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# O3: European Latin Language Certification – Advanced Level - Methodological and Pedagogical tools, Multimedia Practical Tools

# SYLLABUS

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# SYLLABUS – *praeambulum*, A1 and A2 + drafts of B1 and B2

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 the literary and cultural context of a text in Latin and the main differences between that environment and the modern world.

*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*.

# 4. *B1* – higher intermediate level

*4.1 General description and expected but not tested competences*

*B1* is the higher intermediate level, when the student studies even more complex texts and is expected to know all the main features of classical Latin grammar as well as some stylistically marked variation.

At the end of this level the student

- should be familiar with the *most important* metres (especially the dactylic hexameter, the elegiac pentameter and the *hendecasyllabus*) used by the classical poets and be able to comment on the basic principles on which they are constructed;

- be familiar with the basic rules of Latin word formation and with some stylistically marked phenomena in the field of word formation (e.g. poetic *levamen* vs prosaic *levamentum* or *suevi* vs *consuevi*);

- should furthermore know the basic facts about actionality in Latin (e.g. atelic vs telic in *edo* or *bibo* vs *comedo* or *ebibo* and non-dynamic vs dynamic in *caleo – calesco*, *dormio – obdormisco*);

- and is generally expected to be familiar with the literary tradition to which the studied original text belongs as well as familiar with the literary and cultural context of a text in Latin and the main differences between that environment and the modern world.

These competences are, however, not measured by our tests, which focus on lexicon, morphology and syntax.

*4.2 Expected linguistic competences*

At the end of this level the student should

- be able to analyse a text on the advanced level in detail;

- be able to understand the syntax in simple as well as complex clauses at the advanced level;

- be able to understand the lexicon at an intermediate level;

- be able to insert or transform forms in complex phrases.

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 **1633 ???** words;

- be able to understand the lexicon at an intermediate level, for instance with the varying functions of certain words (such as *facinus* used in the sense 'deed' and in the sense 'criminal action');

- moreover, learners will be required to use their knowledge of word formation to identify the most common compounds and derivatives of the words included in the lexicon: particular attention will be paid to verbal forms, which have the greatest impact on syntactic structure. See, as an example, the verb forms listed in the Appendix to the Advanced Level Lexicon.

*Morphology*

At the end of this level the student should also

- recognize some stylistically marked variation (e.g. acc. pl. *omnis = omnes*, 3$^{rd}$ pl. pf. ind. *fecere = fecerunt*, gen. pl. *deum = deorum*).

*Syntax*

At the end of this level the student should

- know the functions of the cases and how the use of the cases relate to the use of prepositional phrases and to style;

- know some not so common uses of the cases, such as for instance the accusative used in exclamations;

- be familiar with the main functions of the moods and tenses in main clauses and in subordinate clauses – for instance in various kinds of conditional clauses;

- know some not so common uses of forms of the verb, such as for instance the historical infinitive used in narrative texts;

- be familiar with the use of the subjunctive in relative clauses;

- be familiar with the constructions with the *verba timendi* and with the *verba impediendi* as well as the most important functions of *quin*;

- be familiar with the use of the subjunctive in an "oblique" function in causal clauses introduced by *quod*).

# 5. *B2* – the advanced level

*5.1 Expected but not tested competences*

*B2* is the advanced level, when the student studies linguistically and literarily complex texts and is expected to understand stylistically marked variation as well as the main features in the development of the language, from Proto-Indo-European to Latin and from classical to late Latin.

At the end of this level the student

- should know the fundamental facts about how Latin was pronounced in the classical period as well as in later periods and comment on the origin of the different forms of Latin pronunciation (e.g. so-called "classical", ecclesiastical or medieval); be familiar with the prosodic changes in the late Latin period and the birth of Latin poetry based on the stress accent; and know some important metres used in early and classical Latin (e.g. the *iambic senarius*, the *trochaic septenarius*, Alcaic, Asclepiadean and Sapphic verses);

- should know something about changes in word formation from Early to Late Latin (for instance how actionality is expressed in classical and in later Latin) as well as something about the Proto-Indo-European origin of the most important features of Latin word formation and morphology and be able to comment on various features of style – morphological as well as syntactical – in prose and poetry;

- should also be familiar with the most fundamental changes in morphology 1) from Proto-Indo-European to Latin (e.g. the fact that some perfect tense forms in Latin descend from the PIE aorist – e.g. *scripsi*, *parsi* – whereas others descend from the PIE perfect – e.g. *cucurri*, *peperci* – or that some forms of the subjunctive descend from the PIE optative – e.g. *ausim*) and 2) from earlier to later Latin (e.g. the increasing use of prepositional phrases instead of case forms and the changes in subordination syntax);

- be able to comment on various features of style – morphological as well as syntactical – in prose and poetry;

- and is generally expected to be familiar with the genres of Latin literature and to know well the literary tradition to which the studied original text belongs;

- be able to comment on the text and on possible textual problems in the text (i.e. they should have been introduced to this problem in the transmission of the ancient texts and know something about how to read a critical apparatus).

These competences are, however, not measured by our tests, which focus on lexicon, morphology and syntax.

*5.2 Expected linguistic competences*

At the end of this level the student should

- be able to understand and analyse a complex text (in prose or poetry) in detail;

- be able to deal with all sorts of syntax in complex clauses;

- be able to understand the lexicon at an advanced level;

- be able to insert or transform forms in very complex phrases;

- be able to formulate simple phrases;

- be familiar with the fundamental grammatical concepts of importance for the description of Latin syntax.

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 ***1633 ???*** words;

- know the kinds of word formation which are productive in classical Latin;

- moreover, learners will be required to use their knowledge of word formation to identify the most common compounds and derivatives of the words included in the lexicon: particular attention will be paid to verbal forms, which have the greatest impact on syntactic structure. See, as an example, the verb forms listed in the Appendix to the Advanced Level Lexicon.

*Morphology*

At the end of this level the student should also be familiar with the most fundamental changes in morphology and the stylistic qualities of such variation in prose and poetry (cf. above, 5.1).

*Syntax*

At the end of this level the student should

- be able to deal with complete syntax in complex clauses such as for instance in indirect speech (e.g. the conditional clauses in the *oratio obliqua*, the subjunctive in dependent clauses, indirect questions in indirect speech);

- be familiar with the rules of the *consecutio temporum* in the *oratio obliqua*;

- be familiar with the most important syntactic changes from earlier to later Latin – e.g. increasing use of prepositional phrases instead of case forms and of *quod* or *quia* instead of the accusative with the infinitive.