



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Intensive Latin 1

Week 1

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Welcome to Intensive Latin 1!

Week 1 pt. 1 (section 1A)

Dr Julene Abad Del Vecchio



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Module aims

AIM(S)

- To enable students who have no or very little prior knowledge of the language to gain a basic knowledge of Classical Latin grammar and syntax.

LEARNING OUTCOMES

- Upon the successful completion of this module, the student should be able to demonstrate:
 - Be able to translate simple Latin texts;
 - Have a good understanding of basic Latin grammar and syntax.

Working schedule

Material will normally be introduced via vidcasts on Monday/Tuesday.

Consolidation and homework review during a live session (**time tbc – KEEP AN EYE ON MOODLE FOR ANNOUNCEMENTS**)

Learning

Activity Type	Hours	Percentage
Independent learning	300	100%
TOTAL	300	100%

Moodle

The Moodle page is the hub of the course. It has sections dedicated to:

- Assessment
- Syllabus & practicalities
- Introductory slides/PDFs on new material and vidcasts.



Use the Moodle page to communicate!

1-hour a week **LIVE** session to discuss homework and issues arising from new material. You will have the option of joining the online seminar.

If you can't attend, don't worry:

1. feedback seminars will be recorded and made available.
2. I will collate questions from everyone's homework and address any issues that may arise, in addition to individual feedback



Non-assessed assignments

Throughout the semester, you will be asked to submit **non-assessed** homework assignments

These are usually the **Reading / Test Exercises** in the *Reading Latin* Grammar/Vocab volume. They are exercises designed to use all new elements of the week's learning



Submission of assignments

The schedule for submitting non-assessed assignment is under the Assessment section on the Moodle page

1. The homework is submitted via file upload under each week's section and "**Assignment**"
2. The deadline is **Sunday** – I usually mark homework on Mondays.
3. Where possible, submit the homework in a Word Doc.

First 3 weeks of assignments

Week 1 (deadline 16/10)

RL English-Latin bottom p. 15 (into both English and Latin) / *RL* Latin-English top p. 24.

Week 2 (deadline 23/10)

RL English-Latin bottom p. 34-35 (into both English and Latin) / *RL* Latin-English top p. 43

Week 3 (deadline 30/10)

RL Latin-English top p. 50 / *RL* Latin-English p. 58

Assessment: all on Moodle!

The assessment for Intensive Latin 1 has three parts:

1. Time test 1 & 2: each 1 hour, together counting for 50% of the total module mark

2. End-of-semester exam: 2 hours, making up 50% of the module mark

All details of material covered, and dates, are in the module syllabus...

Assessments pt.2

Assessment component 1 – 25%

One-hour online test to be held on **Monday 7/11** covering up material up to, and including, chapter **1E** of *RL*

Assessment component 2 - 25%

One-hour online test to be held on Friday **16/12**, **(tbc)** covering up material up to, and including, chapter **3A** of *RL*

Assessment component 3 – 50%

One two-hour online exam, which will be held in January **(DATE AND TIME TBC)**.

N.B. Time tests and exam must be taken between 09.00 and 23.59 on the given date.

Assessment pt.3

All of the assessments are 'open book': you will have access to vocab lists, textbooks, feedback

So, what matters?

Preparation & timing: you will have to deal with a higher number of questions than in a normal time test/exam

You can use aids to double double-check things, but to be able to complete the test/exam successfully you need to be well prepared

Everyone's online quiz will be different: questions are randomised (off-campus students do not need to be invigilated)

Each quiz (time test, exam) can only be attempted once and must be completed within the set time limit (1/2 hours)

Note on textbook

We will be using the second edition of Jones and Sidwell's *Reading Latin*.

If you haven't already, please make sure to get a copy of this book as soon as possible

Initially, we will be using the Grammar volume rather more than the textbook, but both will be used on the module

Peter Jones and Keith Sidwell
Reading Latin
Grammar and Exercises
SECOND EDITION



Peter Jones and Keith Sidwell
Reading Latin
Text and Vocabulary
SECOND EDITION





Reading Latin sections

Each chapter in *Reading Latin* has a vocabulary section divided into

Running vocabulary: helps you resolve vocab questions for the textbook chapters

Learning vocabulary: this is the vocabulary you need to master actively each week

The overview grammar at the end of the Grammar volume will become increasingly helpful as you go through the modules. The list of contents (Grammar volume p. v) also makes a useful checklist of what we cover each week

Getting us all on the same page

GRAMMAR BASICS

Grammar basics

- In order to be able to discuss words in a Latin sentence and in order to understand their behaviour, we need to know grammatical and syntactical terms
- The use of these terms transfers easily to other languages and will help you improve both your current languages and the ones you might start learning in the future
- The work you do on grammar in Latin also tends to help quite a bit with reading feedback on your writing in other modules!

