

PROTOTYPE



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

LATIN LANGUAGE TEACHER'S GUIDE

SENIOR ONE



**LOWER SECONDARY
CURRICULUM**



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CURRICULUM



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This material has been developed as a prototype for implementation of the revised Lower Secondary Curriculum and as a support for other textbook development interests.

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Foreword

Learning Latin has been challenging in this country especially due to lack of home based textbooks. All the books used have been the ones got from Europe. Even then the books were not available. This made the teaching of Latin difficult to manage by Seminaries. That is why not all seminaries do offer Latin.

The attempt to write our own Latin Course books for lower secondary schools is aiming at mitigating the challenges to offer optional subjects that school administrators cite as a reason for not offering these optional languages, yet learning a second or third language is crucial in the professional life of an individual for survival in an area where we need a foreign language.

This Teacher's Guide, therefore, guides the teacher on how effectively to facilitate learning of Latin using the Latin Book 1.

The Latin Book 1 in question is designed for true beginners of the language. The approach of learning Latin in this book is activity based and learner -centered. This is to inculcate in learners the ability of learning by doing so that they take the responsibility of their own learning and avoid passive learning that promotes rote learning.

The book provides activities in all the four communication skills namely listening, speaking, reading and writing. However, the individual learners can increase more activities of their own in translation which plays an active part in building the learner's ability in expressing in written Latin what they already know. In the same way they will also learn to understand written texts in Latin.

On every topic, there are short summaries of grammatical principals handled. The teacher will always be guided to guide learners to learn more about the grammatical content mentioned in every topic to encourage learners learn more Latin. There is also other background information given for the teacher to deepen their knowledge on a given principle. Teachers are, therefore, supposed to read them as they prepare their lesson.

With the technical guide to the teacher in the teachers' guide on how to handle every activity in this book, this book pushes the learners to identify roman values and attitude towards life and compare the cultural values of Ugandan societies today with the roman culture reflected in Latin Language. The methodology of group work for peer learning, debates, project work builds the generic skills like team work, effective communication, sharing, solving problems and resolving conflicts among the learners, etc. The book, therefore, prepares the learners to solve the real life situations in our communities.



**Associate Professor Betty Ezati,
Chairperson, NCDC Governing Council**

Acknowledgement

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Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Learner's Book.

NCDC is committed to uphold the ethics and values of publishing. In developing this material, several sources have been referred to which we might not fully acknowledge.

We welcome any suggestions for improvement to continue making our service delivery better. Please get to us through P. O. Box 7002 Kampala or email us through admin@ncdc.go.ug.



Grace K. Baguma
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CHAPTER 1: INTRODUCTION TO LATIN



Keywords :

Salve, rosa, schola, discipulus, magister

- Respond to greetings
- Trace the historical background of Latin
- importance of Latin today
- Latin alphabet

Memento:

In this chapter, you will help learners to learn the importance of Latin. You will guide them to learn the numbers. You will also facilitate the process of learning the greetings in roman way in Latin.

Trace the historical background of Latin



Explain to the learners the historical background of Latin and how important it is in the world of knowledge up to today. Take just one period to brainstorm on the history of Latin in summary form to enable learners appreciate the reason why they have to learn the language. Give the learners this web page in advance to research on the historical background of Latin

Explain that according to Christopher Muscato in <https://study.com/academy/lesson/the-latin-language-origin-history-influence.html> what have you understood.....? For you read this in advance:

Latin isn't really spoken anymore, but it's still an incredibly important language. In this lesson we'll explore the history and development of this ancient language, and see how it impacted European history.

Latin has been called a dead language, because nobody speaks it conversationally anymore. That moniker may not be entirely appropriate. Latin is more like a ghostly language. It's technically dead, but it still pops up every now and then to haunt us. For example, have you ever been asked to fill a *quota*, finished a list with *etcetera* or explained something *vice versa*? All of these commonly used idioms come from the Latin language.

However, we define it, Latin played a major role in European history. It was, for a long time, the primary language of the Western world. It was one of the first great literary languages of Europe. It was spoken by millions, and influenced the rise of other written languages. It's a *bona fide* part of our past.

The Origins of Latin

While its exact origins are mysterious, the ancestral form of Latin seems to have been one of the oldest members of the **Indo-European** language family, a large category also including Greek, Celtic, and Germanic languages. Linguists theorize that the ancestors of Latin appeared in the Italian Peninsula around 1000 BCE, where it started to form into the oldest version of true Latin, known as **Archaic Latin**, somewhere along the Tiber River. The people who spoke Archaic Latin eventually built their own city in this same spot, and called it Rome.

While Latin interacted with the Oscan, Umbrian, and Faliscan Italic languages of the peninsula, it was most influenced by a central Italian language of mysterious origin. **Etruscan** was one of the only non-Indo-European languages of Italy. In fact, Etruscan doesn't seem to be clearly related to any other known language. Its written form, however, was partly based on Greek and Phoenician models. Both the spoken and written forms of Etruscan greatly impacted Archaic Latin, and the Roman people developed a writing system for their language sometime around the 7th century BCE.

Latin in Rome

Latin continued to develop as Rome itself grew. In 509 BCE, the Romans overthrew their king and established the Roman Republic. By this time, they were speaking and writing a pre-Classical form of Latin. As the Romans developed their republic, they used this language to write out their histories, philosophies, and political treatises. Latin became more standardized as Rome developed a sophisticated intellectual culture.

Finally, around 100 BCE the Romans had codified their language into what we call **Classical Latin**. This was the language of intellectuals, poets, and philosophers, and it helped issue in the golden age of Latin literature. Lasting from the late Republic through the early years of the Roman Empire, this period featured the works of Rome's greatest literary masters, including Cicero, Virgil, Ovid, and Livy.

As the Roman Empire spread, Latin moved into Roman colonies. It became so widely spoken, that it was the de facto language of the Western world. No matter where you went, you could find someone who spoke Latin. This made it easier for merchants, philosophers, generals, and rulers to interact, and even places outside of Roman control learned Latin so they could participate in mainstream Mediterranean economies and politics.

As Latin spread, it was also impacted by other languages, most notably the Celtic and Gaelic languages to which Roman soldiers were highly exposed. From the 2nd to 6th centuries, formal Latin was slowly molded into something infused with other idioms and vocabularies, known as **Vulgar Latin**.

Latin After Rome

In the 5th century, Rome officially fell. Without Roman control, there was no one left to maintain Latin as a standardized language. Vulgar Latin quickly evolved into the Romance languages of French, Spanish, and Italian, and impacted the development of new Germanic and Celtic languages.



This does not mean Latin was abandoned entirely. The Roman Catholic Church, based in Rome, maintained Latin as its language of scholarship and worship. The Church was the centre of intellectual culture once Rome fell, and maintaining the language of Roman intellectuals communicated that.

Magister meus et populi in schola mea:

1.1 : In schola mea.

