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

Pupils extend their basic vocabulary concerning authentic texts
Pupils summarize and present topics concerning grammar
Pupils begin to gain hermeneutic skills

1) Lexis

Competences:
Pupils are able to use a dictionary

Contents:

Basic vocabulary
about 1200 words

Word fields:
Latin in comparison with foreign languages

2) Morphology

Competences:

Pupils are able
to recognize different use of conjunction and adverbs

Contents:

Word classes:

Conjunctions *(coordinate conjunctions)* are used to connect ideas.

Copulative conjunctions:
These *join* one word, phrase or clause to another as et, -que, atque, neque, nec; et ….et, *both ...and; neque (nec) ….neque(nec), neither ... nor; cum …. tum, while ... at the same time; tum …. tum, not only …. but also*

In enumerations the different members of a series may follow

a) one another without connectives (=Asyndeton) as ex cupiditatibus odia, discidia, discordiae, seditiones, bella nascuntur, *from covetous desires spring up hatred, dissensions, discord, sedition and wars.*
b) the different members may severally be connected by *et* (=Polysyndeton) *as* horae cedunt et dies et menses et anni, *hours and days and years and months pass away*

Causal conjunctions:

These denote *cause,* or *give an explanation* as
nam, namque, enim (post-positive), *for, because*

Disjunctive conjunctions:

indicate an alternative as coita mors venit aut victoria laeta, *(either) swift death or glad victory comes* or qui aether vel caelum nominatur, *which is called aether or heaven* and correlatives as aut …aut, *either …or; vel …. vel,* either ….or; sive … sive, *if …. or if*

Adversative coniunctions:

a) sed, *but*, merely denotes opposition
b) verum, *but,* is stronger than sed, but is less frequently used
c) autem, *but on the other hand, however,* marks a transition. It is always post-positive
d) at, *but,* is used especially in disputation, to introduce an opposing argument
e) tamen, *yet,* usually stands after the emphatic word, but not always

Illative conjunctions:

The conjunctions itaque, ergo, igitur (post-positive), *therefore, accordingly* represent the statement which they introduce as *following from* or as *in conformity with* what has preceded.

Adverbs
The following particles, sometimes classed as conjunctions, are more properly adverbs: etiam, *also even;* quoque *(always post – positive), also;* quidem *(always post – positive), indeed;* ne…quidem, *not even;* tamen and vero in addition to their use as conjunctions are often employed as adverbs.

Numerals: Distributive numeral adjectives as *singuli, one by one; bini, two by two*
Numeral adverbs as *semel, once; bis, twice etc.*

3) Syntax

Competences:

Pupils are able
to recognize peculiarities with the use word classes
to understand the use of subjunctive in relative clauses
to understand indirect discourse (= oratio obliqua)
to understand the use of Gerundive and Gerund

Subordinate clauses

The **subjunctive** is used
in **relative clauses** sometimes with virtually no change in meaning at all, but note the following specific usages:

1. Final, i.e. the relative clause shows the purpose. Caesar legatos misit, qui pacem peterent. *Caesar sent legates for negotiating about peace.*

2. Consecutive: establishing conditions for possible action, especially common after:
(a) est qui/sunt qui, *there exists/ exist the sort of person/people who´ e.g.*
(b) ea non est quae hoc faciat, *she is not the one who does this=not the sort of person who …´*

3. Causal, i.e. the relative clause shows the reason why something is happening, e.g.
sanus tu non es, qui me furem voces, *you are not sane who call me a thief = because you call me a*

thief´

This usage is sometimes strongly ´signposted´by the addition of the fixed form *"quippe"* in as much as, e.g. Solis candor inlustrior est quam ullius ignis, quippe qui inmenso mundo tam longe lateque conluceat. *The brightness of the sun is more brilliant than that of any fire, inasmuch as it shines so far and wide in an immeasurable universe.*

Construction replacing clauses:

ablativus absolutus:

Instead of a participle we often find an adjective or noun: vivo Caesare res publica salva erat, *while Caesar was alive the state was safe (lit. Caesar being alive);* Tarquinio rege Pythagoras in Italiam venit, *in the reign of Tarquin Pythagoras came into Italy*

The Gerundive:

The predicate Gerundive is regularly confined to its use in the Periphrastic passive conjugation
 e.g. aqua nunc bibenda est, *water has to be drunk now;*
Natura servanda est, *nature has to be protected*

The Gerund:

As a verbal noun the Gerund admits noun constructions as follows:

1. Genitive. The Genitive of the Gerund is used

a) with nouns, as objective or appositional Genitive. Cupiditas dominandi, *desire of ruling*
ars scribendi, the art of writing
b) with adjectives; as
cupidus audiendi, *desirous of hearing*
c) with *causa, gratia* as
discendi causa, *for the sake of learning*

2. Dative. The Dative of the Gerund is used
a) with adjectives as
aqua utilis est bibendo, *water is useful drinking*

3. Accusative. The Accusative of the Gerund is used only with prepositions, chiefly *ad* to denote purpose as homo ad agendum natus est, *man is born for action*

4. Ablative. The Ablative of the Gerund is used
a) without a preposition as an ablativus instrumenti or causae etc. *as*
mens discendo alitur et cogitando, *the mind is nourished by learning and reflection*
b) after the prepositions a, de, ex, in as
summa voluptas ex discendo capitur, *the keenest pleasure is derived from learning;*
multa de bene beateque vivendo a Platone disputata sunt, *there was much discussion by Plato on the subject of living well and happily*

4) Texts

Competences:

Pupils are able
to translate accurately according to the mother tongue. It primarily focuses on the emotional and creative levels, not so much on a scientific one.
to deal with rhetorical Figures as *alliteration, asyndeton, polysyndeton, parallelism, chiasm,*

to differ between literary genres (epic, lyric and narrative texts)
Contents: Authentic texts about Europa Latina Everyday life Figures and characters from mythology and history Love, lust and leisure Meeting and dealing with strangers Roman roots and ruins in my country

5) Cultural background
Competences: Pupils are able to give a paper with quotation from authentic writers to be a real guide for the most important places of Rome and its empire *Contents:* www.google.com www.yahoo.com www.wikipedia.com