Grammar basics

Parts of speech

- In a sense, ‘grammar’ might be used to describe the rules that apply to each individual word, and ‘syntax’ the rules and systems that apply to putting words together.
- Even before they are put in a sentence, individual words can be categorised according to type.
 - The English term ‘parts of speech’ might be confusing: other modern languages call this ‘types of words’ (*nature* in French, *Wortart* in German, *ordklass* in Swedish, but *parti del discorso* in Italian and μέρη του λόγου in modern Greek)

Parts of speech in English and Latin

- **Verb: describes action**
- **Noun: describes objects/things/people**
- **Adjective: describes qualities of nouns**
- Pronoun: noun stand-ins, e.g. 'it' instead of 'noun'
- Adverb: describes how a verb is performed, e.g. 'it grows quickly'
- **Preposition: words describing position linked to a noun, e.g. in, outside, from, during, of, between...**
- **Conjunction: links clauses and sentences together, e.g. because..., although..., for...**
- **Interjection: exclamations, e.g. 'ecce!' 'heus!'**

Verbs & nouns: verbs

- Initially, the most important will be verbs and nouns as they help us make up the most basic sentences: *The student reads, the dog barks, etc.*
- It will not surprise an English-speaker that verbs have different endings depending on who performs the action:
 - I am vs they are: we do too!
- Latin is however more detailed than English:

Person	Latin	English
1 st	sum	I am
2 nd	es	You are
3 rd	est	He/she/it is
1 st	sumus	We are
2 nd	estis	You (pl) are
3 rd	sunt	They are

1st Conjugation (a- verbs)

amo	I love/do love/am loving
amas	You (sg) love
amat	She/he/it loves
amamus	We love
amatis	You (more than 1 – pl) love
amant	They love

2nd conjugation (long –e verbs)

habeo

I have/I do have/I am having

habes

You (sg) have

habet

She/he/it has

habemus

We have

habetis

You (pl) have

habent

They have

Let's try it

- RL G&E p. 4 exx. 1 and 2
- RL G&E p. 7 exx. 1 and 2

Here is where you pause the video, and attempt the exercises. Answers will be given in the NEXT SLIDES.

Exercise RL G&E p. 4 exx. 1 and 2

- Translate into Latin:
 - You (s.) are; there are;
he is; there is; you (pl)
are; they are; it is; I
am; she is
*es; sunt; est; est; estis;
sunt; est; sum; est.*
 - Change singular to
plural or vice versa:
*sum; sunt; estis; est;
sumus; es*
*sumus; est; es; sunt;
sum; estis.*

RL G&E p. 7 exx. 1 and 2

- Conjugate:
- *celo, timeo, porto; habeo*
- *celo, celas, celat, celamus, celatis, celant*
- *timeo, times, timet, timemus, timetis, timent*
- *porto, portas, portat, portamus, portatis, portant*
- *habeo, habes, habet, habemus, habetis, habent.*

RL G&E p. 7 exx. 1 and 2

- Translate then change pl. to sg. or vice versa:

*clamas; habent; intrat;
uoco; sumus; portamus;
times; habetis; est; timet;
uocant; celatis; timemus;
habeo; sunt.*

Translation: you (s) shout; they have; he enters; I call; we are; we carry; you (s) fear; you (pl) have; he is; he fears; they call; you (pl) hide; we fear; I have; they are.

Change in number: *clamatis; habet; intrant; vocamus; sum; porto; timetis; habes; sunt; timent; vocat; celas; timeo; habemus; est.*

Latin uses fewer words

- '*sum*' or '*habet*' expresses in Latin what we need two words to say ('I am' or 'he/she/it has')
- Unless it is particularly emphasised, in Latin we don't need to add a pronoun
- => translating to English, you will need to add them!