1.1.1. Salutatio

You should, therefore:

- i. Teach and practice signs of greetings in Roman culture
- ii. Give learners to listen to the words/sounds you wanted them to produce first
- iii. I group work for dialogues, allow waiting time. Real conversations include breaks for reflection, rehearsal, questioning of clarifications, and the search for the "right" word or phrase. Learners need more time to recall vocabulary and to plan their message.
- iv. Support learners first when introducing new expressions and vocabulary through activities where all students speak in unison, whether in class or in a variety of groupings (eg, all students with brown hair, with red shirts, or whose birthday falls in a certain month).
- v. Encourage students to build on stored language structures to communicate the original messages.
- vi. Explicitly teach students how to monitor what they are talking about, offering strategies and tools that promote self-correction.
- vii. Encourage students to "try to say it." Try to read it.
- viii. Encourage students, as they advance, to improve their speaking skills, use a specific language and more complex sentence structures and linguistic conventions.
- ix. Create, with students, reference tools such as wall phrases and anchor diagrams.

Exercitum 1 : audi et itera/ redi

 <p>1. salve, Kintu 2. salve, magister</p>	 <p>3. intra!... Salve, Akello 4. salve, magister!</p>
 <p>5. bene es, Kintu? 6. bene sum. gratia magister</p>	 <p>7. Bene es, Akello? 8. bene sum, gratia.</p>
 <p>9. conside ! 10. gratia, magister.</p>	 <p>11. in locum tuum vade, Akello. 12. gratia, magister.</p>

**Exercitum 2 : audi, itera/ redi et scribe
(salve, salvete, te saluto, Bene dormire,)**

1. ----- 2. ----- 3. ----- 4. ----- 5. -----



Guide the learners to read the words in this table to improve their pronunciation of Latin. You can do this by showing them pictures related to the words and ask them to say relevant sentence or word in the table. Correct them where necessary as they are saying the words.

Vos moneo :

	☀	🌙
Kintu	Salve (singular) Salvete (plural) Te Saluto Vos Saluto	Salve (singular) Salvete (plural) Te Saluto Vos Saluto

Disce :	grati-a	gratiae	nominative
	Grati-a	gratiae	vocative
	Grati-am	gratias	accusative
	Grati-ae	gratiarum	genitive
	Grati-ae	gratis	dative
	Grati-a	gratis	ablative

Exercitum 3 : look at the declension of the followings nouns of the first group and find out the endings for different cases. (nominative, vocative, accusative, genitive, dative and ablative.)

After explaining the sentence below give some infinitive verbs and ask learners to give instructions using the words you have given them.

Nota bene: infinitive can also be used to give instruction.

Ros-a, mens-a, tabul-a

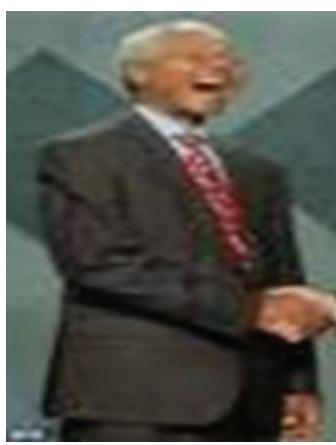
Actio 4: Latin Greetings

English Greetings	Latin Greetings:
Hi!	Heus!
Good morning!	Salvē!

Good evening!	Salvē!
Welcome! (to greet someone)	Salvē!
How are you?	Quid agis?
I'm fine, thanks!	Valeō!
And you?	Et tū?
Good/ So-So.	Bene / admodum bene
Thank you (very much)!	Grātias (multas).
You're welcome! (for "thank you")	Salūtātiō!Heu!
Friend!	Heus! Amīcus (male) / Amīca (female) Tē
I missed you so much!	dēsiderāvī tantum!
What's new?	Quid novī?
Nothing much.	Nullum multum
Good night!	Valē!
See you later!	Valē!
Good bye!	Valē!

Give examples of endings of words in different cases for the learners to follow.
Explain what it means for a word to belong to first group. Then enable learners to repeat after you the ending sounds. At last make them read the whole word.

Lesson 2 : In schola mea. Nomem tuum dice.

1. Nicole 	2. 2. Maria-Rosa Nomen meum Maria-rosa est. Magister bonus sum. 	3. Mandela 
- Nomen meum Nicola est. Puer bonus sum.		- Nomen meum Mandela est. Duos pueros habeo.

Make the learners to first listen to the already existing self-introductions and give them 2 minutes to prepare them in groups and 1 minute for presenting their oral work to others.

move around from group to group to evaluate individual contribution to group work. Guide

Exercitum : Introduce the following people:



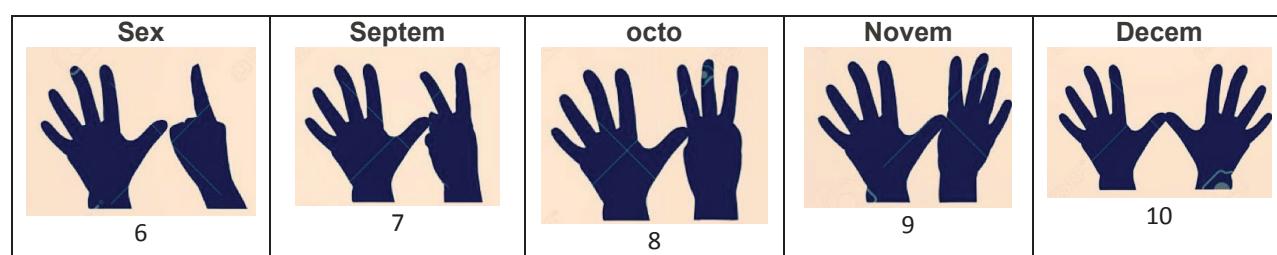
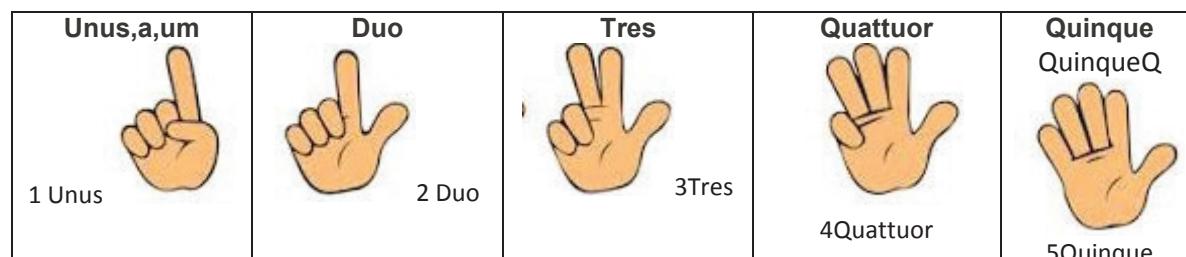
Akello,discipula
- Hoc Akello est. Discipula est
-



Alindaru Waliyo,agricola.
- Waliyo nomen est. Illa est
agricola.

Disce : esse : sum, es, est, sumus, estis, sunt

Explain that every group of people uses its own gesture of counting using fingers. Ask the learners to count using the signs of their own communities. Then show them how the roman people used to count using fingers as here below. Ask them to show the gestures of some few numbers in Latin.



DUOS manus habeo et tu ?



dialogo

Petero: Nomen meum Petero sum. Duodecim sum in primo gradu. Et tu?

Paulina: Mihi: nomen meum Paulina est. Duodecim annorum sum similis tui. Etiam in primo anno.

Help learners to listen and say the words in the dialogue and practice them as many times as they can.

