

STANDARDS for users at Level 4/ Thesaurus

Competences common to lexis, syntax, morphology, texts and cultural background

Pupils recognize peculiarities in grammar and semantics

Pupils summarize and present topics concerning interpretation and reception

1) Lexis

Competences:

Pupils are able

to improve the knowledge of Latin vocabulary concerning authentic texts

Contents:

Basic vocabulary about 1600 words

Word fields:

Latin in comparison with a Neolatin language and Ancient Greek

2) Morphology

Competences:

Pupils are able

to recognize peculiarities of inflection in declensions

to recognize defective nouns

to recognize heterogenous nouns with change of gender and meaning

to recognize peculiarities of adjectives

to recognize peculiarities of pronouns

to recognize adverbs peculiar in formation

Contents:

Word classes:

Nouns: An old form of the Genitive Singular in *-as* is preserved in the combination *pater familias*, *father of a family*

Proper names in *-ius* regularly form the Gen. Sg. in *-i* (instead of *-ii*) as *Vergili*, *of Virgil*, and end in the Abl. Sg. on *-i* as *Vergili*, *mi fili*; *Vergil*, *my son*

Instead of *dei* there is also the form *di*; instead of *deorum* there is *deum*, instead of *virorum* there is also *virum*, instead of *deis* there is also *diis* and *dis*

Nouns used only in one case (Defectiva casibus) as *jussu*, *by the order*; *injussu*; *without the order*;

Nouns used in two cases as *fors*, *chance*, *forte*, *by chance*;

Defective nouns (Defectiva numero) are used in the plural only as many geographical words as *Thebae*, *Pompeji* and many special words, of which the following are the most important: *angustiae*, *narrow pass*; *arma*, *weapons*; *divitiae*, *riches*; *Idus*, *Ides*; *insidiae*, *ambush*; *moenia*, *city walls*

Heterogenous nouns (Heterogenea) have one gender in the Singular, another in the Plural as *locus m. place*, *loca n. places*, *m. loci m. passages or topics in an author*

Adjectives:

Certain adjectives may be used to denote a part of an object, chiefly *primus*, *extremus*, *summus*, *medius*, *infimus*, *imus* as *summus mons*, *the top of the mountain*; *extrema hieme*, *in the last part of the winter*.

Pronouns:

Ipsius or **ipsorum** in apposition with Genitive as *mea ipsius opera*, *by my own help*; *nostra ipsorum opera*, *by our own help*.

Sui as an objective genitive e.g. *oblitus sui*, *forgetful of himself*

Suus in the meaning *his own*, *their own etc.* as *Hannibalem sui cives e civitate ejecerunt*, *his own fellow-citizens drove out Hannibal*.

Hic and **ille** in the sense of *the following* as *Themistocles his verbis epistulam misit*, *Themistocles sent a letter (couched) in the following words*; *illud intellego*, *omnium ora in me conversa esse*, *I realize this, that all the faces are turned towards me*.

Ille often means *the famous* as *Solon ille*, *the famous Solon*

Iste meaning **iste homo**, *that fellow!*

Adverbs on *-o* as *raro*, *seldom*; *crebro*, *often*; *subito*, *suddenly*; *cito*, *quickly*; *sero*, *late*; *continuo*, *permanently*; *certo*, *sure*; *merito*, *justified*; *falso*, *false*

Adverbs with various other adverbial suffixes as *vix*, *hardly*; *paulatim*, *by and by etc.*

3) Syntax

Competences:

Pupils are able

to recognize the final use of participle

to recognize peculiarities with the use of Gerund and Gerundive construction

to recognize that the Genitive of the Gerundive construction is often used to denote purpose

to recognize that the Dative of Gerundive construction is used in some expressions which have the character of formulas

Participles: The future active participle in poets and later writers is used independently, especially to denote *purpose*: *venerunt castra oppugnaturi, they came to assault the camp.*

Gerundive construction instead of the Gerund:

Instead of the Genitive or Ablative of the Gerund with a direct object another construction *very often* is used. This consists in putting the direct object in the case of the Gerund (gen. or abl.) and using the Gerundive in agreement with it. This is called the Gerundive construction as

<i>Gerund construction</i>	<i>Gerundive construction</i>
<i>cupidus urbem videndi, desirous of seeing the city</i>	<i>cupidus videndae urbis, desirous of seeing the city</i>
<i>delector oratores legendo, I am charmed with reading the orators</i>	<i>delector oratoribus legendis, I am charmed with reading the orators</i>

Mei, tui, sui, nostri, vestri in Gerundive construction are regularly employed without reference to gender or number, since they were originally neuter singular adjectives used substantively:
Mulier sui servandi causa aufugit, the woman fled for the sake of saving herself; legati in castra venerunt sui purgandi causa, they envoys came into camp for the purpose of clearing themselves; nostri servandi causa, for the sake of saving ourselves

Genitive of the Gerundive construction used to denote *purpose* as *Quae ille cepit legum ac libertatis subvertendae causa, which he undertook for the purpose of overthrowing the laws and liberty*

The Dative of the Gerundive construction in some expressions which have the character of formulas as *decemviri legibus scribendis, decemvirs for codifying the laws;*

4)Texts

Competences:

Pupils are able

- to understand features of Latin dictions which belong rather to style than to formal grammar
- to understand features of prosody, which treats metres and versification as Hexameter and Pentameter
- to deal with advanced Figures: *anaphora, hendiadys, climax, metaphor*

By practicing prosody pupils understand that there is a difference between Latin prosody and the prosody of other languages for example English, where poetry is based upon *accent*, and poetical form consists essentially in a certain succession of *accented* and *unaccented syllables*. Latin poetry, on the other hand, is based not up on *accent*, but upon *quantity*, consisted in a certain succession of *long and short syllables*, i.e. of long and short intervals of time.

Contents:

Authentic texts including
 Erasmus (in particular Apophthegmata), Comenius (in particular Didactica dissertatio)

Lyric poetry and esthetics (knowledge of the fine arts and art criticism)
Rhetoric, propaganda and manipulation
Searching for the meaning of life and the pursuit of happiness
The impact of Latin language and Latin literature
Terminology of medicine, law and science

5) Cultural background

Competences:

Pupils are able
to present topics concerning the impact of Latin language and literature on arts and architecture,
philosophy and religion

Contents:

Appropriate links to Institutes and Associations for Classics