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GCSE LATIN FOR TEACHING FROM 2016

CPD AUTUMN 2018

LATIN LANGUAGE HANDOUTS

Handout 1 – Overview

100 marks / 90 minutes / 50% of the overall qualification

Accidence

- **Nouns and Adjectives:** all regulars (including comparisons) / irregulars from vocab list
- **Regular Verbs:**
 - **Active indicatives:** present, future, imperfect, perfect and pluperfect
 - **Passive and deponent indicatives:** present, imperfect and perfect
 - **Subjunctives:** imperfect and pluperfect active (no passive forms set)
 - **Infinitives:** just present active (i. e. indirect statements will be very easy!)
 - **Participles:** just present and perfect (including deponent)
 - **Imperatives:** just active forms
- **Irregular Verbs**
 - **sum, possum**
 - Present and imperfect indicative
 - Present infinitive
 - Imperfect subjunctive
 - **eo, fero, volo and nolo**
 - Present, imperfect, perfect and pluperfect active indicative
 - Imperfect and pluperfect active subjunctive
 - Present active infinitive only
 - Present participle only
 - Active imperatives
- **Adverbs:** regulars including superlatives but not comparatives
- **Pronouns / Pronominal Adjectives:** forms of the ones in the vocabulary list

Case Usage (using words in vocab list)

- All standard case uses
- Expressions of time
- Prepositional phrases
- Verbs taking the dative

Constructions

- Prohibitions with *noli / nolite*
- Direct and indirect commands
- Direct and indirect questions
- Direct and indirect statement
- Participle uses (**excl** abl. abs.!)
- Present and past open conditionals
- Relative clauses with indicatives
- Purpose clauses (*ut / ne / qui*)
- Result clauses
- Temporal clauses
- Causal clauses with *quod* and *cum*
- Concessive clauses with *quamquam*

Structure (“momentum” test – one story in three parts of ascending difficulty)

- **Section A:** 20 marks of comprehension questions on the first bit of a story
35 marks for translating the next bit of the (same) story
35 marks for harder comprehension questions on the last bit of the story
- **Section B:** 10 marks for either:
 - Three basic sentences into Latin (“the boys walked into the new house” is the hardest one in the specimen paper)
 - 3-4 line passage with very basic 1-2 mark grammar questions (mostly “pick out” words in particular cases, tenses, prepositions etc.)
- Prescribed grammar and syntax / vocab lists– c.440 words (100 for English into Latin) – **no ablative absolute / only present active infinitive (indirect statements!)**
- “Restricted” lists for the sentences into Latin (only a couple of pages long)

Marking

- **Translation:** marks allocated to each (unglossed) word – usually 1 per word except 2 for finite verbs and comparisons of adjectives. (Where both meaning and ending needs to be right.)
- **Sentences into Latin:** each Latin word is worth 2 marks (one for stem / one for ending) and there are always ten words across the three sentences, so mark out of 20 halved for the exam mark.
- **Comprehension:** all marked on a mark-per-point basis.