You should, therefore:

- i. set an enthusiastic optimistic tone in the classroom.
- ii. show how to take risks to develop oral expression skills and encourage students to do the same.
- iii. focus on the positive and encouraging students to recognize everything they can say or do in Latin they are learning based on specific learning expectations and goals.
- iv. build a learning community where each person is a valued member of the language class, and encourage learners to support each other.
- v. involve students in setting class expectations; standards and behaviors.
- vi. clearly establish routines and ensure that students know how to follow them.
- vii. encourage students to help each other in the target language before seeking support from teachers.
- viii. foster a positive environment where students celebrate successes and congratulate each other with words of encouragement.

These words below can be posted in the room or distributed to students for quick reference. Students can help make words of encouragement of craft materials or write them on colorful phrase strips in bold characters.

Disce :

Unus	una	unum
Une	una	unum
Unum	unam	unum
Uni	unae	uni
Uno	unae	uno
Uno	una	uno

1.1.3: Verba in schola

Exercitum 1: Ordines lege: instructiones magistri tui responde.

sede /sedete



Sedeo



Librum meum volvo
portam aperi!



Librum claudi!
Librum cludo



Portam claudi!
Portam cludo



Scribo



Stare



In silentium



redigere!



Assie-nas
Sil'as-pid!



Merci,
madame.

Read the instructions and ask /learners to repeat them two times. When you read an instruction, use gesture to explain what it means. You can only use translation approach when learners fail to pick the exact meaning with the help of your gesture.

Later, ask learners to give instructions to their fellow learners, and the learners take action in gesture.

Disce

Infinitive	Imperative
Amare	ama, amate,
Monere	Mone, monete
Legere	Legi, legite
Audire	Audi, audite

CHAPTER 2: Life at School: The Verbs of the First Conjugation



Figure 1: In schola sunt

Keywords :

Amicitia , amicus, schola, discipulus, magister.

- Name objects found in school ;
- decline nouns like, rosa, amicus and magister ;
- conjugate verbs like amare.

Memento:

In this chapter, you help the learners to understand what the verbs, the stem, the various moods, persons and number in Latin are and their use. With examples, you guide them to view and identify the endings of the 1st conjugation verbs in the indicative mood, active voice, present tense etc. give them skills to translate simple verb sentences from Latin to English and English to Latin with special consideration to verbs mainly applicable to life at school; for example, amare, manducare, cantare, laborare, pugnare, aedificare, orare, laudare, mulcare, clamare, etc. You guide learners practically, with examples and in groups to understand how the first declension is done in different cases and numbers. Using pictures and real objects, you will also help learners to identify, and pronounce the names of objects in their school.

Quod est ?

2.1 : Audi et redi !

Read the Latin short text and pick the nouns.

Before the exercise starts, using brainstorming approach, guide the learners to remind each other on how to distinguish Latin nouns from adjectives and other words.

ARGUS STEALS THE DINNER

Scintilla in casa laborat, cenam parat. Fessa est. Horatia in via cessat. Scintilla filiam vocat. Puella casam intrat et Scintillam iuvat; aquam in casam portat. Scintilla filiam laudat.

Cena parata est. Scintilla filiam vocat et fabulam narrat. Horatia fabulam audit. Mox Argus casam intrat. Cenam spectat; subito eam rapit et devorat. Scintilla irrata est; Argus in viam fugit. Scintilla aliam cenam parat.

THE SCHOOL OF FLAVIUS

Quintus ad ludum lente ambulat; in via amicum videt, nomine Gaium; eum vocat. Gaius ad ludum festinat sed ubi Quintum audit, manet et eum salutat. Quid facis, Quinte? Inquit. Cur tam lente ambulas? Sero ad ludum venimus. Ego festino. Quintus respondet: eras; non sero venimus. Exspecta me! Gaius anxius est sed Quintum exspectat. Itaque duo amici lente ad ludum procedunt.

Ubi ad ludum accedunt, alios pueros vident. Hi pueri magni sunt et duri. Ubi Gaium et Quintum vident, Tinus, nomine Decimus, ecce! Inquit. Quintus et Gaius accedunt. Heus, pueri, quid facitis? Cur tam lente ambulatis? Cur non festinatis? Sero ad ludum venitis.

Quintus respondeat: erratis. Non sero venimus. Manete! exspectate nos! Decimus eos exspectat sed, ubi ad ianuam accedunt, Quinti capsulam rapit et in arborem iacit. Quintus valde iratus est et clamat: cur id facis? Asinus es. Et Decimum pulsat timet; fugit in ludum.

Exercitum 1 : Pronounce the names of objects in the classroom as learners will identify them!

Write down the nouns learners have identified in the passage and read them aloud as the learners repeat after you. Correct the pronunciation where necessary.

Exercitum 2 : Conversatio - discipulus A poscit , discipulus B respondet.

Discipulus A : Quod est?

Discipulus B : Id est mensa.

Materials you need:

Ask learners to point at objects starting from those in their class. Then the whole class can go out of the class and point at the object at school.

You can get pictures of objects at school as follows and learners ask what the objects are. Make sure you have a dictionary to get names of objects from



As the learners are making sentences you may need to correct their mistakes this is a suggested approach of doing it;

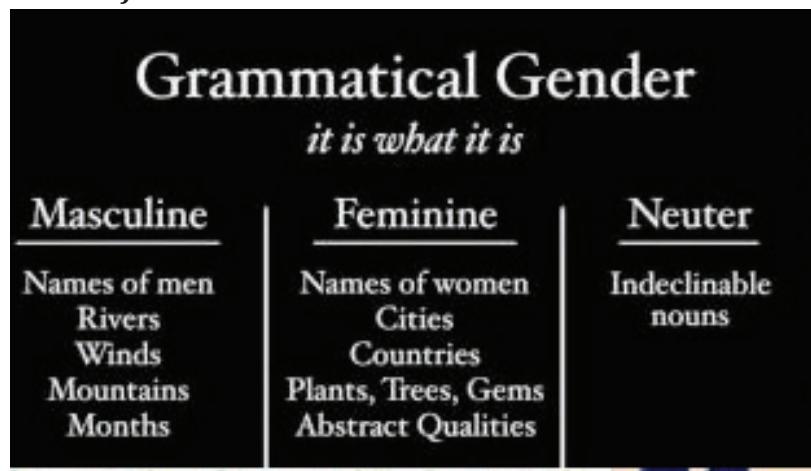
- i. reformulate the sentence correctly and ask the student to repeat the correct formula.
- ii. indicate the error by repeating the expression with the intonation that draws attention to the error.
- iii. present a choice that includes the correct form.
- iv. affirm the primacy and provide the correction.
- v. provide a clue that would lead the student to self-correction.

Exercitum 3 : Group masculine/feminine nouns together

As you wrote down all the nouns learners identified from the previous Activity, you did not classify these nouns ask learners to talk about the endings of each noun to enable them to identify the endings of the nouns. Ask learners, in this activity, to group the nouns according to the way they end.

<i>Calamus, i</i>	<i>Mensa,ae</i> <i>-a</i>	<i>Abatos</i> <i>Abydus</i>	<i>abalienatio</i> <i>abalietas</i>
.....	<i>Abae</i>	<i>abyssus</i>	<i>abannatio</i>
.....	<i>Aballaba</i>	<i>acatus</i>	<i>Abantias</i>
.....	<i>abamita</i>	<i>acoros</i>	<i>abbreviatio</i>
.....	<i>abavia</i>	<i>Acorus</i>	<i>abcisio</i>
.....	<i>abbatia</i>	<i>aculos</i>	<i>abdicatio</i>
.....	<i>abbatissa</i>	<i>Adendros</i>	<i>abdicatrix</i>
.....	<i>abbreviatura</i>	<i>adipos</i>	<i>abductio</i>
.....			

