herodotus)  
 I know outstanding events of the Greek / Roman history (e.g. The conspiracy of Catiline)

Latin Wordlist Level 2– ©Euroclassica 2009 Latin Wordlist Level 2 – Euroclassica

abeo,  
 accedo,  
 acies,  
 acerbus,  
 adduco,  
 administro,  
 admiratio,  
 adsum,  
 adventus,  
 advocatus,  
 aequitas,  
 aes alienum,  
 aestimo,  
 aeternus,

aliquis, aliqui, alo, antiquitas, aperio, appareo, appello, argentum, aspectus, attente, auctoritas, audax, audeo, aurum, auxilium, avis,	
beatus, belua, bibo, bos, brevitas,	
caedes, captiveus, careo, catena, causa, celeritas, certus, cibus, cinis, civilis, civis, coepi, colo, color, concordia, conficio, confirmatio, coniunx, conservo, consisto, consul, contemno, contineo, contra, copiosus, cresco, crudelis,	

culina, curo curro, currus,	
declamatio, deditus, demum, densus, depono, desidero, dictator, dignus, diligens, diligo, disco, dissentio, diversitas, divinus, dominus, dubito, dulcis, dux,	
edictum, efficio, eloquentia, eripio, erro, eques, exclamo, exercitatio, exercitus, expello,	
falsus, fama, fateor, femina, felix, ferox, ferrum, fidelis, fingo, finis, fines/finium, fio, firmus, fluxus, fortuna, fragilis,	



fruor,	
gens, gratia, gravis, gravitas,	
horridus, humanus,	
ignis, ignoro, ignosco, imago, immolo, immortalis, immortalitas, impedio, imperator, imperium, impetus, incendium, incipio, incredibilis, incultus, indoctus, ingenium, insidiae, insum, intentus, interea, interim, intersum, invado, inventio, invictus, invideo, ira, iucunditas, iudex, iudicium, ius, iustitia, iuvenis, iuxta,	
labor, labyrinthus, laetus, laus, legatus, legio,	

levis, liber/libri, ligneus, litterae, longus, loquor, ludus, lupa,	
magis, magnitudo, maiores, memoria, mens, metuo, misericordia, modus, moenia, monstrum, mora, mortalis, mos, mulier, mundus, munio,	
natura, neglego, negotium, nescio, nisi, nitor, nolo, nondum, nosco, num, numquam, nuntio, nympha,	
oboediens, obses, oculus, oleo, onus, opes, oppono, opprimo, ops, oraculum, orator,	

<p>ordo, origo, orno, oro,</p>	
<p>pars, patior, pecco, pecunia, pecus, pello, perfectus, perdo, peregrinor, per se, pervenio, pirata, placeo, politus, pondus, posterius, possessio, potens, praeclarus, praemium, praemitto, praesto, praetereo, premo, primum, proelium, profecto, pronus, propinquitias, provideo, provolo, pudet,</p>	
<p>quoniam,</p>	
<p>ratio, recipio, rectus, refero, regno, regnum, remaneo, restituo, respublica, revoco, rideo,</p>	

rumpo, rursus,	
sacerdos, salus, sanguis, sapientia, sapiens, sapio, scelus, senator, senatus, senex, sententia, sentio, sequor, sermo, severus, sic, sicuti, significo, signum, silva, silentium, similis, situs, somnus, soror, specto, spero, spes, stadium, studium, stultus, subtilis, suscipio, super, surgo,	
tabula, tantum, tantus, tectum, telum, tempesta, testis, timor, traduco, traho, transeo,	

tristis, turba, turpis, tutus, tyrannus,	
unde, usus, ut, uterque, utor,	
valeo, veluti, venter, vero, vestis, vetus, vicinus, victoria, videor, viginti, villa, vinum, vis, vitium, vitupero, vivo, volo/volas, voluptas, vulnus.	
<b>Proper names:</b>	
Caesar, Catilina, Cato, Cicero, Demosthenes, Plato, Polyphemus	

According to the European Curriculum for Classics the ELEX (European Latin Exam)/ Ianua consists of 30 questions about Roman/Greek figures in history, rhetoric and politics taken from an original or softly adapted text and its morphology/syntax and 10 questions about knowledge about life in ancient Antiquity as well as knowledge about Roman/Greek locations and Latin in everyday use.

The exam is in Latin and English/French/German.