HANDOUT 2 - Commonly Confused Vocabulary

| | | | |
|-----------------------------------|------------------|-------------------------------|----------------------|
| accido, -ere, accidi | - happen | liberi, -orum (m) | - children |
| accipio, -ere, accepi, acceptus | - receive | libero, -are, -avi, -atus | - set free |
| animus, -i (m) | - mind / soul | libertus, -i (m) | - freedman |
| annus, -i (m) | - year | libertas, libertatis (f) | - freedom |
| aperio, -ire, -ui, -itus | - open | miles, -itis (m) | - soldier |
| appareo, -ere, -ui | - appear | mille | - a thousand |
| cogito, -are, -avi, -atus | - think | novus, -a, -um | - new |
| cognosco, -ere, cognovi, cognitus | - recognise | novem | - nine |
| cogo, -ere, coegi, coactus | - compel | paro, -are, -avi, -atus | - prepare |
| de (+ abl.) | - about | pareo, -ere, -ui, -itus | - obey |
| dea, -ae (f) | - goddess | porta, -ae (f) | - gate |
| dominus, -i (m) | - master | portus, -us (m) | - harbour |
| domus, -us (f) | - home | post (+ acc.) | - after |
| donum, -i (n) | - gift | postea | - afterwards |
| forte (adverb) | - by chance | quam | - how / than |
| fortis, -e (adjective) | - strong / brave | quamquam | - although |
| hic, haec, hoc | - this | quantus, -a, -um | - how great |
| hic (indecl.) | - here | reddo, -ere, reddidi, reditus | - return (give back) |
| iaceo, -ere, iacui | - lie | redeo, -ire, -ii | - go back, return |
| iacio, -ere, ieci, iactus | - throw | rideo. -ere | - laugh |
| ipse, ipsam ipsud | - himself | si | - if |
| is, ea, id | - he / she / it | sic | - in this way |
| iter, itineris (n) | - journey | sicut | - just as |
| iterum | - again | trado, -ere, tradidi, -itus | - hand over |
| laetus, -a, -um | - happy | traho, - ere, traxi, tractus | - pull / drag |
| latus, -a, -um | - wide | tutus, -a, -um | - safe |
| | | tuus, -a, -um | - your |
| | | vulnus, -eris (n) | - wound |
| | | vultus, -us (m) | - face / expression |

HANDOUT 3 - Words/forms encountered most frequently (derived from wordcloud of Latin Stories 1-50, which uses OCR GCSE Paper I Vocab; *ain* excluded)

| | | | | | |
|------------|--------------|--------------|----------------|--------------------------------|------------------|
| 1. erat | 26. deinde | 51. Romani | 76. cepit | 101. donum | 126. iecit |
| 2. et | 27. olim | 52. nomine | 77. multi | 102. poterat | 127. fecit |
| 3. tamen | 28. nunc | 53. iuvenis | 78. amabat | 103. postea | 128. mortem |
| 4. ut | 29. omnes | 54. sic | 79. volebat | 104. caelum | 129. perterritus |
| 5. est | 30. quamquam | 55. dea | 80. quoque | 105. saepe | 130. cur |
| 6. qui | 31. subito | 56. mare | 81. inter | 106. sibi | 131. aqua |
| 7. non | 32. iam | 57. dum | 82. pater | 107. frater | 132. iter |
| 8. igitur | 33. ei | 58. eam | 83. respondit | 108. accepit | 133. iterum |
| 9. cum | 34. uxor | 59. urbem | 84. sum | 109. iussit | 134. necavit |
| 10. ubi | 35. per | 60. cives | 85. dei | 110. ex | 135. habet |
| 11. ad | 36. hoc | 61. contra | 86. omnia | 111. duxit | 136. puellam |
| 12. quod | 37. tum | 62. multos | 87. facere | 112. ipse | 137. tu |
| 13. itaque | 38. ab | 63. advenit | 88. tam | 113. nec | 138. puella |
| 14. inquit | 39. haec | 64. habebat | 89. diu | 114. audivit | 139. verba |
| 15. tandem | 40. mox | 65. homines | 90. filiam | 115. pro | 140. viri |
| 16. rex | 41. ibi | 66. milites | 91. uxorem | 116. terra | 141. senex |
| 17. eum | 42. si | 67. leo | 92. cibum | 117. poterant | 142. Urbis |
| 18. de | 43. statim | 68. post | 93. consilium | ¹¹⁸ .appropinquavit | 143. semper |
| 19. se | 44. ego | 69. nam | 94. constituit | 119. posuit | 144. timebat |
| 20. esse | 45. dedit | 70. terram | 95. regina | 120. necare | 145. flumen |
| 21. sed | 46. rogavit | 71. vident | 96. servus | 121. misit | 146. prope |
| 22. erant | 47. numquam | 72. etiam | 97. eos | 122. filia | 147. nomen |
| 23. eius | 48. iratus | 73. intravit | 98. filius | 123. navigare | 148. deis |
| 24. sunt | 49. auxilium | 74. te | 99. suam | 124. navis | 149. mihi |
| 25. dixit | 50. caput | 75. filium | 100. quam | 125. quae | 150. deos |

Handout 4 - Marking Language Work

When I mark your work I will use the abbreviations as detailed below. As far as possible, this should enable you to work out for yourselves where you went wrong and correct yourself, using the grammar notes and vocab lists. This is by far the best way of learning from your mistakes so you do not repeat them.

