EULALIA

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O1: European Latin Language Certification – Basic Level
Methodological and Pedagogical tools
SYLLABUS
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SYLLABUS

The EULALIA syllabus is divided into five different levels: *Praeambulum*, *A1*, *A2*, *B1* and *B2*. Currently, we are mainly dealing with the first three stages, and *B1* and *B2* will be specified later. There are, however, preliminary drafts of these successive stages as well.

The *Praeambulum* represents a very preliminary stage in the process of learning Latin, after which students are expected to be familiar with *some* of the most important aspects of morphology. At the *A1* level, students are expected to learn much of the remaining Latin morphology, but it is only after *A2* that the students are expected to be familiar with basic classical Latin grammar in morphology as well as in syntax.

At the *B1* and *B2* levels (which will be approached later), the students are expected to become familiar with more complex matters, such as variation in morphology and syntax due to style and literary context or time.

Below are the first general descriptions of the various levels and the expected but not tested competences (for instance, pronunciation, word formation and cultural and literary understanding of the texts and their context). Subsequently, the expected linguistic competences and the expected knowledge in the fields of lexicon, morphology and syntax are described.

1. *Praeambulum*

1.1 General description and expected but not tested competences

The *Praeambulum* is the elementary level where the student starts learning Latin morphology and elementary syntax from the beginning. At this stage, the texts studied are hardly ever original and, if so, they are heavily adapted and modified.

At this level, the student is expected to achieve the following:

- learn the basic principles of Latin pronunciation and the importance of the difference between long and short syllables;

- become acquainted with some very basic notions of (classical) Latin word formation, i.e., some of the affixes which are productive in classical Latin and how nouns are created from adjectives (e.g., *aeger* vs *aegritudo*) and verbs from nouns or adjectives (e.g., *senex* vs *senescere*, *novus* vs *renovare*);

- and acquire some fundamental knowledge about Roman history and culture.

1.2 Expected linguistic competences

At the end of this level the student should:

- be able to understand very simple texts in Latin;

- be able to decline / conjugate the nouns, verbs and pronouns studied so far and to insert a declined / conjugated form in a simple phrase;

- understand elementary syntax and elementary subordination and be familiar with an elementary Latin lexicon.

The requirements at this level are the following:

Lexicon

At the end of this level the student should

- be familiar with an elementary Latin lexicon consisting of about *500* words.

Morphology

At the end of this level the student should know:

- the most common noun paradigms of all declensions, i.e., 1st (e.g., *mensa*), 2nd (e.g., *servus*, *puer*, *templum*), 3rd (e.g., *labor*, *legio*, *rex*, *nomen*, *mare*, *urbs*, *mater*), 4th (e.g., *fructus*, *domus*) and 5th (e.g., *dies*, *res*);

- the most common adjective paradigms in the positive (e.g., *bonus, -a, -um*; *asper, -a, -um*; *solus, -a, -um*; *totus, -a, -um*; *fortis, forte*; *ingens*; *felix*; *acer, acris, acre*), including possessive adjectives;

- all the adverbs included in the lexicon (including the interrogative adverbs *cur?*, *unde?*, *quo?*, *ubi?*) and particularly the standard forms of adverbs in the positive (in *-ē*, *-ō* and *-ter*);

- some of the most important pronouns, i.e., personal pronouns (*ego*, *tu*, *nos*, *vos*), the determinative / anaphoric pronoun (*is*, *ea*, *id*), demonstrative pronouns (*hic*, *haec*, *hoc*; *ille*, *illa*, *illud*; *iste*, *ista*, *istud*) and the most common interrogative pronoun when used as a noun (*quis*, *quid*);

- the full paradigms of the most frequent verbs in the active indicative of the *infectum* (present stem) and of the *perfectum* (perfect stem), i.e., of the verbs of the 1st (e.g., *voco*), 2nd (e.g., *moneo*), 3rd (e.g., *rego* and *capio*) and 4th (e.g., *audio*) conjugations and of common irregular verbs (such as *esse*, *posse*, *ire*, *ferre*, *velle*, *nolle* and *malle*), including the imperative mood in the present (*voca* etc.).