You can give them the general knowledge that can guide learners on the gender of nouns as in the picture below and compare it with English. In English is there anything like Neuter gender? Remind them of the word 'it'.



Provide learners with the table below prior to the lesson to read and ask them to take note of the endings of the words. What is similar with the words having the same ending?

Discere : Nomines secunda declinationis

Nominative	calamus	calami
Vocative	calame	calami
Accusative	calamum	calamos
Genitive	calami	calamorum
Dative	calamo	calamis
Ablative	calamo	calamis

Nominative	magister	magistri
Vocative	magister	magistri
Accusative	magistrum	magistros
Genitive	magistri	magistrorum
Dative	magistro	magistris
Ablative	magistro	magistris
Nominative	liber	libri
Vocative	liber	libri
Accusative	librum	libros
Genitive	libri	librorum
Dative	libro	libris
Ablative	libro	libris

During the lesson you ask learners to make groups and each group decides to write down words of the same ending. Then you give them another table here below and ask them to study it carefully for two minutes and ask them, "Which pattern does the words you have follow?" why?

LATIN : NOUN DECLENSIONS

FIRST DECLENSION

a, ae [feminine]

PERSON	SINGULAR	PLURAL
Nominative	mensa	mensae
Genitive	mensae	mensarum
Dative	mensae	mensis
Accusative	mensam	mensas
Ablative	mensa	mensis

PERSON	SINGULAR	PLURAL
Nominative	a ←	ae
Genitive	ae	arum
Dative	ae	is ←
Accusative	am	as
Ablative	a ←	is ←

SECOND DECLENSION

us, i [masculine]

PERSON	SINGULAR	PLURAL
Nominative	servus	servi
Genitive	servi	servorum
Dative	servo	servis
Accusative	servum	servos
Ablative	servo	servis

NOTE: The yellow indicates the endings that differ between the masculine and neuter declensions.

PERSON	SINGULAR	PLURAL
Nominative	us	i
Genitive	i	orum
Dative	o ←	is ←
Accusative	um	os
Ablative	o ←	is ←

um, i [neuter]

PERSON	SINGULAR	PLURAL
Nominative	donum	dona
Genitive	doni	donorum
Dative	dono	donis
Accusative	donum	dona
Ablative	dono	donis

PERSON	SINGULAR	PLURAL
Nominative	um	→ a
Genitive	i	orum
Dative	o ←	is ←
Accusative	um	→ a
Ablative	o ←	is ←

After learners will have placed correctly the words they have you as them to summarise their understanding about the table and compare their summary with the summary bellow:

Nota bene :

The Latin language has 3 genders : masculine, feminine and neuter, id est, mensa(f), calamus(m), et bellum(n).

Nominative	bellum	bella
Vocative	bellum	bella
Accusative	bellum	bella
Genitive	belli	bellorum
Dative	bello	bellis
Ablative	bello	bellis

1.3 : dies et menses

INTRODUCTION

You ask what the day is today. Learners give the days. You ask them other days of the week. Then you ask them to guess what the days could be in Latin.

<u>Latin</u>	<u>dies</u> <u>Sōlis</u>	<u>dies</u> <u>Lūnae</u>	<u>dies</u> <u>Martis</u>	<u>dies Mercuriī</u>	<u>dies Iovis</u>	<u>dies</u> <u>Veneris</u>	<u>dies</u> <u>Saturnī</u>
	Sunday Sōl (Sun)	Monday Luna (Moon)	Tuesday Mars (Mars)	Wednesday Mercurius (Mercury)	Thursday Iuppiter (Jupiter)	Friday Venus (Venus)	Saturday Saturnus (Saturn)

MEMENTO

Explain to the learners what **Romance languages are** and give examples of romance languages

The Romance languages preserved the Latin names, except for the names of Sunday, which was replaced by *[dies] dominicus*, i.e. "Day of the Lord" and of Saturday, which was named for the Sabbath.

<u>Italian</u>	<u>domenica</u> [⊖1]	<u>lunedì</u>	<u>martedì</u>	<u>mercoledì</u>	<u>giovedì</u>	<u>venerdì</u>	<u>sabato</u> [h1]
<u>Old Portuguese</u>	<u>domingo</u> [⊖1]	<u>Lues</u>	<u>martes</u>	<u>mércores</u>	<u>joves</u>	<u>Vernes</u>	<u>sábado</u> [h1]
<u>Spanish</u>	<u>domingo</u> [⊖1]	<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>	<u>sábado</u> [h1]
<u>French</u>	<u>dimanche</u> [⊖1]	<u>lundi</u>	<u>mardi</u>	<u>mercredi</u>	<u>jeudi</u>	<u>vendredi</u>	<u>samedi</u> [h1]

Give learners texts in English to read to understand names of months in Latin and ask them to compare the names to the English names. Guide them to conclude that:

The Latin names for the months are listed in the following table. They are similar to the English month names, which are derived from them. In the Latin language, the way to write a word -- and especially the last part of a word -- depends on the context. The table lists three forms that are useful in the calendar.

Number	Latin Month Names		English Month Name	
1	Ianuarius January	Ianuariis	Ianuarias	
2	Februarius February	Februariis	Februarias	
3	Martius March	Martiis	Martias	
4	Aprilis April	Aprilibus	Apriles	
5	Maius	Maiis	Maias	May
6	Iunius	Iuniis	Iunias	June
7	Iulius	Iuliis	Iulias	July
8	Augustus August	Augustis	Augustas	
9	September September	Septembribus	Septembres	
10	October October	Octobribus	Octobres	
11	November November	Novembribus	Novembres	
12	December December	Decembribus	Decembres	

- A month as a whole was referred to with the first of the three listed Latin names. For example, the month of January was *mensis Ianuarius*.
- Three days in each month had names: The *Kalends* (hence calendar), the *Nones*, and the *Idus* (as in "Beware the Ides of March"). The Kalends was the first name of a month. The Idus was the 13th day in most months, but the 15th day in March, May, July, and October. The Nones was 8 days before the Idus, so it was the 5th or 7th day of the month. These days were referred to using month names from the second column of the table; for example, *Kalendae Ianuariis*, *Nonae Februariis*, *Idibus Martiis*. The day preceding one of these days was referred to using month names from the third column of the table, after the word *Pridie*; for example, *Pridie Kalendas Apriles*, *Pridie Nonae Maias*, *Pridie Idus Iunias*.
- The Romans indicated other days of the month by counting *backwards* from the next later Kalends, Nones, or Idus. This means that days in the second half of every month (after the Idus) would be referred to as "so many days before the Kalends of the next month". In addition, the Romans counted *inclusive*. In figuring out the difference between two numbers, they'd count both the first and the last numbers. For example, to get from today to tomorrow, the Romans would count two days rather than just one. So, the 30th day of June, which is the day before the Kalends (first day) of July, would be referred to as *Pridie Kalendas Iulias*, and the day before that (the 29th of June) as *Ante Diem III Kalendas Iulias*. The "ante diem" means something like "the earlier day".
- The Romans used to count years from the (mythical) year of the founding of the city of Rome in year -751 of the Common Era. They referred to a year count in the era as *Ab Urbe Condita* ("since the founding of the City"), abbreviated to *A.U.C.* However, our Latin calendar uses the same era as the Common calendar. The year number is introduced by the word "*Anno*" (year). As an example of a complete date, the 15th of December of 1965 is referred to as "*Ante Diem XVIII Kalendas Ianuarias Anno MCMLXVI*", which translates loosely as "The 18th inclusive day before the Kalends of January of the year 1966".
- The Romans did not know of the number zero or of negative numbers. Such year numbers are printed in the Latin calendar using the usual Arabic numerals. In addition, numbers greater than or equal to 4000 are also printed using Arabic numerals.