When we run through a marked unseen, use my annotations and try to work out where you went wrong before we get there.

Sometimes I'll give you a bit of time first before we go through it.

- A - Wrong **agreement** (between adjective & noun)
- Aa - Ablative absolute
- C - Wrong **case** (could be because of a verb)
- Con - Wrong **construction**
- D - Wrong **declension**
- F - Wrong **formation** (probably of a verb or stem)
- G - Wrong **gender**
- L - Translation not **literal** enough
- M - Word(s) **missing**
- N - Wrong **number** (sing. / pl.)
- P - Participle
- PP - Wrong **principle part**
- S - Subjunctive
- Sp - Spelling
- T - Wrong **tense**
- Voc - Incorrect **vocab**
- VF - Incorrect verb form (e. g. active / passive)
- VP - Incorrect **verb person** (e. g. "I" / "we")

Handout 5 - CRUCIAL Things to Remember!

These notes are based on several years' worth of post-exam reports written by examiners who have just marked hundreds of the things. By definition an examiners' report will pick up common mistakes and, very annoyingly, they keep commenting on the same things year after year. So don't you!



Do NOT Rush!

- You are NOT under time pressure in the language paper but candidates still often rush through and lose stupid marks, then don't even have the good sense to read back over their script in the time it takes. (It must be more fun staring at the back of the person in front of you.)
- (Literature on the other hand is **much** more time pressured - knowing the translation brilliantly saves time on the short answers so do them first. Then make sure you have had lots and lots of timed practice on the 8 and 10 markers.)

Things Examiners Nail!

- **Translate Utterly Literally:** translate every word without trying to twist anything round - wooden English is not penalised at all but trying to write in "better" English risks not showing the examiner that you know what 1-2 words mean, or that you don't understand how a construction works.
- **Comprehension = Translation:** think what the question is asking, of course, but usually you are just being required to translate the right bit of the passage. Again, be utterly literal and don't miss any information. (They do not mark you down for given information which is not relevant.)
- **Use the Right Bit:** ONLY refer to the bit of the passage they quote - even if something from elsewhere is relevant, it gets no marks.
- **Never Give More than One Meaning:** even if one of them is right they mark it wrong (hedging your bets)
- **Use the Glossed Words and Names Properly:** check proper names- mis-spelling a glossed name still loses marks. Use the information they give on gender and declension! Also, people often confuse place names (*Roma*) and race names. (*Romani*)

As You Work Through: tick off every word in the passage once you've translated it to avoid missing easily-missed little words (especially connections, conjunctions, particles) and losing a mark (language papers not usually time pressured)

Top 10 Common Language Errors People Make

- **Different Forms of Vocabulary:** failing to recognise e. g. *tuli* from *fero*, e. g. that something is 4th declension so a *-us* ending could be nominative or accusative plural.
- **Compound Verbs:** *exire* from *exire* / *convenire* from *venire* etc. Some but not all of them are separately listed in the vocabulary lists, and they will expect you to be able to work out any with obvious meanings.
- **Irregular Verbs:** make sure you've learned the separately, including the principal parts.
- **Confusing Cases of Pronouns:** especially genitive singular, (e. g. *huius, cuius*) dative singulars (e. g. *huic, cui, illi*) and neuter nominative and accusative plurals (e. g. *haec, quae*)
- **Indirect Commands v Purpose Clauses:** the chicken crossed the road in order that it could get to the other side / I ordered the chicken to cross the road. (Annoyingly, and perhaps unreasonably, the examiners penalise an indirect command with *ut* translated as "in order that")
- **Infinitives:** confusion between perfect passive (*portatus esse*) and future active (*portaturus esse*), and also over future passive infinitive which is **not** required for GCSE
- **Comparative and Superlatives:** learn them separately, especially the irregulars
- **Neuter Plural Nouns:** remember to learn genders, so you know when an *-a* ending is plural!
- **in:** *in* + accusative = into / *in* + ablative = in
- **Expressions of Time:** "how long" is accusative (I worked for six hours) / "within which" is ablative (I finished the work within six hours) - remember that numbers above 3 do not decline so you have to look at the time

