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

Pupils recognize analogies and differences between languages concerning semantics and syntax

1) Lexis

Competences:

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

Contents:

Basic vocabulary
about 900 words

Word fields:
Latin in comparison with mother tongue and English or a Neolatin language

2) Morphology

Competences:

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

Contents:

Revision of verbs

genus verbi: passive voice, deponent verbs
mood: subjunctive
infinitives: perfect, present, future
participles: perfect, present, future
tenses: future perfect

Revision of nouns:
The following nouns are exceptions to gender in the second declension: vulgus, -i, n., *crowd*; virus, -i n., *poison,* laurus,-i f. *laurel*

Exceptions to gender in third declension:
Feminines: arbor, -ris **f.,** *tree*
Masculines: sermo, -onis **m.,** *speech*; ordo, -inis **m.,** *social rank;* orbis, -is **m.** *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*

Revision of adjectives:

Adjectives: (positive, comparative, superlative)

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

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 passiv 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 verba timendi, impediendi, postulandi, curandi)

Construction replacing clauses :
Indirect statement (Accusativus cum Infinitivo *and* Nominativus cum Infinitivo)
Participle in agreement (=Participium coniunctum)
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

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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