Syntax

At the end of this level the student should know elementary Latin case syntax and the functions of the cases to indicate parts of speech in a clause, including:

- the function of the nominative to indicate the subject or the predicate in a clause;

- the function of the accusative to indicate the direct object in a clause (e.g., *epistulam tibi mitto*), including the use of the accusative to indicate the limit of motion (with the names of towns and small islands) and with prepositions (e.g. *ad*, *circa* / *circum*, *contra*, *erga*, *inter*, *intra*, *per*, *praeter*, *trans* and *versus*; and sometimes with *in*, *sub* and *super*);

- the function of the dative to indicate the indirect object in a clause (e.g., *epistulam tibi mitto*), the dative with certain intransitive verbs (*nocere alicui*, *imperare alicui*,

suadere alicui, *parcere alicui*) and the dative of possession with *esse* (e.g., *domus matri est*);

- the function of the genitive to indicate possession (e.g., *domus matris*) and with certain adjectives (e.g., *expers laetitiae*, *potens sui*) and verbs (e.g. *accusare aliquem alicuius rei*);

- the use of the ablative as the ablative of means, the separative ablative, the local ablative, the ablative of manner and the ablative of cause, and the use of the ablative with prepositions (e.g., *ab*, *coram*, *cum*, *de*, *ex*, *prae*, *pro*, *sine*, *tenus*; and sometimes with *in*, *sub* and *super*);

- the functions and use of the locative and the vocative.

The student should also have basic knowledge of the main functions of the forms of Latin verbs and of coordination and subordination in Latin, including:

- the fundamental facts about the functions of the Latin tenses in the *infectum* and in the *perfectum* (i.e., the present as opposed to the past and to the future, the future perfect as opposed to the simple perfect, the pluperfect as opposed to the perfect, and the perfect as opposed to the imperfect);

- the functions of the moods studied so far in main clauses (i.e., the indicative and the imperative);

- the use of conditional clauses in the indicative (objective cases);

- the fundamental facts about Latin coordinating conjunctions (including additive conjunctions such as *et* and *atque* and the adversative *sed*);

- the use of the most common subordinating conjunctions (e.g., temporal conjunctions such as *ut*, *dum*, *postquam* and *cum*, causal conjunctions such as *quod*, *quia* and *quoniam*, and concessive conjunctions such as *quamquam* and *etsi*).

2. *A1* – basic level where the students start reading original texts

2.1 General description and expected but not tested competences

A1 is the basic level where the student continues learning basic morphology and syntax and starts studying easy original texts which are only slightly modified.

At the end of this level the student is expected to:

- know the importance of the difference between long and short syllables in noun and adjective declensions (e.g., in the ablative sing. in -*ā* and in the nom. sing. in -*a*) and in verb conjugation, and be familiar with the rules of intonation and stress in common Latin words;

- know the basics of (classical) Latin word formation and the difference between root and affixes, e.g., the relationship between the nouns *victor* / *victrix* and *victoria* and the verb *vinco*, *vīci*, *victum*, *vincere*;

- be familiar with the context (historical and literary) of the text that has been studied and recognise the general differences between such Latin text and its context and the context into which it is translated by the student.

2.2 Expected linguistic competences

At the end of this level the student should:

- be able to understand the fundamental parts of an easy original text (cf. the tests for *A1*);

- know the basic lexicon and elementary Latin syntax and understand simple intermediate level clauses and complex basic level clauses;

- be able to insert a declined / conjugated form in a more complex phrase;

- be able to conjugate / decline all verbs / nouns and pronouns and to transform simple sentences.

The requirements at this level are the following:

Lexicon

At the end of this level the student should

- know the vocabulary occurring in the studied texts;

- be familiar with a basic Latin lexicon consisting of about *600* words.