Handout 6 – Candidate Attempt at the Translation

Jupiter was stood near the beautiful cow. (4)

Juno, who watched her husband with the cow, was surprised. They were very curious about the cow. (15)

She did not want to say the truth, “the cow,” she said, “suddenly appeared.” (13)

Juno wanted to get rid of the cow as it was not needed. (11)

Jupiter, although he wanted to keep the cow, nothing should be wasted. (9)

Juno, when her husband was not looking, asked Argus to guard the cow. (11)

Argus had 100 eyes in his head, fifty of them were at the back. (10)

Now Argus was in charge of the cow (4)

Io was very scared of because she was not human, a single moo; they were very scared by her voice (15)

She hurried to her father, searching for help, but her father could not recognise her (13)

HANDOUT 7 - Regular Verb Forms – Port-o / Doce-o / Trah-o / Audi-o

| ACTIVE | Indicative | Subjunctive | Imperative | Infinitive | Participle |
|-----------------------|--|--|---|--|--|
| Present | STEM = 1 st pp porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- | | STEM = 1 st pp Singular porta- doce- trah- audi- Plural porta- doce- trah- audi- | 2 nd pp (1 st pp + endings) porta- = TO carry doce- = TO teach trah- = TO drag audi- = TO hear | STEM = 1 st pp Then “goes like” <i>ingens</i> “Carry-ING” porta- , porta-NT- doce- , doce-NT- trah- , trah-ENT- audi- , audi-ENT- |
| Future | STEM = 1 st pp porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- porta- doce- trah- audi- | | | | |
| Future Perfect | | | | | |
| Imperfect | STEM = 1 st pp (conj 3-4 + e) porta- doce- trah- audie- porta- doce- trah- audie- porta- doce- trah- audie- porta- doce- trah- audie- porta- doce- trah- audie- porta- doce- trah- audie- | STEM = 2 nd pp (infinitive) portare- docere- trahere- audire- portare- docere- trahere- audire- portare- docere- trahere- audire- portare- docere- trahere- audire- portare- docere- trahere- audire- portare- docere- trahere- audire- | | | |
| Perfect | STEM = 3 rd pp portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- | | | | |
| Pluperfect | STEM = 3 rd pp portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- portav- trax- audiv- | STEM = 3 rd pp + isse portavisse- traxisse- audivisse- portavisse- traxisse- audivisse- portavisse- traxisse- audivisse- portavisse- traxisse- audivisse- portavisse- traxisse- audivisse- | | | |

HANDOUT 8 - Y7 Grammar

Recording

In a sentence, what are each of the following cases for?

- Nominative -
- Accusative -
- Dative -

| | | 1 st Declension | 2 nd Declension | 3 rd Declension |
|-----------------|-------------------|----------------------------|----------------------------|----------------------------|
| Singular | Nominative | puell- | serv- | leo |
| | Accusative | puell- | serv- | leon- |
| | Dative | puell- | serv- | leon- |
| Plural | Nominative | puell- | serv- | leon- |
| | Accusative | puell- | serv- | leon- |
| | Dative | puell- | serv- | leon- |

Remember that the 3rd declension has a lot of different nominative singular forms but the other endings are always the same. And if something is 3rd declension you get the accusative ending (-em) as well when you look it up.

