

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

**ГУМАНІТАРНО-ПЕДАГОГІЧНИЙ ФАКУЛЬТЕТ
Кафедра філософії та міжнародної комунікації**

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Латинська мова

для англomовних груп агробіологів

методичні рекомендації до виконання вправ (індуктивний метод)



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Метою рекомендацій є формування усіх складників латиномовної компетенції професійної компетентності майбутніх агробіологів: знання, вміння, навички та особистісні якості (готовність до вузько-фахової письмової та усної комунікацій з використанням латино-грецької агробіологічної номенклатури). Індуктивний метод полягає у виведенні фонетично-граматично-лексичних правил через виконання спеціально підібраних вправ під керівництвом викладача. Робота за збірником передбачає парну та фронтальну форми засвоєння матеріалу.

Вказівки укладено відповідно до програми з дисципліни «Латинська мова» для англомовних груп студентів агробіологічного профілю університетів.

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PREFACE AND TEACHING GUIDELINES

The workbook corresponds to the curriculum of the Latin language for agrobiological students of universities.

The book forms all components of the Latin language sub-competence included in the professional competence of would-be agrobiologists and contains exercises to improve students' knowledge, abilities, skills and personal qualities necessary to maintain written and oral communication, using Latin and Greek agrobiological terms.

The inductive method is based on deriving grammar rules by doing exercises. Students are supposed to compare forms, detect differences and provide rules.

The minimalistic style of the workbook was chosen to make Latin classes more active and useful for students' future professional activity.

To help students memorize new terms we recommend teachers should make their classes more interactive and have their students work in pairs.

UNIT 1

The Latin Alphabet

1. Repeat the words after your teacher and say how we read the ABC

letters.

| | | | |
|-----------------|--------------------------|---------------------|--------------------|
| Aa (а) | avena (oat) | Nn (ен) | nucleus (core) |
| Bb (бе) | bacca (berry) | Oo (о) | odor (smell) |
| Cc (це) | caulis (stalk) | Pp (пе) | papaver (poppy) |
| Dd (де) | dosis (dose) | Qq (ку) | quercus (oak tree) |
| Ee (е) | edulis (edible) | Rr (ер) | rosa (rose) |
| Ff (еф) | flos (flower) | Ss (ес) | spica (spikelet) |
| Gg (ге) | genus (gender) | Tt (те) | terra (land) |
| Hh (га) | hortus (garden) | Uu (у) | utilis (useful) |
| Ii (і) | insectum (insect) | Vv (ве) | vita (life) |
| Jj (йот) | juncus (rush) | Xx (ікс) | xylema (xylem) |
| Kk (ка) | koeleria (June grass) | Yy (іпсилон) | amylem (starch) |
| Ll (ель) | linum (flax) | Zz (зета) | zea (maize) |
| Mm (ем) | malus (apple tree) | | |

2. Repeat the words after your teacher and say how we read the diphthongs.

aegopodium – aise-weed, foeniculum – fennel, daucus – carrot, eucaliptus – eucaliptus.

3. Repeat the words after your teacher and say how we read “c” in different positions.

triticum – wheat, convolvulus – bindweed, agaricus – mushroom, cerasus – cherry, citrullus – watermelon, cydonia – quince.

4. Repeat the words after your teacher and say how we read “s” in different positions.

salix – willow tree, pinus – pine tree, brassica – kale, secale – rye, myosotis – forget-me-not, pisum – pea, anisum – anis.

5. Repeat the words after your teacher and say how we read the Greek digraphs.

chamomilla – camomile, rhizoma – rootstalk, phleum – timothy grass, anethum – dill.

6. Practice reading the terms after your teacher. Use the Internet to match them with the pictures, make flashcards and test your partner.

Picea abies – European spruce, Agropyron repens – couch grass, Rumex acetosella – sheep’s sorrel, Carex gracilis – tufted sedge, Pinus nigra – Crimean pine tree, Polygonatum officinale – Solomon’s seal.



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UNIT 2

The Stress

1. Repeat the words after your teacher and say which syllable is never stressed.

spica - spikelet, zeta - maize, arbor - tree, medicago - medic, exemplar - specimen, placenta – placenta.

2. Repeat the words after your teacher and say which syllables can be stressed.

fagopyrum – buckwheat, lycopersicum – tomato, convolvulus – bindweed, esculentus – edible, phaseolus – bean.