Morphology

At the end of this level the student should:

- know the noun paradigms of all declensions, now including some more unusual forms (such as *filiabus < filia*, *poeta* masc., *Aeneas*, *locus* vs *loca*, *Tiberis*, *bos*, *Iuppiter*, *caro* etc.);

- know the adjective paradigms of all declensions, now including some more unusual forms (such as *sapiens*, *dives*, *pauper*) and the comparative and superlative forms;

- know the different forms of adverbs in the comparative and in the superlative;

- know the most important numerals, i.e., cardinal numbers (including the declension of *unus*, *duo* and *tres*) and ordinal numbers (e.g., *primus*, *secundus* and *tertius*);

- know the forms of the personal pronouns used in the objective genitive (e.g., *nostri*) and in the partitive genitive (*nostrum*) and also the reflexive pronoun (*se*) and its declension and the remaining determinative pronouns (*idem*, *eadem*, *idem*; *ipse*, *ipsa*, *ipsum*), the relative pronouns (*qui*, *quae*, *quod*; *quisquis*, *quidquid*; *quicumque*, *quaecumque*, *quodcumque*), the remaining interrogative pronouns (the adjectival *qui*, *quae*, *quod*; *uter*, *utra*, *utrum*; *quisnam / quinam*), as well as the indefinite pronouns (e.g. *quidam*, *quisque*, *aliquis*, *quicumque*), forms of negation (e.g. *nemo*, *nihil*), pronominal adjectives (e.g. *ullus*, *nullus*, *alter*, *uterque* etc.) and correlatives (*talis – qualis*, *tantus – quantus* etc.);

- know the subjunctive forms of all tenses of all the conjugations as well as of the most common irregular verbs (cf. above);

- know the verbal paradigms in the passive voice of all the conjugations as well as of the most common irregular verbs (cf. above), including the deponent;

- know all the participles and infinitives (every tense);

- be familiar with a particular feature such as the *perfectum praesens* (e.g., *memini*, *odi*, *novi*).

Syntax

At the end of this level the student should have attained further knowledge of fundamental Latin case syntax, including:

- the function of the accusative to indicate the direct object in a clause (cf. *Praeambulum*) as well as its use with all sorts of transitive verbs (e.g., also *dolere mortem alicuius*, *metuere aliquem*, *suadere legem*, *transire flumen*), including the accusative of measure to indicate extent of space and time (*accusativus mensurae* and *temporis*);

- functions of the genitive such as the subjective and objective genitive and the *genetivus qualitatis* and *partitivus* (e.g., *multi militum*; including the corresponding prepositional phrase with *ex*) and the *genitivus comparationis* as well as the use of the genitive with verbs (*me miseret tui*);

- the *ablativus limitationis* or *respectus*, the ablative of measure (*ablativus mensurae*), the ablative of time (*ablativus temporis*), the use of the ablative with certain verbs (with e.g., *abundare re*, *assuescere labore*, *donare aliquem re*) and adjectives (e.g., *assuetus labore*, *plenus expectatione*), the use of the ablative in such functions as the *ablativus qualitatis*, with e.g., *opus est*, with certain deponentia (e.g., *utor*, *fruor*, *fungor*) and in the *ablativus absolutus*;

- the basic principles of concord (for instance, *senatus populusque Romanus decrevit*, *haec mea sententia est*, *quid est veritas* vs *quae est veritas*).

At the end of this level the student should have some fundamental knowledge of the main functions of the verbs including:

- the fundamental uses of moods in main clauses, for instance the use of the subjunctive and of the imperative in negative jussive forms (*ne quaesieris*, *noli timere* etc.) and in hortative forms (*videant consules, ne quid res publica detrimenti capiat*, *ita fac*);

- the basic use of the passive voice (e.g., *voco* vs. *vocor*) and the use of impersonal passive forms (*legitur*, *itur*);

- the use of the future participle, also in the active periphrastic conjugation;

- the use of the gerund and gerundive, and the use of the latter in the passive periphrastic conjugation.