CLC1 also brings in the nominative, accusative and dative singular forms of the personal pronoun.

| | | I / We | You |
|-----------------|-------------------|--------|-----|
| Singular | Nominative | ego | tu |
| | Accusative | | |
| | Dative | | |
| Plural | Nominative | | |
| | Accusative | | |
| | Dative | | |

Comparisons of Adjectives

| POSITIVE | | COMPARATIVE | | SUPERLATIVE | | |
|-----------|------------|----------------|----------|----------------|---------|----|
| Clever | = callidus | Cleverer | = callid | Very clever | = calid | us |
| Beautiful | = pulcher | More beautiful | = pulchr | Very beautiful | = pulch | us |
| Easy | = facilis | Easier | = facil | Very easy | = facil | us |
| Good | = | Better | = | Very good | = | |
| Big | = | Bigger | = | Very big | = | |

Verbs

By the end of CLC1 you will have met the full present, imperfect and perfect forms of the four regular "conjugations" and the irregular verb "to be." Conjugations have slight variations on the basic endings and how they sound, particular in the present.

- **1st Conjugation:** strong "a" sound in the stem
- **2nd Conjugation:** strong "e" sound in the stem
- **3rd Conjugation:** forms vary a bit between "i" and "u" sound
- **4th Conjugation:** strong "i" sound in the stem

| PRESENT | 1 (carry) | 2 (teach) | 3 (drag) | 4 (hear) | Be |
|-------------|-----------|-----------|----------|----------|----|
| I | port(a)- | doce- | trah- | audi- | |
| You (sing.) | porta- | doce- | trah- | audi- | |
| He/She | porta- | doce- | trah- | audi- | |
| We | porta- | doce- | trah- | audi- | |
| You (pl.) | porta- | doce- | trah- | audi- | |
| They | porta- | doce- | trah- | audi- | |

Imperfect Stems: same as present but you add -e- to the 3rd and 4th conjugations.

| IMPERFECT | 1 (carry) | 2 (teach) | 3 (drag) | 4 (hear) | Be |
|-------------|-----------|-----------|----------|----------|----|
| I | porta- | doce- | trah-e- | audi-e- | |
| You (sing.) | porta- | doce- | trah-e- | audi-e- | |
| He/She | porta- | doce- | trah-e- | audi-e- | |
| We | porta- | doce- | trah-e- | audi-e- | |
| You (pl.) | porta- | doce- | trah-e- | audi-e- | |
| They | porta- | doce- | trah-e- | audi-e- | |

Perfect Stems: formation varies but 1st and 4th conjugations usually have a v, 2nd often has a -u- and 3rd often has -x- or -s- before the endings.

| PERFECT | 1 (carry) | 2 (teach) | 3 (drag) | 4 (hear) |
|-------------|-----------|-----------|----------|----------|
| I | portav- | docu- | trax- | audiv- |
| You (sing.) | portav- | docu- | trax- | audiv- |
| He/She | portav- | docu- | trax- | audiv- |
| We | portav- | docu- | trax- | audiv- |
| You (pl.) | portav- | docu- | trax- | audiv- |
| They | portav- | docu- | trax- | audiv- |

9 – Key Subjunctive Uses

| Type of Clause | Construction |
|-------------------|--|
| Purpose | ut/ne + subjunctive (or qui + subjunctive) |
| Result | ‘so’ word + ut + subjunctive |
| Indirect Question | ‘asking’ verb + question word + subjunctive |
| Indirect Command | ‘ordering’ verb + ut/ne + subjunctive |
| Cum clause | cum + subjunctive |
| Causal | cum + subjunctive (use common sense) |
| Fearing | timeo +ne + subjunctive (ne...non/ut for negative) |

HANDOUT 10 – GCSE LANGUAGE WORK ON IN ORIGINAL PASSAGES In Book VIII of Virgil's Aeneid the goddess Venus gives her son, Aeneas (the founder of the Roman race), a shield on which the glories of the Roman race are depicted.

