

# Primum Agmen II

## Fifth Grade Latin Review Packet

### 2020-2021



*The Shield of Achilles, Angelo Monticelli in Le Costume Ancien ou Moderne, c. 1820*

# Table of Contents

<i>Carmen Abēcēdarium</i> .....	i
---------------------------------	---

## Grammar Lessons

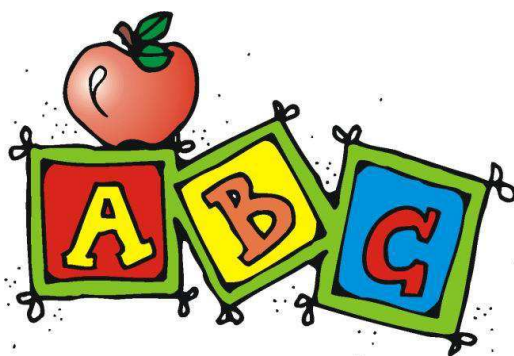
Roman Alphabet and Latin Pronunciation.....	1-3
Grammatica I: Introduction to Inflection.....	4-6
Grammatica II: First Declension Nouns.....	7-10
Grammatica III: Latin Nouns and Gender.....	11-12
Grammatica IV: Latin Verbs.....	13-14
Grammatica V: Properties of Verbs I – Person and Number.....	15-16
Grammatica VI: Properties of Verbs II – Present Tense.....	17-20
Grammatica VII: Transitive and Intransitive Verbs.....	21-22
Grammatica VIII: Transitive Verbs II – Nominative and Accusative Cases.....	23-25
Grammatica IX: Second Conjugation Verbs – Present Tense.....	26-28
Grammatica X: Second Declension Masculine Nouns.....	29-33
Grammatica XI: Second Declension <i>-er</i> Nouns.....	34-36
Grammatica XII: Second Declension Neuter Nouns.....	37-39
Grammatica XIII: Dative Case – Indirect Object.....	40-42
Grammatica XIV: First and Second Declension Adjectives.....	43-46
Grammatica XV: First and Second Declension Adjectives II - <i>-er</i> Adjectives.....	47-49
Grammatica XVI: First and Second Declension Adjectives III – PPA.....	50-53
Grammatica XVII: Noun-Adjective Agreement.....	54-56
Grammatica XVIII: Imperfect Tense – First and Second Conjugations.....	57-61
Grammatica XIX: Future Tense – First and Second Conjugations.....	62-65
Grammatica XX: Direct Questions.....	66-68
Grammatica XXI: Being Verb <i>sum, esse</i> – Present Tense.....	69-71
Grammatica XXII: Personal Pronouns – First and Second Person.....	72-74
Grammatica XXIII: Being Verb <i>sum, esse</i> – Imperfect Tense.....	75-77
Grammatica XXIV: Prepositions and their Objects.....	78-79
Grammatica XXV: Being Verb <i>sum, esse</i> – Future Tense.....	80-82
Grammatica XXVI: Dative of Possession.....	83-85
Grammatica XXVII: Present Tense of <i>possum, posse</i> .....	86-88
Grammatica XXVIII: Complementary Infinitives.....	89-91
Grammatica XXIX: Third Declension Nouns – Masculine and Feminine.....	92-94
Grammatica XXX: Identifying Gender of Third Declension Nouns.....	95-96
Grammatica XXXI: Third Declension Neuter Nouns.....	97-100
Grammatica XXXII: Third Declension Neuter Nouns II - <i>-men</i> and <i>-ma</i> .....	101-102
Grammatica XXXIII: Prepositions II – <i>in, sub, subter</i> , and <i>super</i> .....	103-104
Grammatica XXXIV: Expressions of Place and Time.....	105-107
Grammatica XXXV: Imperfect Tense of <i>possum, posse</i> .....	108-109
Grammatica XXXVI: Ablative of Separation.....	110-112
Grammatica XXXVII: Future Tense of <i>possum, posse</i> .....	113-114
Grammatica XXXVIII: Complementary Infinitives II – Impersonal Verbs.....	115-117