The student should furthermore have some fundamental knowledge of elementary Latin subordination, including:

- fundamental facts about the use of tenses and moods in subordinate clauses – e.g., the use of the subjunctive with certain conjunctions (e.g., with *cum historicum* and *cum causale*, or with final and consecutive conjunctions) and in indirect questions;

- the use of relative clauses with the indicative;

- the use of final clauses with *ut*, *quo* and *ne* and the subjunctive;

- the uses of the accusative with the infinitive or participle and with the nominative with the infinitive;

- the use of the *participium coniunctum* and of the *participium attributivum*;

- the use of and function of the *ablativus absolutus* (cf. above).

3. *A2* – lower intermediate level

3.1 General description and expected but not tested competences

A2 is defined as a higher elementary or lower intermediate level because it is where there is an increase in the complexity of the studied texts (with additional commentaries).

At the end of this level the student is expected to:

- know the fundamental facts about how Latin was pronounced in the classical period and be able to read a text in Latin and then follow one of the known kinds of Latin pronunciation (e.g., so-called "classical", ecclesiastical or medieval);

- know the basic facts about (classical) Latin word formation and the difference between root and affixes, e.g., the functions of certain important suffixes (such as, for instance, nouns in *-tor/-trix*, *-tas*, *-tudo*, *-mentum* or adjectives with *-ilis*, *-bilis*, *-anus*) or prefixes (e.g., *ante-*, *circum-*, *con-*, *tra(n)s-*, *prae-*, *per-*, *re-*, *in-*, *ex-*);

- be able to place an intermediate text in its general cultural context and recognise the cultural features characterising the culture in which the text was produced.

3.2 Expected linguistic competences

At the end of this level the student should:

- be able to analyse an intermediate level text;

- understand advanced syntax in simple clauses and intermediate syntax in complex clauses;

- be able to insert a declined / conjugated form in a phrase of intermediate complexity;

- be able to conjugate / decline any verb / noun or pronoun and to transform intermediate level sentences.

The requirements at this level are the following:

Lexicon

At the end of this level the student should

- be familiar with a basic Latin lexicon consisting of about *700* words.

Morphology

At the end of this level the student should

- actively know and be able to produce the most important paradigms of nouns (including the gerund), adjectives (including the gerundive), verbs (including the deponentia and the semideponentia) and pronouns;

- know the distributive numerals (*singuli*), multiplicative numerals (*simplex*) and numeral adverbs (*semel*, *bis* etc.);

- know the correlative pronouns / pronominal adjectives and adverbs;

- know the future imperative and its function;

- know the supine in -*u* as well as the supine in -*um* and their functions.

Syntax

At the end of this level the student should be familiar with the main functions of Latin case forms, including:

- the use of the accusative in the supine in -*um*;

- functions of the genitive such as the *genitivus proprietatis* (*consulis est*, *officii est*) and the genitive with e.g., *interest* and with *causa* and the *genetivus pretii*;

- the function of the dative to indicate personal interest (*commodi*), end (*finalis*) or agent (*dativus agentis*);

- the use of the ablative in the supine in -*u* and in functions of the ablative such as the *ablativus pretii*, and the relationship between the ablative and prepositional phrases (e.g., in the instrumental function).

At the end of this level the student should be familiar with the main functions of verb forms, including:

- the use of the future imperative;

- the relationship between passive, medio-passive and sometimes even intransitive forms (*lavor* vs *me lavo* etc.);

- the use of the subjunctive in main clauses (optative, deliberative, concessive, ideal or potential, and irreal or counterfactual) and in certain subordinate clauses (indirect questions, with certain conjunctions like *cum historicum* and final *ut*, *quo* and *ne* and consecutive *ut*).

By now, the student should also be familiar with elementary Latin subordination, including:

- the *consecutio temporum* (especially in connection with interrogative clauses and with infinitives or participles);

- the fundamental functions of moods in main clauses as well as in certain subordinate clauses (cf. above);

- the use of conditional clauses with *si* + subjunctive (ideal / potential and counterfactual / unreal cases);

- and the main functions of polyfunctional words such as *ut* and *quod*.