| | | |
|--|-----------------------|--|
| <p>illic res Italas Romanorumque triumphos haud vatam ignarus venturique inscius aevi fecerat ignipotens, illic genus omne futurae stirpis ab Ascanio pugnataque in ordine bella. fecerat et viridi fetam Mavortis in antro procubuisse lupam, geminos huic ubera circum ludere pendentes pueros et lambere matrem impavidos, illam tereti cervice reflexa mulcere alternos et corpora fingere lingua. nec procul hinc Romam et raptas sine more Sabinas consensu caveae, magnis Circensibus actis, addiderat, subitoque novum consurgere bellum Romulidis Tatioque seni Curibusque severis.</p> | <p>630</p> <p>635</p> | <p>There the lord with the power of fire, not unversed in prophecy, and knowledge of the centuries to come, had fashioned the history of Italy, and Rome's triumphs: there was every future generation of Ascanius's stock, and the sequence of battles they were to fight. He had also shown the she-wolf, having just littered, lying on the ground, in the green cave of Mars, the twin brothers, Romulus and Remus, playing, hanging on her teats, and fearlessly sucking at their foster-mother. Bending her neck back smoothly she caressed them in turn, and licked their limbs with her tongue. Not far from that he had placed Rome, the Sabine women, lawlessly snatched from the seated crowd, when the great games were held in the Circus: and the sudden surge of fresh warfare between Romulus's men, and the aged Tatus and his austere Cures.</p> |
|--|-----------------------|--|

1. Find the word which has been translated 'the lord with the power of fire'. Which god do you think Virgil is referring to?
2. Find an example of a PPP in L 629. Which noun do you think it agrees with? Can you translate it literally?
3. Find the word for 'she-wolf' - how do we know it is a 'SHE-wolf' and not a 'HE-wolf'?
4. Find the present participle in L 632 and the noun it agrees with? What literary device has Virgil used here? Can you find the adjective in the next line which also describes the same noun?
5. The Romans thought the founders of their city were suckled by a wolf and born of the god Mars (the god of war) - what do you think this shows about what they believed their national character to be?
6. What case is *lingua* in line 634? What case is '*corpora*' (careful - you may need to look it up).
7. In L 637 how do you think the choice and position of the words '*subito novum consurgere*' emphasise the speed at which war broke out between the Romans and the Sabines?

HANDOUT 11 - Possible Order of Grammar Revision

| | |
|--|--------------------------------------|
| 1 – Passives | Taylor pp. 66-68 |
| 2 – Deponents | Taylor pp. 69-70 |
| 3 – Time, Manner and Place | Taylor pp. 69-70 / Siegel pp. 20-23 |
| 4 – Basic Relative Clauses | Taylor p. 36 / Siegel pp. 39-41 |
| 5 – Irregular Verbs | Taylor p. 60 |
| 6 – (Closed) Conditional Clauses | Taylor p. 78 / Siegel p. 87 |
| 7 – Causal and Concessive Clauses | Taylor p. 77 / Siegel pp. 79-80 |
| 8 – cum + Subjunctive | Taylor p. 107 / Siegel pp. 75-77 |
| 9 – Purpose Clauses (incl. <i>qui, ubi</i> etc.) | Taylor pp. 98-99 / Siegel p. 50, 120 |
| 10 – Direct and Indirect Commands | Taylor p. 101 / Siegel pp. 57-8, 62 |
| 11 – Result Clauses | Taylor p. 103 / Siegel p. 54 |
| 12 – Indirect Questions | Taylor p. 109 / Siegel p. 71 |
| 13 – Fearing Clauses | Taylor p. 104 / Siegel pp. 92-93 |
| 14 – Temporal Clauses | Taylor p. 105 / Taylor pp. 83-85 |
| 15a – Participles (divided by tense) | Taylor pp. 81-85 / Siegel pp. 32-33 |
| 15b – Ablative Absolute Separately | Taylor p. 88 / Siegel p. 35 |
| 16 – Indirect Statements | Taylor pp. 94-96 / Siegel pp. 44-47 |
| 17 – Gerundives (purpose / obligation) | Taylor p. 91 |