Grammatica XXXIX: Third Conjugation Verbs – Present Tense.....	118-120
Grammatica XL: Ablatives of Accompaniment and Manner.....	121-122
Grammatica XLI: Third Declension Nouns – Pure <i>i</i> -stems.....	123-127
Grammatica XLII: Third Declension Adjectives.....	128-131
Grammatica XLIII: Third Declension Nouns – Mixed <i>i</i> -stems.....	132-135
Grammatica XLIV: Third Conjugation Verbs – Future Tense.....	136-139
Grammatica XLV: Third Conjugation Verbs – Imperfect Tense.....	140-143
Grammatica XLVI: Third Conjugation <i>-iō</i> Verbs – Present Tense.....	144-147

## Appendices

Appendix I: Case Usages.....	148
Appendix II: Noun Declension.....	149-151
Appendix III: Adjective Declension.....	152-154
Appendix IV: Principal Parts.....	155-167
Appendix V: Verb Conjugation – Present System.....	168-173
Appendix V.ii: Verb Conjugation – Perfect System.....	174-175
Appendix V.iii: Verb Conjugation – Irregular Verbs.....	176-177
Appendix V.iv: Verb Conjugation – Infinitives.....	178

<i>Glossa Latīna</i> .....	179-211
----------------------------	---------



## *Carmen Abēcēdarium*

(sung to the tune of “This Old Man”)

A = ah

B = bay

C = cay

D = day

E = eh

F = ef

G = gay

H = ha

I = ee

K = kah

L = el

M = em

N = en

O = oh

P = pay

Q = koo

R = er

S = es

T = tay

U = oo

X = eex

Y = upsilon

Z = zeta

Nunc carmen factum'st!

(Now the song is done!)

## Roman Alphabet and Latin Pronunciation

English uses the same letters that were utilized by the Romans – with some minor differences. We are going to take a moment now to hear how the Romans would have pronounced these letters, beginning with the consonants.

### Consonants

For the most part, Latin consonants make the same sounds they do in English. There are some variations in sounds, though, especially when it comes to **digraphs** – two letters joined together to make a different sound – which we will examine here, as well.

Letter	Pronunciation	English Example	Latin Example
<b>B</b>	<i>b / p</i> before “t” or “s”	barber / apt -or- Epsom	<i>barba</i> – “beard” <i>urbs</i> – “city”
<b>C</b>	<i>k</i> (always a hard “k”)	cake	<i>caecus</i> – “blind”
<b>D</b>	<i>d</i>	dad	<i>domus</i> – “home”
<b>F</b>	<i>f</i>	fifty	<i>falsus</i> – “false”
<b>G</b>	<i>g</i> (always hard) / <i>ngn</i> before “n”	gag / hangnail	<i>gēns</i> – “clan” <i>magnus</i> – “large”
<b>H</b>	<i>h</i> (considered silent by some Romans)	hangnail (honor)	<i>humus</i> – “ground” <i>honor</i> – “honor”
<b>K</b>	<i>k</i> (rarely seen in Latin)	kiwi	<i>Kalendae</i> – “first day of the month”
<b>L</b>	<i>l</i>	lab	<i>lacrima</i> – “tear”
<b>M</b>	<i>m</i>	monument	<i>memoria</i> – “memory”
<b>N</b>	<i>n</i>	nun	<i>nōn</i> – “not”
<b>P</b>	<i>p</i>	pop	<i>populus</i> – “people”
<b>Q(u)</b>	<i>kw</i>	queen	<i>quattuor</i> – “four”
<b>R</b>	<i>r</i> (with a slight trill)	<i>gracias</i> (Spanish)	<i>rēgīna</i> – “queen”
<b>S</b>	<i>s</i> (Never like the “z” sound in “season”)	lesson	<i>satis</i> – “enough”
<b>T</b>	<i>t</i>	tattle	<i>terra</i> – “earth”
<b>X</b>	<i>ks</i>	taxi	<i>saxum</i> – “stone”
<b>Z</b>	<i>z</i> (rarely seen in Latin)	zone	<i>zōna</i> – “zone”
<b>Ch</b>	emphatic <i>k</i> (Never like “church” or “machine”)	mechanical!	<i>chorus</i> – “chorus/choir”