3. Repeat the words after your teacher and say when we stress the second syllable.

crataegus – haw, citrullus – watermelon, solānum – nightshade, dociostaurus – Moroccan locust, locusta – locust, adoxa – muskroot, oryza – rice, urtica – nettle.

4. Repeat the words after your teacher and say when we stress the third syllable.

folium – leaf, bractea – bract, cucurbita – pumpkin, cynāra – thistle, atriplex – saltbush, ephedra – ephedra.

5. Use the dictionary to make a list of long and short suffixes.

orientalis – oriental, vulgaris – common, spicatus – spiked, maturus – ripe, hirsutus – hirsute, murinus – murine, sativus – common, tuberosus – bulbous, foliolus – foliole, aromaticus – fragrant, viridis – green, vegetabilis – vegetable, fragilis – brittle, ramulus – off-shoot.

6. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Circaea lutetiana – Enchanter’s nightshade, *Berberis vulgaris* – European barberry, *Trifolium pratense* – English clover, *Fagus sylvatica* – European beech, *Taxus baccata* – English / European yew, *Viburnum opulus* – European dogwood.



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UNIT 3

The Noun and the Adjective

1. Use the information in the table and the dictionary to find nouns belonging to the declensions.

| Declension | I | II | | III | IV | | V |
|----------------|----------|-----------|----------|--------------|----------|----------|----------|
| <i>gender</i> | <i>f</i> | <i>m</i> | <i>n</i> | <i>f/m/n</i> | <i>m</i> | <i>n</i> | <i>f</i> |
| Nom. sg | -a | -us / -er | -um | -... | -us | -u | -es |
| Gen. sg | -ae | -i | | -is | -us | | -ei |

2. Sort out the terms into the two groups of adjectives.

| Group 1 (Declensions 1-2) | | | Group 2 (Declension 3) | |
|---------------------------|------------------------|-------------------------|----------------------------|------------------------|
| -us (<i>m</i>) | -a (<i>f</i>) | -um (<i>n</i>) | -is (<i>m, f</i>) | -e (<i>n</i>) |

Triticum vulgare – common wheat, Mentha arvensis – field mint, Convolvulus arvensis – field bindweed, Lysimachia nummularia – moneywort, Trifolium hybridum – Alsatian clover, Circea lutetiana - Enchanter’s nightshade, Althaea officinalis – marsh-mallow, Lotus corniculatus – birdsfoot trefoil, Euphorbia virgata – leafy spurge, Linum perenne - perennial flax, Avena sativa – common oats, Malus silvestris – European wild apple, Boletus edulis – cep.

3. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Althaea officinalis – marsh-mallow, Calluna vulgaris – common heather, Caragana frutex – Russian pea shrub, Euphorbia virgata – leafy spurge, Hylocomium proliferum – glittering wood-moss, Avena sativa – common oats.



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UNIT 4

Binominal terms and the word-composition

1. Use *Wikispecies - Wikimedia* to complete the taxonomic classification of *avena sativa*.

Ordo: ...

Family: ...

Subfamily: ...

Tribe: ...

Subtribe: ...

Genus: ...

Species: ...

2. How do we form the Plural of the Nominative? Complete the table.

| I | II | III | IV | V |
|-----|------------------|-----|-----------|-----|
| ... | -i (m) / ... (n) | ... | -us / -ua | -es |

3. Split the binominal terms up into two groups.

| Agreed specific epithet | Unagreed specific epithet |
|-------------------------|---------------------------|
| | |

Dilina tiliae – lime hawk, *Urtica dioica* – common nettle, *Pinus cembra* – cembran pine, *Olpidium viciae* – faba bean gall, *Artemisia absinthium* – common wormwood, *Pegomya betae* – sugar beet fly, *Graphium ulmi* – Dutch elm disease, *Pieris brassicae* – large white, *Avena nuda* – naked oat.

4. *Word-formation*. Use the words to complete the table and identify the components.

| Latin word + Latin word | Greek word + Greek word | Greek word + Latin word |
|-------------------------|-------------------------|-------------------------|
| | | |

heterophyllus - diversifolious, albiflorus – white-flowered, latifolius – broad-leaved, hexapetalus – hexapetalous, rotundifolius – round-leaved, unicolor – concolorous, polyfolius – multifoliate, leucocarpus – white-fruited.