CHAPTER 3: FAMILIA MEA (my family)

Roman era. Sarcophagus of Metilia Acte. 161-170 CE. Myth of Alcestis. Detail the dying mother saying farewell to her children.

- Image ID: EH476J



Keywords :

Domus, familia, pater, mater, soror, frater.

- first and second declensions
- first and second conjugations
- name members of the family
- know the derivatives of Latin nouns.

Memento:

In this Chapter guide learners using pictures to understand what the noun is and its importance in a sentence. Though activities explain how nouns of the 1st declension are declined. With examples make learners to understand different cases (nominative, vocative, accusative, genitive, dative and ablative). At the end of the chapter verify if they have picked the meanings and usage of each of them. Use pictures to help learners to name people and objects around, especially the 1st declension nouns which describe family like familia (family), casa (cottage), filia (daughter), amita (paternal aunt), matertera (maternal aunt), avia (grandmother), noverca (stepmother), proavia (great grandmother), sobrina (female cousin). Through wide reading make learners to discover other nouns that describe family that may not belong to the 1st declension, e.g. filius, pater, mater, etc... At last they must be able to translate simple sentences from Latin to English and English to Latin.

Ask learners to observe the pictures below as ask to which family they would wish to belong. Give them 3 minutes to discuss about their reasons to understand the importance of having a manageable family.

Familiam byamukami amo	De populis in familia mea
Diagr. 1. Byamukama familia 	Diagr.2. Otim familia 

Dialogue : Quod pater tuus facit? Pater meus agricola est. Nota bene : agricola (m)



- i. Imagines videre. - Byamukama familiam amas? . Cur ? ... (Byamukama familia bona, felix, parva/magna et diva /pauper est. etc.)
- ii. Byamukama familiam amas? Cur ? Byamukama familia bona, felix, parva/magna et diva /pauper est. etc

- iii. Quomodo familia tua est ? Familia mea bona , felix, diva, parva est...
- iv. Sex populi in familia mea sunt.

It is desirable that you

- a) Seek for the knowledge of students in other areas of education, for example, family members and what they do.
- b) Integrate grammar and linguistic structures into contextual learning situations as tools that students use to communicate effectively in the language they are learning. When students practice these structures in meaningful ways, they are more likely to understand and retain them than if they practice structures only as exercises.
- c) Keep the pace high and the level of interest high by arranging activities in shorter periods of time (eg, 45 seconds, 1 minute).

Ask learners to note these grammatical elements, especially when they are doing

declination of nouns.

Attention :	Verbum	"amare"
<input type="checkbox"/> amo	<input type="checkbox"/> amamus	
<input type="checkbox"/> amas	<input type="checkbox"/> amatis	
<input type="checkbox"/> amat	<input type="checkbox"/> amant	

ex. patrem meum amo

Exercitum primum : Nomines populorum in familia vide et lege Exercitum secundum : compositionem de familia tua scribe : Familia mea bona est. Pater meus Kazoora est. Agricola est.....

To enable learners to do well this written exercise, provide learners with the vocabulary and the sentence structure you want them to use. In groups, they try to write together. Later you ask individual learners to work on their own as they follow the format.

Give learners the following advices:

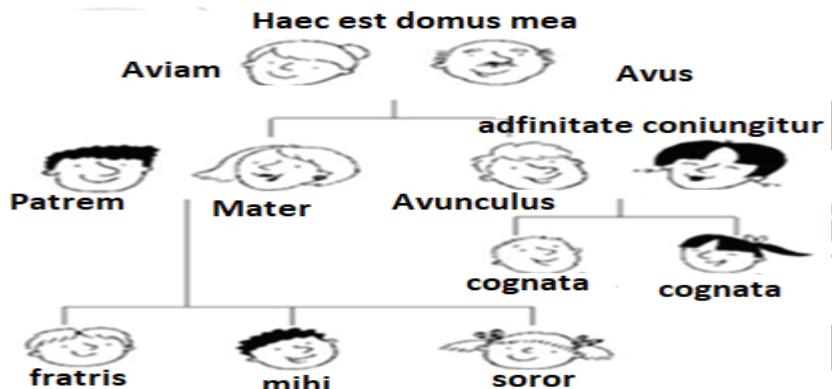
- a) Modelling new concepts and learning scaffolds.
- b) Explicitly teach the use of cognitive and metacognitive strategies.
- c) Explicitly teach students how to use resources and know where to access different types of information (e.g., personal dictionaries and anchor sheets, starter phrase, guest talk, posters, writing tools).
- d) Co-create anchor diagrams and poster strategy with students like these ones below:

Family Vocabulary

Immediate Relative	English	Paternal Relative	English	Maternal Relative	English
mater, matris, f.	mother	patruus, -i, m.	uncle	avunculus, -i, m.	uncle
pater, patris, m.	father	amita, amitae, f.	aunt	matertera, -ae, f.	aunt
soror, sororis, f.	sister	patruelis, -is, m.	male cousin	sobrinus, -i, m.	male cousin
frater, fratris, m.	brother	patruelis, -is, f.	female cousin	sobrina, -ae, f.	female cousin
avia, -ae, f.	grandmother	noverca, -ae, f.	step-mother	vitricus, -i, m.	stepfather
avus, -i, m.	grandfather	novercae filius, m.	step-brother	vitrici filius, m.	step-brother
proavia, -ae, f.	great-grandmother	novercae filia, f.	step-sister	vitrici filia, f.	step-sister
proavus, -i, m.	great-grandfather				

Vocabulary list

Read the family tree below aloud and ask the learners to read after you as you. If you have the recorded version, play it as the learners listen and repeat the words.



Materials needed:

1. Family tree drawn on manila paper
2. A passage about the members of the family on manila paper

Ask learners to translate the passage below into Latin in a group. Read the translated passage about the family members, learners listen to the passage three times and then ask them to match column A with column B; Explain that column B is the names of their relatives

Passage about family.

My name is Afia.

My brother is Andama My sister is Sandra

Opio is my cousin brother. Akello is my cousin sister.

My father is Drate. My mother is Nambi. Kintu is my uncle.

My aunt is Sarah. My grand-father is Abima and

my grand-mother is

Maria

Afimani nomen meum.

Andama frater. Soror mea est Sandra Opio meus

frater eras. Maria cognata mea, Drate pater. Mater mea Nambi .

Kintu avunculus meus. Meum est Sarah affinitate

conjungitur. Abima avus.