<b>Ph</b>	emphatic <i>p</i> (Never like “f” sound in “emphatic”)	pop!	<i>philosophia</i> – “philosophy”
<b>Th</b>	emphatic <i>t</i> (Never like “this”)	terrible!	<i>thema</i> – “theme”

## Vowels

Latin vowel sounds are the ones that really differ from English pronunciation. Like English, though, Latin has short and long vowels; however, it is much easier to tell which ones are which in Latin because long vowels will often have a **macron**, or a dash above a vowel to indicate that it is long. Latin vowels are also similar to English in that short and long vowels have different pronunciations. Therefore, we will look at both short and long vowels individually. Also, “y” (borrowed from Greek, hence the name “upsilon”) is always a vowel in Latin.

Letter	Pronunciation	English Example	Latin Example
<b>a</b>	<i>a</i> ; Close to the schwa (ə) (Never like “hat”)	electrical	<i>anima</i> – “breath/spirit”
<b>ā</b>	<i>ah</i>	father	<i>āter</i> – “black”
<b>e</b>	<i>eh</i>	wet	<i>ego</i> – “I”
<b>ē</b>	<i>ay</i>	fiancé	<i>ērēctus</i> – “upright”
<b>i</b>	<i>ih</i>	rip	<i>inimicus</i> – “enemy”
<b>ī</b>	<i>ee</i>	machine	<i>Ītalia</i> – “Italy”
<b>o</b>	<i>o</i>	mop	<i>oculus</i> – “eye”
<b>ō</b>	<i>oh</i>	wrote	<i>ōtium</i> – “leisure”
<b>u</b>	<i>uh</i>	put	<i>unda</i> – “wave”
<b>ū</b>	<i>oo</i>	due	<i>ūnus</i> – “one”
<b>y</b>	<i>eoo</i>	<i>une</i> (French)	<i>Styx</i> – “Styx”

## Diphthongs

**Diphthongs** are special digraphs made from two vowels. When the two vowels are put together, their sounds change from what they might sound like when seen separately. English uses many of the same diphthongs, but the pronunciations are quite different in many cases.

Diphthong	Pronunciation	English Example	Latin Example
<b>ae</b>	<i>igh</i>	fright	<i>aestās</i> – “summer”
<b>au</b>	<i>ow</i>	cow	<i>aurum</i> – “gold”
<b>ei</b>	<i>ay</i>	way	<i>ei</i> – “Ah!”
<b>eu</b>	<i>ehoo</i>	ew! (Draw out the sounds slightly as you would if something were really gross.)	<i>Euphrātēs</i> – “Euphrates”
<b>oe</b>	<i>oy</i>	boy	<i>oeconomia</i> – “economy”
<b>ui</b>	<i>uhwih</i>	<i>cuisine</i> (French)	<i>cui</i> – “to whom”

### And sometimes “i”...

You are of course familiar with “i” and “u” as vowels, and we have already seen how to pronounce them when both long and short. However, “i” and “u” in Latin are sometimes also used as consonants.

You probably noticed that there are a few letters missing from the *Carmen Abecedarium* compared to what we have in English. That is because letters like “j” and “v” are actually just “i” and “u” behaving as consonants rather than vowels, so the Romans did not feel the need to distinguish them. In later periods of Latin development, people began to differentiate between when these letters were acting as consonants or vowels, and “j” became the consonantal “i,” while “v” became the consonantal “u.”

When pronouncing consonantal “i” the sound is that of consonantal “y” in English: for instance, in the word “yes.” A consonantal “u” will often actually appear in some texts as a “v,” but it should be pronounced as a “w” (as in “wet”) rather than a “v” in English. By now, you are probably wondering, though, how the letter “w” even came to be. Well, if we look at the spelling of *vultus*, for example, and remove the distinction between “v” and “u” as the Romans would have, we can see that *uultus* does in fact begin with a “double-u.”



