

EUROPEAN CURRICULUM FOR LATIN: Vestibulum

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.

STANDARDS for pupils at Level 1/Vestibulum

Competences common to

lexis, syntax, morphology, texts and cultural background

By translating Latin texts, pupils improve their mother tongue competence and increase their reading competence.

By acquiring single elements of Latin, pupils are able to recognize the common principles of Latin.

1) Lexis

Competences:

Pupils are able to acquire a basic vocabulary by working on Latin texts.

Contents:

Basic vocabulary about 400 words

Word fields: same stem or family

2) Morphology

Competences:

Pupils are able to acquire forms of nouns, verbs, adjectives, pronouns, prepositions and conjunctions by working on Latin texts under instruction.

Contents:

Word classes: verbs, nouns, adjectives, pronouns adverbs, prepositions, conjunctions, interjections, numerals

Verbs:

Conjunctions:

Conjugate verbs with stems in -a, -e, -i and consonants

Conjugate *esse* and *ire* + compounds (composita)

tenses: present tense, simple future, imperfect, perfect, pluperfect

mood: indicative, imperative

genus verbi: active voice

infinitives: perfect and present

participles: perfect and present

Nouns:

Declensions:

First declension or a-declension (ends in Nom./Gen. Sg. on -a, -ae)

Second declension or o-declension (ends in Nom./Gen. Sg. on -us, -i; -(e)r, -i; -um, -i)

Third declension or consonant declension: The third declension includes several classes of stems:

a) Pure consonant stems: with Abl. Sg. -e; Gen. Pl. on -um

Masculines are nouns with -or, -oris: *scriptor, -oris; -os, -oris: mos, moris; -er, -eris: carcer, carceris*

Feminines are nouns with -s, -x: *laus, laudis; lex, legis; -as, -atis: libertas, libertatis* with -o, -inis/-onis: *magnitudo, -inis; regio, -onis*

Neuters are nouns with -men, -minis: *nomen, nominis;*

-us, -eris: *genus, -eris;*

-us, -oris: *tempus, temporis; corpus, corporis;*

-us, -uris: *ius, iuris;*

-ur, -uris: *fulgur, fulguris*

b) Mixed stems: nouns with two or more consonants before -is in Gen. Sg. as *pars, partis, f.; ars, artis, f.* with Abl. Sg. -e; Gen. Pl. on -ium

c) i-stems: Parisyllaba with Nom. Sg. -is or -es (mostly f.); Neuters with Nom. Sg. on -e, -al, -ar with Abl. Sg. -i; Gen. Pl. on -ium

Fourth declension or u-declension ends in Nom./Gen. Sg. -us, -us; (mostly m.) and -u, -us; (n.)

Fifth declension or e-declension ends in Nom./Gen. Sg. -es, -ei; (mostly f.)

Adjectives: Adjectives of the first and second declensions end in -us, -a, -um (some adjectives end in -er instead of -us in Nom. Sg. m. as *liber, pulcher*). Adjectives of the third declension are conveniently classified according to the number of endings in the Nominative Singular, namely one, two or three (*ingens, ingens, ingens; fortis, fortis, forte; acer, acris, acre*).

Pronouns: Demonstrative pronouns, Personal pronouns, Possessive pronouns, Relative pronouns

Adverbs, Conjunctions, Prepositions, Interjections are the four parts of speech that do not admit inflection and are often called **particles**.

Numerals: Cardinal numeral adjectives

3) Syntax

Competences:

Pupils are able

to understand that syntax treats the structure and word order of sentences.

Contents:

Predicate: General rule with the verbs of motion:

on the question *quo is?* – response: in + Acc.

on the question *ubi es?* – response: in + Abl.;

on the question: *unde venis?* – response: e(x) +Abl.

on the question: *qua is?*- response: per +Acc.