5. Use the Internet to find new species of plants discovered in the 21st century. *How are the terms formed?*

6. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Solanum tuberosum – potato, Rubus caesius – European dewberry, Phleum alpinum – Alpine timothy, Linum flavium – golden flax, Solanum nigrum – black nightshade, Allium sativum – garlic.



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UNIT 5

The Suffixation and composite terms

1. Sort the words out into the semantic groups and complete the table

| | Suffixes | Meaning |
|----|----------|--|
| 1. | | <i>'having a specific part or quality'</i> |
| 2. | | <i>'having a specific shape'</i> |
| 3. | | <i>'looking like something'</i> |
| 4. | | <i>'-ish'</i> |
| 5. | | <i>diminutive suffix</i> |

conicus - conic, spinosus - thorny, foliolum - leaflet, falcatus – sickle-shaped, granulum – pip, ovalis - ovate, flavidus – yellowish, capillaris - capillar, foliaceus - foliate, caninus - doglike, fructifer - fructiferous, trapezoides - trapezoid, filiformis - filiform.

2. Identify the meaning of the Greek suffixes and complete the table.

| Suffix | Meaning |
|---------------------------------|---------|
| Plasmodiophora - plasmodiophora | |
| Chytridiomycetes - chytrids | |
| Phytophthora – phytophthora | |
| Lichenophyta – lichenophyta | |
| Homoptera - homopterous | |
| Spongospora – powdery scab | |
| Sphaerotheca – sphaerotheca | |
| Phyllotreta – flea-beetle | |
| Sitotroga – grain moth | |

3. Use the information in the box and read the composite terms.

ssp. (subspecies – subspecies)

var. (varietas – variety)

svar. (subvarietas – subvariety)

f. (forma – form)

f. sp. (forma specialis – special form)

Alyssum campestre var. *parviflorum*, *Hippuris vulgaris* f. *fluviatilis*, *Linum flavum* ssp. *tauricum*, *Linum perenne* var. *austriacum*, *Puccinia graminis* f. sp. *avenae*, *Veronica spicata* var. *orchidea*, *Potentilla argentea* var. *impolita*, *Acroptilon picris* f. *incana*, *Rubus caesius* var. *aquatica*, *Raphanus sativus* subsp. *niger*, *Polygala amara* subvar. *trachyptera*, *Pinus nigra* var. *austriaca*, *Ulmus campestris* var. *suberosa*, *Puccinia graminis* f. sp. *phlei pratensis*.

4. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Polygala amara – bitter milkwort, *Alyssum campestre* – pale madwort, *Puccinia graminis* – stem rust, *Potentilla argentea* – silvery cinquefoil, *Veronica spicata* – spike speedwell, *Hippuris vulgaris* – horsetail.



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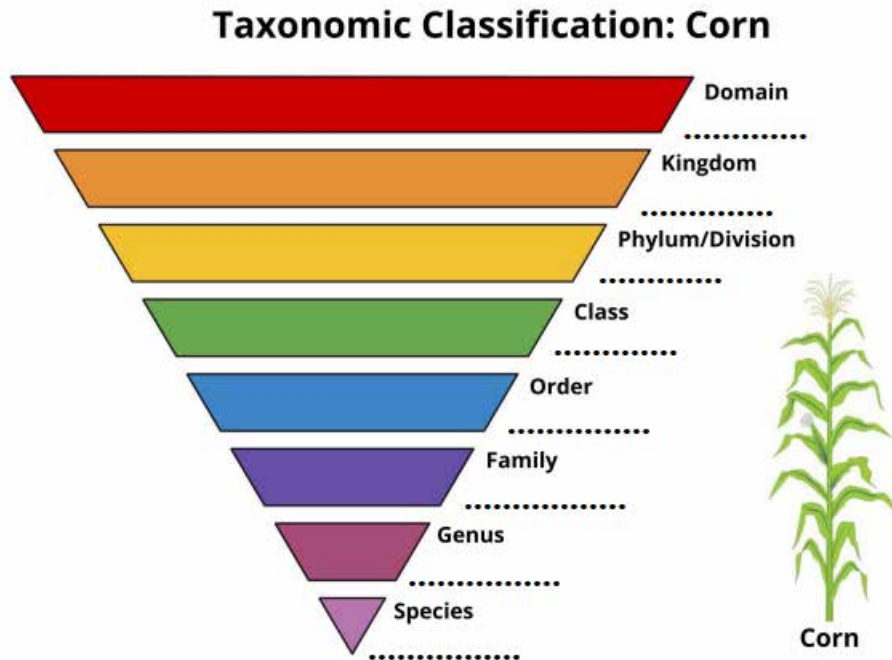