Maria is aviam

A	B
■ego.	Afimani
■Frater meus.	Kintu
■Soror mea.	Nambi
■Patruelis meus.	Opio
■Sobrina mea.	Sandra
■Pater meus.	Andama
■Mater mea	Drate
■Patruus meus.	Abima
■Matertera mea.	Alice
■Avus meus.	Maria
■Avia mea	Akello
	Abima
	Sarah

Activity1 (b): Write male members and female ones

Meus	Pater, frater, patruelis, patruus, Avia
Mea	Mater, soror, sobrina, matertera, avus

Activity 1(a): match column A with B

Ask learners to say what they have learnt in the table above. Write down all their comments. Then conclude that the table gives you many ways of saying 'my' in Latin.

And then ask the learners to read the words in the table one by one.

Discere

meus	mea	meum	Exercitum: decline the following in singular or plural -familia mea(sing) -pater meus (sing) -mater mea(sing) -soror mea (sing /plur) -frater meus (sing/ plur)
me	mea	meum	
meum	meae	meum	
Mei	Meae	Mei	
Meo	Meae	Meo	
meo	mea	meo	

Reges in domo

Quod est ? Sella est. Sedile est. Cathedra est. Mensa est. Tabula est et cetera et cetera.	Exercitum 3 : ubi res est ? i) Mensa in domo est. ii) Cibus super mensam est. iii)
---	---

PRAEPOSITIONES DISCO

Using Lecture method, explain to the learners in a language they best understand that the following Latin prepositions may be used with the ablative case. In case there are exceptions, ask learners to bring an example of exception in English. For example, they can note the following:

- Note: *Some of these prepositions may also be used with the accusative case, but the meaning may be slightly different. Some of these prepositions can also be used as adverbs.*

Give examples of prepositions that may also be used with accusative case.

Example:

Certain adverbs and adjectives are sometimes used as prepositions. The adverbs *p̄tidiē*, *postridiē*, *propius*, *proximē*, less frequently the adjectives *propior* and *proximus*, may be followed by the **accusative**.

Guide learners with example to understand that where there are 2 forms of the preposition, the form with a consonant is used before words beginning with vowels.

- *ab, a* - from
- *coram* - in the presence of, before
- *cum* - with
- *de* - down from, from
- *ex, e* - out of, from
- *in* - in
- *intus* - within
- *palam* - openly in the presence of
- *prae* - in front of, before
- *pro* - before
- *procul* - far from
- *simul* - together with, simultaneously with
- *sine* - without
- *sub* - under

Latin Prepositions

Brainstorm on the important aspects to learn in various languages. For example, it is important to learn conjugation of verbs in French. In Chinese, learning radicals and measure words is important. In Luganda one can't speak well without learning noun classes. Every language has some key things to master while learning that language. Explain that for Latin, learning the **Latin Prepositions** is very important because its structure is used in every day conversation. The more you master it the more you get closer to mastering the Latin language. But first we need to know what the role of Prepositions is in the structure of the grammar in Latin.

Bring an example of an English passage where learners can see the role of prepositions. Ask learners to identify such a passage. In this passage you can show how Latin prepositions link nouns, pronouns and phrases to other words in a sentence.

The word or phrase that the preposition introduces is called the object of the preposition. Here are some examples:

English Prepositions Latin Prepositions

Prepositions	praepositiones
inside the house	intra domum
outside the car	extra vehiculum
with me	Mecum
without him	sine eo
under the table	sub mensa
after tomorrow	pridie
before sunset	ante occasum
but I'm busy	sed sum occupatus

As you can see from the example above, the structure of the Prepositions in Latin has a logical pattern. Give examples to show the logical pattern.

Exercitum: Locate the Prepositions above and see how it works with the rest of the sentence in Latin.

List of Prepositions in Latin

Below is a list of the time, place and demonstrative pronouns in Latin placed in a table. Memorizing this table will help you add very useful and important words to your Latin vocabulary.

Guide learners to identify time and place. Give sample sentences where learners can see time like since, till, etc. so that they can see the related sentences with the concept of time reflecting time.

English Prepositions Latin Prepositions

About	de + ABL	Per	per + ACC
Above	super + ACC , ABL	Plus	plus + GEN
Across	trans + ACC	Round	circum + ACC
After	post + ACC	Since	a (ab) + ABL
Against	contra + ACC	Than	Quam
Among	inter + ACC	Through	per + ACC
Around	circum + ACC	Till	usque ad + ACC
As	ut	To	ad + ACC
At	in + ABL	Toward	erga + ACC
Before	ante + ACC	Under	sub + ABL
Behind	post + ACC	Unlike	dissimilis
Below	sub + ACC , ABL	Until	usque ad + ACC
Beneath	sub + ACC , ABL	Up	super + ACC , ABL
Beside	apud + ACC	Via	per + ACC
Between	inter + ACC	With	cum + ABL
Beyond	ultra + ACC	Within	intra + ACC
But	tamen	Without	sine + ABL
By	per + ACC	according to	ex + ABL
Despite	quamquam	because of	propter + ACC
Down	sub + ACC , ABL	close to	apud + ACC
During	in + ABL	due to	propter + ACC
Except	praeter + ACC	except for	praeter + ACC
For	per + ACC	far from	procul ab + ABL
From	ex + ABL	inside of	intra + ACC
In	in + ACC , ABL	instead of	pro + ABL
Inside	intra + ACC	near to	prope + ACC
Into	in + ACC , ABL	next to	iuxta + ACC
Near	prope + ACC	outside of	extra + ABL
Next	iuxta + ACC	prior to	ante + ACC
Of	GEN	as far as	tam longe quam
On	super + ACC , ABL	as well as	tam ... quam
Opposite	adversus + ACC	in addition to	praeter + ACC
Out	extra + ACC	in front of	ante + ACC
Outside	extra + ACC	in spite of	quamquam
Over	super + ACC , ABL		
on behalf of	per + ACC	demonstrative prepositions	pronomina demonstrativa
on top of	super + ACC , ABL	This	hic, haec, hoc

That	ille, illa illud	Those	illi, illae, illa
These	hi, hae, haec		

Memento: Time place and demonstrative pronouns have a very important role in Latin, therefore they need very special attention.

Exercitum : locum rerum dire :

Domus partes

1. - magister es? - Non, discipulus sum.
2. - discipulus es? etiam, discipulus sum
3. - agricola es? _____
4. - doctus es? _____
5. - rex es? _____

Guide learners to internalise the concept of negative sentences in Latin

Attention

Negation: « non »
Mensa in domo non est.
Lingua latina non ardua est.

Exercitum : De populis in familia tua compositionem scribe, quod amant ?
Ubi laborant ? ubi habitant ?

Give the learners an example of a passage they can follow as they are writing this kind of passage.

Ecce verbi primae declinationis

When the learners are conjugating the verbs, remind them first of all about the rule of conjugation of verbs, if there are particular conjugations etc.

AMARE

Amo	amamus
Amas	amatis
Amat	amant

LABORARE

Laboro	laboramus
Laboras	laboratis
Laborat	laborant

CHAPTER 4: WORK AND AMBITIONS

Bakery workers in ancient Rome. Hand-colored woodcut

- Image ID: A8WHND



Keywords:

1. Laborare
2. agricola,
3. incola
4. Magister

In this Chapter, you will

- know the commonest Prepositions which are used with the Accusative Case;
- translate sentences and simple passages containing these prepositions.