Classifying Latin nouns

- **Number:** One or many?
 - Singular or plural
- **Gender:** He, she, it?
 - Masculine, feminine, or neuter
 - Some nouns will refer to male or female people, but for most Latin nouns the gender has no connection to the meaning of the word

Declension

- Nouns and adjectives are grouped together depending on how they look in different cases and how the change between singular and plural
- We have declension in English too but think about it less consciously:
 - One chair, many chairs.
 - One society, many societies.
 - One sheep, many sheep.
- Latin has five different declensions

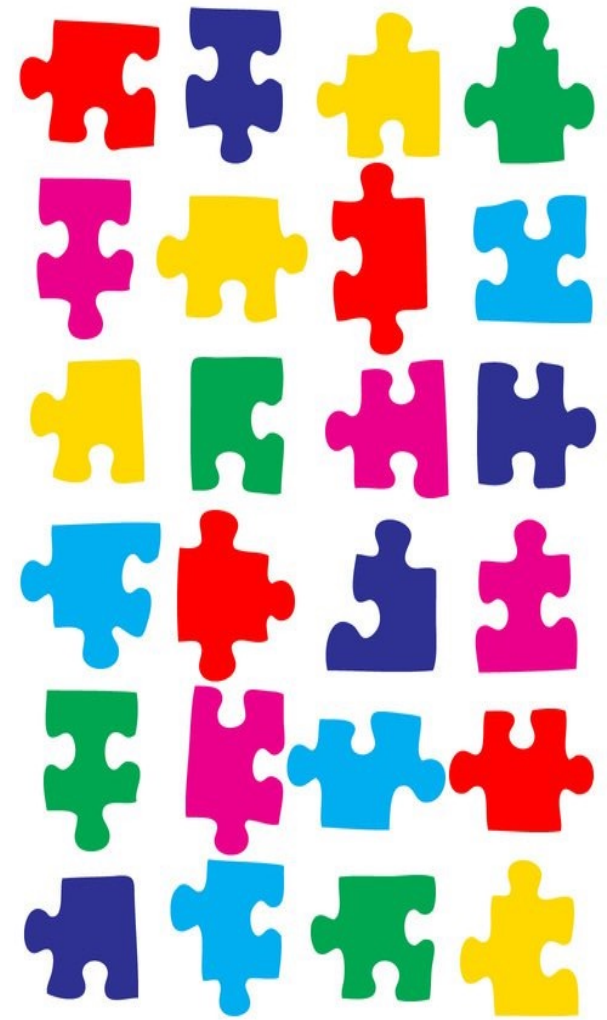
Word order?

- In English, we make sense of how words fit together depending on their order:
 - The dog sees the cat.
 - The cat sees the dog.
- In Latin, word order matters less – it determines emphasis but, fundamentally, not meaning



Case

- The shape of each word will show how it relates (fits with) to other words in the sentence
- Word endings are crucial and give you that information
- NOUNS and ADJECTIVES within a sentence belong to one of six cases, which indicates what role the word plays in the sentence



Cases: English

- In modern English, we don't really separate words in different cases as the word forms coincide
- However, when we use pronouns we do take case into account and use it to signal syntactical function:
 - I see James => I see him
 - I see James and Megan => I see them
- Even if we change the word order, it is clear who sees whom:
 - “James and Megan? No, I can't see Anna, but them, I do see.”
- ...and in Latin, this is much less awkward than in English.

1st declension nouns

(RL 8)

	Singular	Plural
Nominative	serua	seruae
Accusative	seruam	seruas
Dative	seruae	seruarum
Genitive	seruae	seruis
Ablative	serua	seruis
Vocative	serua	seruae

- REMEMBER: In Latin, sometimes the letter v will look like u (**u**ita = **v**ita = ‘life’, cf ‘vitality’). This is called u-consonant. But u can also be a vowel (as in the name Romulus, legendary first king of Rome.) *Reading Latin* writes both as 'u', not all books will (especially older ones).

2nd declension nouns (RL 9)

	Singular	Plural
Nominative	seruus	serui
Accusative	seruum	seruos
Genitive	serui	seruorum
Dative	seruo	seruis
Ablative	seruo	seruis

Just a few more things...