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UNIT 6

Greek components and the Participle

1. Use the Internet and complete the taxonomy of *corn (maize)*.



2. Identify the meaning of the first Greek components and complete the table.

| Suffix | Meaning |
|--------------------------------|---------|
| brachyphyllos – short-leaved | |
| chloropetalus – green-petalled | |
| dolichocarpus – long-fruited | |
| euryphyllos – large-leaved | |
| gymnospermae - softwoods | |
| homogenus - homogeneous | |
| leptocaulis – thin-stalked | |
| leucoflorens – white-flowered | |
| microcarpus – small-fruited | |
| megapetalus – large-petalled | |

| | |
|---------------------------------|-------|
| orthocladus – straight-branched | ..... |
| stenocarpus – narrow-fruited | ..... |
| polyanthos – many-flowered | ..... |

3. Identify the components of the participles and sort them out into two groups.

| The present participle | The past participle |
|------------------------|---------------------|
| | |

odoratus – aromatic, nutans – drooping, repens – creeping, sceleratus – poison-bearing, maculatus – blotched, sempervirens – evergreen, (*Grossularia*) *reclinata* – garden gooseberry.

4. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Euphorbia virgata – leafy spurge, *Veronica prostrata* – harebell Hungarian speedwell, *Lotus corniculatus* – birdsfoot trefoil, *Sequoia sempervirens* – California redwood, *Campsis radicans* – trumpet vine, *Trifolium repens* – white clover,



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UNIT 7

Uninominal terms. Greek components.

1. Identify the forms and components of the uninominal terms

| <i>Taxonomic ranks</i> | <i>Uninominal terms</i> |
|------------------------|---|
| Regnum | Plantae |
| Divisio | Angiospermae (I) Pteridophyta (II) |
| Subdivisio | Angiospermatophytina |
| Classis | Magnoliopsida (II) Dicotyledones (III) |
| Subclassis | Magnoliidae |
| Ordo | Poligonales |
| Subordo | Malvinae |
| Familia | Violaceae Cruciferae |
| Subfamilia | Asphodeloideae |
| Tribus | Rubeae |
| Subtribus | Rutinae |

2. Sort the uninominal terms into the taxonomic ranks above.

Gramineae, Guttiferae, Gingopsida, Maloideae, Rosaceae, Gymnospermae, Endomycetales, Lichenophyta.

3. Use the words to form plant families.

lilium – lily; lemna – duck’s meat; salix, cis – willow tree; crux, cis – cross; umbrella – umbrella.

4. Use the Internet to find the description of the terms. Identify the meaning of the first Greek components and complete the table.

| Suffix | Meaning |
|--------|---------|
| | |

| | |
|---------------------|-------|
| androclinium: ... | ..... |
| biophilus: ... | ..... |
| chromatophilus: ... | ..... |
| gynophorus: ... | ..... |
| helianthus: ... | ..... |
| hydrophyton: ... | ..... |
| nematocaulis: ... | ..... |
| stachyphorus: ... | ..... |

5. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Astragalus boeticus – yellow milk-vetch, Sorbus thuringiaca – German service tree, Inula britannica – British yellowhead, Stipa ucrainica – Ukrainian feather grass, Vitis amurensis – Amur grape, Agave americana – century plant.



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UNIT 8

Comparative and superlative adjectives.

Indifferent terms.

Prefixes.

1. Identify suffixes and sort the terms out into the degrees.

| Comparative degree | Superlative degree |
|--------------------|--------------------|
| | |

Rubus hirtissimus – scabrous blackberry, Vinca major – greater periwinkle, Iris flavissima – yellow flag, Plantago maxima – giant plantain, Zostera minor – dwarf eelgrass, Stipa pulcherrima – golden feather grass, Sisymbrium altissimum – tall mustard, Ziziphora tenuior – slender ziziphora, Linum usitatissimum – flaxseed.