Memento:

In this chapter, you will guide learners to learn prepositions which are used with accusative case; use words related to various jobs and professions among the romans: agricola (farmer), nauta (sailor), miles (soldier), argentarius (banker), mercator (merchant), magister (teacher), pictor (painter), tonsor (barber), senator (senator), medicus (doctor) and help them to use words to compare jobs of roman time with the modern jobs.

Actio 4.1: Read the Prepositions below and in groups discuss the questions below: What are these words related to? Underline in these words the suffixes. What does each of the suffixes refer to? Using a different colour, underline the prefix which is similar in all these words below. What does the word 'labor' mean in American English? Have you realised? Discuss your remarks with other members of the class

You take note of what you see during the discussion. After the discussions, ask the learners to present their findings

Help learners to understand that in Latin words have their roots. From the root of the word, there are other words as shown below:

LABORARE

Laboro	laboramus
Laboras	laboratis
Laborat	laborant

Actio 2: Read the words below and Identify how prepositions take the accusative.

Prepositions that Take the Accusative

PREPOSITION:	TRANSLATION:	preposition	translation
ANTE	"before"	PER	"through", "because of", "thanks to"
AD	"to", "toward"	PROPTER	"on account of"
CIRCUM	"around"	SUPER	"above"
CONTRA	"against"	VERSUS	"against"
INTER	"between"	EXTRA	"outside of"
INTRA	"within"	TRANS	"across"

POST	"after", "behind"	SUB	"under (with verbs of motion)"
IN	"into", "onto"	OB	"on account of"
PRAETER	"beyond", "except for"		

As the teacher of Latin which is a foreign language, you establish the Latin as a language of communication. It may not mean much to students to talk about Latin preposition out of context. Students must be immersed in Latin and they must become truly comfortable. You adjust your speaking level to the level of the learners of senior one - including speed, vocabulary and structures - so that it is understandable but slightly beyond the level of language students learned since they are new arrivals.

You should, therefore:

- i. Begin the class with several minutes of conversation revolving around the students and their interests, activities, things they like and hate, (topics studied in other branches, current events, or what they learned in Latin). Examples of invited conversation are: "Tell us something you learned yesterday," or "What did you do after school yesterday?"
- ii. Conclude the class by incorporating oral exit questions, a short reflection that invites you to keep students engaged at the last minute and provide opportunities for self-assessment and reflection on learning (eg., "What strategy did you use today and why?"; "What was the easiest / hardest part of the task? Why?"; "I need help to ..."; really felt ... because ...").
- iii. Teach useful phrases so that students can ask for help and resources in the language they are learning.
- iv. Use cooperative learning strategies, such as the "Inside-Outside" circle, the conveyor belt (treadmill), and mix (meet) to maximize student conversation time.
- v. Ask them to identify the preposition in a short dialogue dialogue you can create yourself.

Solving a Misunderstanding

I'm Sorry! (if you don't hear something) Sorry (for a mistake) No Problem! Can You Say It Again? Can You Speak Slowly? Write It Down Please! I Don't Understand! I Don't Know I Have No Idea. What's That Called In Latin? What Does "....." Mean In English? How Do You Say "....." In Latin? What Is This? My Latin is bad. I need to practice my Latin Don't worry!	Excūsā! Mē miseret! Quaesītiōnem nullam! Iterum dicere potes? Lentē dicere potes? Id scribē sīs! Nōn intellegō! Ignōrō! Nulla imāgō habeō. Quōmodo Lātinē hōc dīcitur? Quid Anglīcē "..." significāt? Quōmodo Lātinē "... dīcitur? Quid hōc est? Mea lingua Latīna est mala. Mē oportet exercēre meam linguam Latīnam. Nōn sollicitāre!
---	--

Read more: http://www.linguanaut.com/english_latin.htm#ixzz5nEMELT6W



hic puer est Quīntus. Quīntus est puer Rōmānus.



Quīntus in Apūliā habitat. Apūlia est in Italiā.



haec fēmina est Scintilla. Scintilla māter est.



Scintilla in casā labōrat. ecce! in hāc pictūrā Scintilla in culinā est; cēnam parat.



haec puella est Horātia. Horātia filia est.



Horātia in culinā est. ecce! in hāc pictūrā Scintillam iuvat.

Activity 3 use of prepositions with accusatives

Look at the picture drawn by the teacher on the blackboard above and attempt the following exercises:

- a) Fill in the correct Latin prepositions to complete the sentences.

You Discuss the answers with the learners before they start filling the blank spaces

1. Mea domusviam magnam est.
2. Mea domusarborem est.
3. Mea domus.templum est.
4. Mea domus.....viam parvam est.
5. Templum.....arborem est.
6. Mensa et cathedra.....domo sunt.
7. Mensa.....portam est.

- b) **Rewrite the above sentences starting with the second names.**

Explain what you mean by 'second name'

1. Via magna meam domum est.
2. Arbormeam domum est.
3. Templummeam domum est.
4. Via parvameam domum est.
5. Arbortemplum est.
6. Domus.....mensa et cathedra est.
7. Portamensam est.

- c) **Responde in lingua Latina.**

1. Ubi tua domus est?
2. Quomodo tua domus est?
3. Estne tua domus parva?
4. Estne tua domus magna?

Actio 4: Romani 'Vocabulary'

Ask learners to use Dictionary to guide themselves

- Make 10 sentences to relate people according to what they do in the pictures below:
- Marcus Marii avus est = Marcus is the grandfather of Marius

**b) Responde Latine:**

- i. Pater, quis est?
- ii. Quis est mater tua?
- iii. Qui fratrem tuum ?
- iv. Quis enim a te nepoti debe ?
- v. Qui est cognata?

Ask learners to answer these questions according to their own situation. Give them the answers to the first question so that they can get the structure of the sentence.

Activity 5 (a): Use a dictionary and place the words below in their right place

- A. doctor
- B. cadastre
- C. payntour,
- D. veterinarii
- E. mechanico

Non cars reparationibus



2.



Quæ est in
ferro picta

1.



4.

Duratur ad populum



De Natura
Animalium

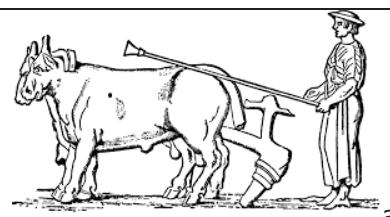
3.



5

Metrs illa terra

Activity 5 (b): Use a dictionary and look for the words related to the pictures of roman culture below

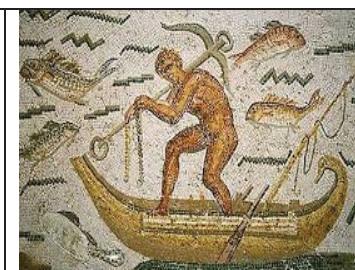


a



b

Roman banker



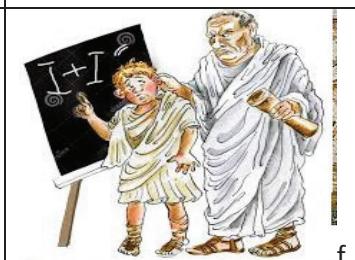
c



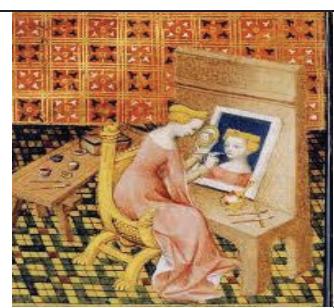
d



e



f



g



h



i

Ask questions that can lead the learners to observe critically the pictures one by one so that they can see that the picture and be able to say the professions. Draw the table in advance:

<i>List of professions in English</i>	<i>List of professions in Latin</i>
<i>A is farmer</i>	
<i>B is a banker,</i>	
<i>C is a sailor,</i>	
<i>D is a soldier</i>	
<i>E is a merchant</i>	
<i>F is a teacher</i>	
<i>G is a painter</i>	
<i>H is a barber</i>	
<i>I is a doctor</i>	

Actio 6: Interaction

Dic ad professionis tibi placet. Ex Advocatus esse cupio. Et tu? / Et tu? ...