**...THEN WE'LL BE ABLE TO
CONSTRUCT SENTENCES**

Syntax: Words within a sentence

- The dog licks the nose
 1. What happens, what is the action?: someone **licks** something = Verb (the syntax term is 'predicate')
 2. Who (1) someone something?: **The dog** = **Subject**
 3. What does (2) (1) ?: **the nose** = **direct object**



Syntax: Picking the right case

- **Nominative**: nominative forms and endings are for the subject
- **Accusative**: accusative forms and endings are for objects
 - We will use the term ‘accusative object’ for ‘direct object’
- Accusative and ablative also appear with certain prepositions
- Genitive (as in English) will be used to show the owner of something, but we’ll get back to that later

- **The slave woman calls the slave (man).**

serua seruum uocat

serua = nominative

seruum = accusative

uocat = 3rd person singular

- **They have garlands**

what do you need for the predicate? 3rd person plural of *habeo* = *HABENT*

who is the subject? *THEY* = already there in *habent*

‘garlands’ is the object of the verb = you need the accusative = *coronas*

corona, coronae = 1st declension f.

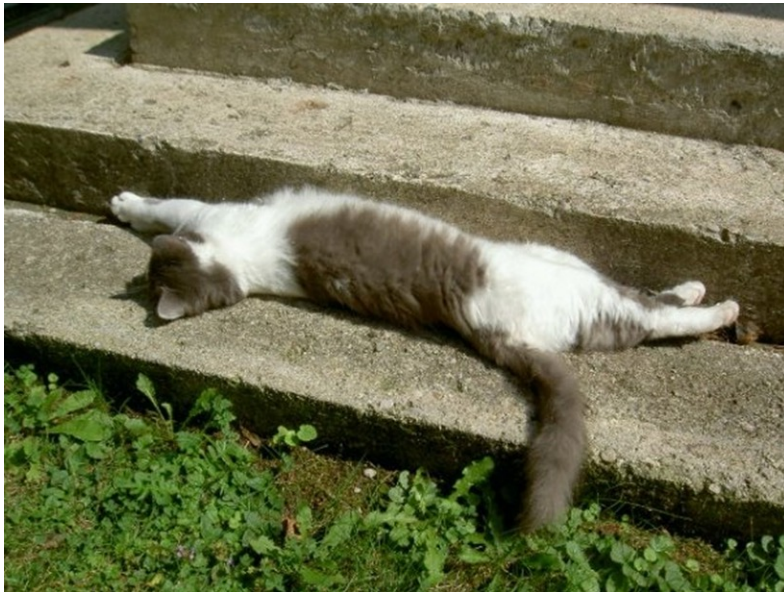
Now have a go at RL E&G p. 11 ex. 3 (– *it continues on p. 12!*)

RL E&G p. 11 ex. 3

Translations:

- a) I am a slave boy.
- b) I carry a pot.
- c) They have garlands.
- d) The slave girl fears the slave boy.
- e) You call the slave girls.
- f) Slave girls carry pots.
- g) We hide pots
- h) Cooks hide slave girls.
- i) The household has a garland.
- j) The slave boy calls a slave girl.

Syntax: About the subject & complement



- Gabriel is a good cat.
- The verbs **'be', 'become', 'appear [to be]', 'seem [to be]', 'remain'** expand on the qualities of the subject
- This 'expansion' ['a good cat'] is called a predicative complement
- In Latin, this must be in the nominative

Subject and complement

- serua Staphyla est.
- coquus est senex.
- quis es?

Revision

'TO BE' AND VERBS OF 1ST AND 2ND CONJUGATION

VERBS SO FAR

- So far, we have worked with verbs that are:
 - Present tense
 - I love (now, still doing it)
 - I have (now, still doing it)
 - NOT ‘have’ as an auxiliary verb like in ‘I have read this’ but ‘have’ as in ‘I have a book (now, it’s still mine!)’
 - Active in meaning
 - I love
 - NOT ‘I am being loved (by my dog/children/boyfriend)’

I am...

NUMBER	PERSON	LATIN FORM
Singular	1 st	Sum
	2 nd	Es
	3 rd	
Plural	1 st	Sumus
	2 nd	Estis
	3 rd	

Verbs of 1st and 2nd conjugation

Number	Person	1 st conjugation	2 nd conjugation
Singular	1 st		habeo
	2 nd	amas	habes
	3 rd	amat	
Plural	1 st		habemus
	2 nd	amatis	habetis
	3 rd	amant	