Exceptions:

Names of towns, smaller islands and peninsulas as *Corinthus, -i, Rhodus, -i*, as well as nouns *domus, -us, f.; rus, ruris, n.; humus, -i, f.*

quo is? (without *in*) *Athenas, Carthaginem, Corinthum, Rhodum, domum, rus, humum;*

ubi es? – Abl. loci (without *in*) *Athenis, Carthagine* but Locative for singularia tantum a- and o-declensions and for *domus, rus, humus: Romae, Corinthi, Rhodi, domi, ruri, humi;*

unde venis? – Ablativus separationis (without *e/ex*) *Athenis, Carthagine, Corintho, Rhodo, domo, rure, humo.*

The general words *loco, locis, parte*, also many words modified by *totus* or even by other adjectives as *hoc loco, totis castris*.

Subject: Noun, pronoun, verb (infinitive), adjective, numeral used as subject.

Object: Noun, pronoun, adjective, numeral used as object with accusative, with dative, with genitive.

Main clauses: The **indicative** is used in statements and direct questions; the **imperative** is used in commands.

Subordinate clauses: The **indicative** is used in definite relative clauses, definite temporal clauses (with *ubi, postquam, ut*), conditional clauses, causal clauses, concessive clauses with *quamquam*.

4) Texts

Competences:

Pupils are able

to use different kind of methods to work with a text to improve their social and personal competences

Contents:

Textbook or personal manuscript written by the teacher

5) Cultural background

Competences:

Pupils are able to connect important fields of ancient life with knowledge acquired in history, to recognize elements of Roman culture, which have influence up to now e.g. mythology.

Contents:

According to available material.

VESTIBULUM: CAN-DO list

Lexis:

I can use the EC-wordlist 1.

Morphology:

I can acquire forms of nouns, verbs, adjectives, pronouns, adverbs, prepositions and conjunctions by working on Latin texts under instruction.

Syntax:

I understand that syntax is concerned with the structure and word order of sentences. I can distinguish a main clause from a subordinate clause. I recognize subject, predicate and object (with Acc., Dat. and Gen.).

Texts:

I can translate simple Latin clauses into my mother tongue.

I understand that word for word translation is only the first step towards a good translation.

I understand that there is a difference between word order in Latin and my mother tongue.

Cultural background:

I can interpret simple texts about life in ancient Italy (Roman housing e.g. villa, *thermae*, well-known locations in ancient Rome e.g. *Colosseum*).

I can interpret simple texts about well-known Greek and Roman myths e.g. *Odysseus*, *Romulus and Remus* etc. and well-known historic events and persons e.g. *Caesar*, *Hannibal*, *Augustus*, *Cleopatra's suicide* etc.

I can interpret abbreviations, mottoes and Latin in everyday use such as *post meridiem*, *nota bene*

Latin Wordlist Level 1 – ©Euroclassica 2009 Latin Wordlist Level 1 – Euroclassica

a/ab,
absum,
ac/atque,
accipio,
acer,
ad,
adiuvo,
adulescens,
aedifico,
ager,
ago,
alienus,
alius,
alter,
altus,
amicus/amica,
amitto,
amo,
amor,
animal,
animus,

<p>annus, ante, antiquus, appropinquo, apud, aqua, arbor, arma, ars, audio, aut, autem, auxilium,</p>	
<p>bellum, bene, beneficium, bonus, brevis,</p>	
<p>cado, caedes, caelum, canis, capio, caput, carmen, causa, cedo, celer, cena, centum, certe, ceteri, clamo, clamor, clarus, cogito, cognosco, cogo, comes, committo, consido, consilium, conspicio, constituo, contendo, copia, copiae, corpus,</p>	

<p>cras, credo, culpa, cum, cupio, cur?, cura,</p>	
<p>de, dea, debeo, decem, deinde, deleo, denique, deus, dico, dies, difficilis, disciplina, discipulus/discipula diu, divitiae, do, doceo, doleo, dolor, domi, domum, domus, donum, dormio, duco, dum, duo,</p>	
<p>e/ex, ego, mei, mihi, me, a me, mecum, enim, eo, equus, et, etiam, exemplum, exeo, exspecto,</p>	
<p>fabula, facile, facilis, facinus,</p>	