2. Sort the *indifferent* terms (*do not tend to be translated*) out into three groups. *What are indifferent terms?*

| Genetivus | Nominativus | Adjectivum |
|-----------|-------------|------------|
| | | |

Triticum timopheevii (wheat), Festuca beckeri (fescue), Tulipa kaufmanniana (tulip), Rumex marschallianus (sorrel), Hieracium igoschinae (hawkweed), Cirsium lipskyi (thistle), Puccinellia bilykiana (salt grass), Ranunculus kladnii (crowfoot), Phleum michelii (timothy grass), Stipa zaleskii (needle grass), Zingeria biebersteiniana (zingeria), Malus ginnala (apple tree), Koeleria degenii (June grass), Helictotrichon schellianum (alpine oatgrass), Avena wiestii (oats).

3. Co-work with your teacher to identify prefixes and their meanings.

Trifolium diffusum – diffuse clover, Danthonia decumbens – heath grass, Tripleurospernum inodorum – scentless false mayweed, Potentilla intermedia – downy cinquefoil, Psephellus declinatus – slender hawksbeard, Rumex conglomeratus –

clustered dock, *Sedum reflexum* – blue spruce stonecrop, *Smyrnum perfoliatum* – perfoliate alexanders.

4. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Triticum timopheevii, *Avena wiestii*, *Cirsium lipskyi*, *Stipa zalesskii*, *Tulipa kaufmanniana*, *Ranunculus kladnii*.



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UNIT 9

Numeral terminoelements.

The sense-groups.

Differences between Latin and English terms

1. Use the terms to complete the table with Greek / Latin numeral elements.

| | | |
|--------|---------|---|
| 2 | .../... | Trifolium repens – white clover, Filipendula hexapetala – |
| 3 | ... | Meadowsweet, Ephedra distachya – common ephedra, Lusula |
| 6 | ... | multiflora – common woodrush, Majanthemum bifolium – |
| Multi- | .../... | May lily, Bidens tripartita – three-part beggarticks, Hordeum distyichum – two-rowed barley, Menyanthes trifoliata – bog bean, Anthyllis polyphylla – kidney vetch, Urtica dioica – common nettle. |

2. Complete the sense-groups with the terms below.

| Geography | Environment | Morphology | Similarity | Application | Season |
|-----------|-------------|------------|------------|-------------|--------|
| ... | ... | ... | ... | ... | ... |

Adonis vernalis (spring), Talpa europea (Europe), Agaricus silvaticus (forest), Brassica alba (whate), Cucurbita maxima (the biggest), Hieracium umbellatum (umbrella), Acer tataricum (Tartar), Sphagnum palustre (swamp), Betula populifolia (poplar + leaves), Taraxacum officinale (medical), Campanula rotundifolia (round + leaves), Lycopersicum esculentum (edible), Lens culinaris (culinary), Vicia sepium (fence), Adonis autumnalis (autumn), Cetraria islandica (Island), Adonis aestivalis (summer).

3. Compare the Latin and English terms. What are the differences between them?

Faba bona – bell bean, Brassica rapa – field mustard, Sclerochloa dura – fairground grass, Vicia ervilia – bitter vetch, Cochlearia armoracia – horse radish,

Camelina allysum – stinking flaxweed, Echinochloë crus-galli – Japanese millet, Cuscuta viciae – large dodder, Glycine soia – wilde soybean.

**Reasons for different and synonymous terms are 1) historical factors, 2) national factors and others. In terms of the International Nomenclature, the valid one is the first one published.*

4. Use the Internet to match the terms with the pictures, make flashcards and test your partner.

Gypsophila – baby’s breath, Melica altissima – Siberian melic grass, Abelsonchus esculentus – lady’s fingers, Rubus idaeus – red raspberry, Fragaria viridis – creamy strawberry, Zea mays – maize.



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SUPPLEMENT

Gaudeamus

1. Gau-de-a-mus i - gi-tur, iu - ve-nes dum su - mus;
post iu-cun-dam iu-ven-tu-tem, post mo-le-stam se-no-ctu-tem,
nos ha-be - bit hu - mus, nos ha-be - bit hu - mus!

Gaudeamus igitur,

Juvenes dum sumus!

Post jucundam juventutem,

Post molestam senectutem

Nos habebit humus!

Vivat Academia!

Vivant professores!

Vivat membrum quodlibet!

Vivant membra quaelibet!

Semper sint in flore!

*Sample: https://www.youtube.com/watch?v=_cHMOw4SpEw