

Nominia					
3rd Declension (consonant stem)				Neuter	
		poëma, poem (n)	Case Ending	sedile, seat (n)	Case Ending
m.	Nom.	poëma	—	sedile	-e or —
	Acc.	poëma	—	sedile	-e or —
	Gen.	poëmatis	-is	sedilis	-is
	Dat.	poëmati	-i	sedili	-i
	Abl.	poëmate	-e	sedili	-i
f.	Nom.	poëmata	-a	sedilia	-ia
	Acc.	poëmata	-a	sedilia	-ia
	Gen.	poëmatum	-um	sedilium	-ium
	Dat.	poëmatibus	-ibus	sedilibus	-ibus
	Abl.	poëmatibus	-ibus	sedilibus	-ibus

Nom.	Gen.	English	Derivations
caput	capitis, n	head	
corpus	corporis, n	body	
flumen	fluminis, n	river	
iter	itineris, n	journey	
mare	maris, n	sea	
nomen	nominis, n	name	
crimen	sceleris, n	crime	
tempus	temporis, n	time	
vulnus	vulneris, n	wound	

3rd Declension Irregular Noun		
	nēmō, nullus (irreg.)	
m.	Nom.	nēmō
	Acc.	nēmōnem
	Gen.	nūllius
	Dat.	nēmīne
	Abl.	nullo / nulla



Nom.	Gen.	English	Derivations
nemo	nullus	no one, nobody	
nil	indoclinable	nothing	

Verba Temporalia				1st Conjugatio
Principle Part 1	Principle Part 2	Principle Part 3	Principle Part 4	
amō	amāre	amāt	amātus	
Present Active Participle	Present Active Imperative (s)	Present Active Imperative (pl)	Supine I	
amāns, amāntis	amā	amāte	amānū	

PRESENT TENSE			ACTIVE VOICE, PRESENT STEM amā-
	Indicative		Subjunctive
Singular	1	amō, I love, am loving, do love	amem
	2	amās, you love	amēs
	3	amat, he/she/it loves	amet
Plural	1	amāmus, we love	amēmus
	2	amātis, you [plural] love	amētis
	3	amant, they love	ament

IMPERFECT TENSE			ACTIVE VOICE, PRESENT STEM amā-
	Indicative		Subjunctive
Singular	1	amābam, I was loving, loved, used to love	amārem
	2	amābas, you were loving	amāres
	3	amābat, he was loving	amāret
Plural	1	amābamus, we were loving	amāremus
	2	amābatis, you were loving	amāretis
	3	amābant, they were loving	amārent

FUTURE TENSE			ACTIVE VOICE, PRESENT STEM amā-	Future Active Infinitive
	Indicative			
Singular	1	amābo, I shall love		amābitur, -e, -i
	2	amābis, you will love		
	3	amābit, he will love		
Plural	1	amābimus, we shall love		Future Active Participle
	2	amābitis, you will love		
	3	amābunt, they will love		

June 2013 Gcse Latin

**Arlene Holmes-Henderson, Steven
Hunt, Mai Musié**



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Starting to Teach Latin Steven Hunt, 2016-02-11 This handbook for teachers provides both practical up to date guidance and a theoretical overview on a number of key topics in Latin teaching Using a wealth of interviews observations and pupil transcripts Steven Hunt title utilizes case study evidence of excellent practice in teaching and learning from a wide variety of institutions from outreach programmes community schools and academies in the UK to New York Charter Schools KIP schools and schools in Eastern Seaboard states in the USA Offering practical advice on topics such as essay writing teaching controversial topics including women slavery ethnicity and social hierarchy making use of primary sources and using ICT to advance language skills the book also engages with broader questions of approach and theory These include a survey of the three main approaches to Latin teaching grammar translation communicative and reading approaches explanation of cognitive and social approaches to learning and analysis of the differences between intrinsic and extrinsic motivation Moreover traditional arguments about the value and purpose of learning Latin at school level are re examined in the light of current educational thinking and government policy making This book is invaluable for trainees newly qualified teachers and more experienced practitioners looking for practical ideas and strategies to motivate and engage learners of Latin A companion website www.startingtoteachlatin.org is under construction and will contain a range of resources and information for teachers

Forward with Classics Arlene Holmes-Henderson, Steven Hunt, Mai Musié, 2018-08-09 Despite their removal from England's National Curriculum in 1988 and claims of elitism Latin and Greek are increasingly re entering the mainstream educational arena Since 2012 there have been more students in state maintained schools in England studying classical subjects than in independent schools and the number of schools offering Classics continues to rise in the state maintained sector The teaching and learning of Latin and Greek is not however confined to the classroom community based learning for adults and children is facilitated in newly established regional Classics hubs in evenings and at weekends in universities as part of outreach and even in parks and in prisons This book investigates the motivations of teachers and learners behind the rise of Classics in the classroom and in communities and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century The role of classical languages within the English educational policy landscape is examined as new possibilities exist for introducing Latin and Greek into school curricula The state of Classics education internationally is also investigated with case studies presenting the status quo in policy and practice from Australasia North America the rest of Europe and worldwide The priorities for the future of Classics education in these diverse locations are compared and contrasted by the editors who conjecture what strategies are conducive to success

Isms in Language Education Damian J. Rivers, Karin Zotzmann, 2017-10-23 This volume develops a comprehensive understanding of the manner in which dominant emergent ideologies discourses and social structures impact language education The 17 chapters analyze the complex social dynamics of isms within language education and detail how

such dynamics influence language education pedagogies and practices institutional policies intergroup subjectivities in addition to language proficiency achievements *Learning Latin and Greek from Antiquity to the Present* Elizabeth P. Archibald, William Brockliss, Jonathan Gnoza, 2015-02-26 This volume provides a unique overview of the complete histories of Latin and Greek as second languages *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons, 2013 **The Times Index** , 2013-06 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement **The Parliamentary Debates (Hansard)**. Great Britain. Parliament. House of Lords, 2012 Book Review Index , 2006 Every 3rd issue is a quarterly cumulation GCSE Latin Anthology for OCR Students' Book Peter McDonald, Margaret Widdess, 2009-05-14 Anthology of prose and verse extracts with questions glossaries and end vocabulary to provide motivating and well supported resource for the Prose and Literature examinations Includes a CD ROM with audio recordings to motivate students **Latin** Mike Seigel, 1994-01-01 **Essential GCSE Latin** John Taylor, 2014-05-22 A clear concise and comprehensive guide to Latin language grammar and vocabulary for GCSE students *Gcse Latin* Bridget L. Dunseith, 2001-01 This GCSE text is suitable for both teachers and students of Latin following OCR s 2003 1942 specification It can be used as a classroom resource or as a teaching or study aid Look Out for Latin B.L. Dunseith, 2002-07 Based on the AQA s GCSE specification for examining in 2003 GCSE 3027 this teaching learning resource is ideal for busy teachers and valuable for revision or consolidation purposes for students *Latin for Language Lovers* David James Butterfield, Stephen Anderson, Katharine Radice, Dominic Sullivan, 2013

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