facio, familia, fero, fides, filius/filia, flamma, fleo, flos, flumen, forma, fortis, forum, frater, frustra, fugio,	
gaudeo, genus, gero, gladius, gloria,	
habeo, heri, hic (adv.), hic, haec, hoc (pron.), hodie, homo, honor, hostis,	
iacio, iam, ibi, idem, igitur, ille, illa, illud, immolo, impero, in, iniuria, inquit, insula, intellego, inter, interficio, intro, invenio, ipse, ipsa, ipsum, is, ea, id, ita,	

itaque, iter, iubeo, iustus, iuvo,	
laboro, laudo, lego, lex, libenter, liber, libera, liberum, liberi, libero, licet, littera, litus, locus, ludo, lux,	
magister, magnus, maior, malus, maneo, manus, mare, mater, maxime, maximus, medius, meridies, metus, meus, miles, minime, miser mitto, moneo, mons, mors, mortuus, moveo, mox, multitudo, multus, murus, muto,	
nam,	

<p> narro, navigo, navis, -ne, nec/ neque, neco, nemo, nihil, nimis, nomen, non, nonne, nonnulli, onus, nos, nostri, (multi nostrum), nobis, nos, nobiscum, noster, novem, novus, nox, nullus, numerus, nunc, nuntius, </p>	
<p> occido, -is, -ere, -cidi, -cismus, occupo, octavus, octo, odium, officium, omnis, oppidum, opus, oratio, otium, </p>	
<p> paratus, parentes, pareo, paro, pars, parvus, pater, patria, pauci, paulo post, pax, </p>	

<p> pensum, per, periculum, perpetuus, peto, placeo, plenus, poena, pono, pons, populus, porta, porto, possum, post, postea, potestas, pretium, primo, primus, privatus, pro, prohibeo, promitto, prope, propero, propter, provincia, publicus, puella, puer, pugna, pugno, pulcher, pulchra, pulchrum puto, </p>	
<p> quaero, quam, quartus, quattuor, -que, quem?, qui, quae, quod, quinque, quintus, quis?, quid?, quod, quomodo, quoque, </p>	

quot,	
rapio, reddo, redeo, religio, relinquo, res, respondeo, rex, rideo, rogo,	
sacer, saepe, salve!, satis, schola, scio, scribo, se, sibi, secum, secundus, sed, sedeo, semper, septem, septimus, servo, servus, sex, sextus, si, simul, sine, socius, sol, solus, statim, statua, sto, sub, subito, sum, summus, supero, suus,	
tam, tamen, tango, taurus,	

templum, tempus, teneo, terra, terreo, tertius, timeo, tolero, tollo, totus, trado, tres, tu, tui, tibi, te, a te, tecum, tum, tuus,	
ubi, ubi?, ubique, unus, urbs, uxor,	
vendo, venio, verbum, verto, verus, vester, via, video, vinco, vir, virgo, virtus, vita, voco, vos, vestri (multi vestrum), vobis, vos, vobiscum, vox.	
Proper names:	
Achilles, Aegeus, Agamemnon, Agenor, Argus, Ariadna, Aulus, Athenae, Creta,	

Cyclops, Echo, Epimetheus, Europa, Gallia, Galli, Graecia, Graecus/Graeci, Io, Italia, Iuno, Iuppiter, Laocoon, Latinus, Mercurius, Minerva, Minotaurus, Narcissus, Pandora, Phaethon, Phoebus, Prometheus, Remus, Roma, Romanus/Romani, Romulus, Sicilia, Thetis, Theseus, Tiberis, Troia, Troianus, Ulixes	
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According to the European Curriculum for Classics the ELEX (European Latin Exam)/ Vestibulum consists of 20 questions about well-known myths from Ancient Greece or Italy taken from an adapted text and its grammar as well as 20 questions about basic knowledge about life in ancient Italy (e.g. villa, thermae, ...), basic knowledge about Roman locations in Italy especially in Rome (e.g. Forum Romanum) and Latin in everyday use (e.g. mottoes, abbreviations, expressions like *panem et circenses*, *post meridiem*...) The exam is in Latin/English and the mother tongue.

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