 She vadit ad atrium	advocatus	 saltator Saltantis et praesentem cantat	pilot
 Morbi Ludet	Footballer	 librorum Ioth manum libri	librorum
 Planto vestimenta sua	Seamstress		
 Quod ducit elit	ille musicus		

Activo 7: Written production

Read aloud the passage about your mother and translate it into English.

As they are reading, do not correct the wrong pronunciation there and then wait for the reader to end first to give them courage.



Et matrem tuam quæ facit?

Est mater mea. Namatovu Oketch nomen eius est. Sic faciens fores, mensas, armaria quoque ... Et factum est tecto domus. Sic faciens consessum situs. Et haec res venditis et habet multam pecuniam. Admiror dominae suae propter dura mater mea. Soror mea, et mater mea, sicut vult esse opere carpentario.



Actio 8 : Read the poem below :

O qui vidit?
Et ego vivo propter te!
Sine te, vidit et iratus est mihi vita?
Mutata in sudore tu mihi argentum, et vidit!
Diligo opus!



Read the passage and ask learners to listen critically. Then ask them to read after you so that they can correct their mistakes in the previous reading.

Dad, he's a pastor. His name is Reverend Pastor Oketch Ssenjaulo Saulo. He is always elegant. He goes to church all the time. He speaks to God. He speaks of God too. Dad gives a lot of advice. He likes advice too. He is always happy. Dad does not hit the kids. He is nice. He reads the Bible a lot. He is truly 'the man of God'! I would like to be happy as dad.

Actio 9: Translate the text about your father above into Latin and read it aloud.

Advise them to translate meaning, not word by word that may lead to direct translation.

Activity 10 Read the text below

Correct the mistakes after the reading.

De familias Caesaris (about the family of Caesar)

Caesar bonus homo est; in parvo oppido prope Romam habitat. Minerva Caesaris uxor est.
Caesar quattuor filios et tres filias habet. Una filiarum Caesaris uxor Prudentii est. Prudentius
duos filios et unam filiam habet.

Explain the passage above before making learners to do the exercise 11.

Actio 11: Writing

- a. Make the family tree based on the above text.
- b. Responde Latine
 1. Ubi Caesar habitat?
 2. Quis Caesaris uxor est?
 3. Quot (how many) filios et filas Caesar habet?
 4. Qui filiae Caesaris maritus est?
 5. Quis Prudentii uxor is mater est?

Actio 12; Reading and translation

Which of the professions below exist among our communities today? Say it in Latin following the structure below:

- Habemus hodie boni Doctores.
- Habemus magistris rectis tribuenda est hodie .



Before the learners say it in Latin, give them time to prepare their Latin words. You can give the exercise as a homework so that they can look for the appropriate words in advance.

Verbs with 2 accusatives

Introduction

Read the introduction to guide you to work on this part through question and answer approach as below:

What do you understand by verbs with double accusative? What other types of verbs do you know in Latin? This lesson aims at re-examine the behaviour of Latin verbs with a double accusative, in

a perspective that favours the functional and typological approach of constructions called "ditransitive".

You will need to know the types of passivation that these verbs admit and the types of constructions they form according to the attribution of syntactic functions to their two arguments.

Actio 13: Romani 'Vocabulary'

What do these words Mean? ditransitive verbs, passivization, accusative, argument encoding

What is a ditransitive verb? Read the definitions below and give examples of ditransitive verb,

Explain these difficult terms in this part with examples and give many activities that can open the minds of the learners to understand the concept of transitive ditransitive, passivization etc.

A Ditransitive Verb is one that takes both a direct object and an indirect object. E.g.: He gave her the letter. ('The letter' is the direct object, what he gave, and 'her' is the indirect object, the person he gave it to. This sentence can also be written 'He gave the letter to her'.

It is common to differentiate the objects of a ditransitive verb using, for example, the accusative case for the direct object, and the dative case for the indirect object

Memento:

The most common constructions of double accusative are:

- Direct object + predicative: it appears with verbs meaning to call, to appoint, to nominate, to consider, to estimate, to judge, etc.:

*Populus Rōmānus Cicerōnem consulem creāvit.
Hominēs caecōs reddit cupiditas.*

*Cicero to the Roman consul were created by us.
Renders a man who was blind desire.*

- Person direct object + "thing (object)" direct object: it is built with verbs that mean to show, to hide, to seek, to ask....:

*Magister puerōs grammaticam docet.
Senatōrem sententiam rogāvērunt.*

The boys master teaches Grammar.
Senators' opinion.

- Direct object + place complement: sentences constructed with compound verbs (especially with *trans-* and *circum-*) in which the direct object depends on the meaning of the simple verb, and the place complement depends on the meaning added by the proverb:

Dux exercitum flumen trādūxit.

The leader of his army across the river.

Activity 14: Translate the following Useful sentences you can say at work place

In English	In Latin
What do you do? What do you do for a living? What sort of work do you do?	
What line of work are you in? I'm a ... - teacher - student - doctor	
I work as a ... - journalist - programmer	
I work in ... - television - publishing - PR (public relations) - sales - IT	
I work with ... - computers - children with disabilities	
I stay at home and look after the children I'm a housewife	
I'm ... - unemployed - out of work - looking for work - looking for a job	
I'm not working at the moment	

I've been made redundant
 I was made redundant two months ago
 I do some voluntary work
 I'm retired

WHO DO YOU WORK FOR?

Who do you work for?

I work for ...

- a publisher
- an investment bank
- the council

I'm self-employed
 I work for myself
 I have my own business
 I'm a partner in ...

- a law firm
- an accountancy practice
- an estate agent

 I've just started at ...

- IBM

PLACE OF WORK

Where do you work?
 I work in ...

- an office
- a shop
- a restaurant
- a bank
- a factory
- a call centre

 I work from home

Operatio autem integratio

In groups, make a dialogue. Imagine that you have arrived at work newly and you are asking about your friend's work. The friend responds in Latin.

Below are the descriptors of marking the above mentioned activity.

	C1: Relevance of production	C2: Consistency of production	C3: Precision of information (resources)	C4: Originality of production
Grade 1	If the presentation is a dialogue	If the presentation is coherent, logical, structured, 3 points.	If the presentation is accurate with place of work condition of work	If the information is original (for example, using words /

	about Job, 3 marks		, place of work, etc, 3 points.	expressions related to Job fault, 3 points
Grade 2	If it is a presentation or a message on another subject (irrelevant), 2 points	If there is less consistent element in the production (connectors, timeline), 2 points	If there are some precise elements, 2 points.	
Grade 3	If the learner said things but not about job, 1 point	If the production is really not consistent, 1 point	If there is no precision in the presentation, 1 point	



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