# Grammatica I

## Introduction to Inflection

### \*Objectives\*

- **Define terms associated with the inflection of Latin verbs and nouns.**
- **Memorize basic uses of Latin noun cases.**

One of the greatest challenges to learning Latin is that it is a highly inflected language. This means that the majority of the language's words undergo some degree of **inflection**, which is any change made in the form of a word to demonstrate its grammatical relationships. This is so challenging for native speakers of English because we do not use very much inflection at all with our words. Even our verbs do not change very much to reflect different subjects. Take for instance the verb "to love."

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	I love	We love
<i>Second Person</i>	You love	You (all) love
<i>Third Person</i>	He/she/it loves	They love

Notice how every form of the verb is exactly the same except for third person singular ("loves")? Due to the lack of inflection, English speakers have to use personal pronouns (i.e. "I," "you," "we," etc.) or subject nouns (e.g. the dogs or Caesar) to clarify who or what is actually performing a verb's action or experiencing its state of being.

In Latin, we can tell the subject of a verb by simply examining the verb itself with no need for other words! This is because Latin verbs undergo a great deal of inflection; whereas, English verbs experience almost none at all. The inflection of a verb to reflect its subject is known as **conjugation**. Therefore, if you change the form of a Latin verb to say that its subject is "we," you *conjugate* as first person plural.

### Inflection of Nouns

In English, the only changes we ever really see in the forms of our nouns are those that occur when we change them from singular to plural (e.g. "boy" to "boys" or "box" to "boxes") or add apostrophes to make them possessive noun adjectives (e.g. "boy's" or "boxes'"). However, like Latin verbs, Latin nouns also experience a high level of inflection. So much so, in fact, that most Latin nouns have at least ten different forms each! All these forms are the result of the inflection of a noun to



reflect its function, which we call **declension**. When we are going to change the form of a Latin noun, then, we say that we are going to *decline* it.

### Latin Noun Cases

Why are Latin nouns declined into so many different forms? As we saw with English nouns, Latin nouns can also be singular or plural: a characteristic we refer to as a noun's "number." The inflection just does not stop there, though. Latin nouns also have different forms depending on the "case" in which they appear. A noun's case is determined by its **syntax**, or its function or grammatical relationship to other words in the sentence.

There are *five* main cases for Latin nouns; so, multiply those five cases by the two different numbers (singular and plural), and we have the ten different forms for each Latin noun that we mentioned earlier. Each of the Latin noun cases is assigned different syntactic functions. Considering all the different functions words can perform and the fact that there are only five cases, it only makes sense that most cases are assigned multiple functions – some certainly more than others. Nevertheless, the chart below outlines the most basic functions for each case. These will be the functions that we will be most concerned with mastering for now until we gradually learn more uses for them along the way.

Latin Case	Syntax (Function in a sentence)
Nominative	Subject Noun; Predicate Nominative
Genitive	Possessive Noun Adjective
Dative	Indirect Object
Accusative	Direct Object; Object of the Preposition
Ablative	Object of the Preposition; Various Functions

## Recapitulāta

**I) Match each definition with a key term from the grammar lesson.**

inflection	conjugation
declension	syntax

i) A word's function or grammatical relationship to other words in the sentence:

\_\_\_\_\_

ii) The inflection of a noun to reflect its function: \_\_\_\_\_

iii) The inflection of a verb to reflect its subject: \_\_\_\_\_

iv) Any change made in the form of a word to demonstrate its grammatical relationships: \_\_\_\_\_

**II) Match each function with the Latin noun case that typically performs that function. Some cases will perform more than one function.**

Nominative	Genitive
Dative	Accusative
Ablative	

i) Subject Noun \_\_\_\_\_

ii) Direct Object \_\_\_\_\_

iii) Possessive Noun Adjective \_\_\_\_\_

iv) Object of the Preposition \_\_\_\_\_ *-or-* \_\_\_\_\_

v) Predicate Nominative \_\_\_\_\_

vi) Indirect Object \_\_\_\_\_

vii) Various Functions \_\_\_\_\_

## Grammatica II

### First Declension Nouns

#### \*Objectives\*

- **Memorize case endings for First Declension nouns.**
- **Decline a First Declension noun in all forms.**

We saw in our last grammar lesson that “declension” is the inflection of a noun to reflect its function. However, when we talk about a group of nouns that use similar endings as part of their inflection, this is also referred to as a **declension**.

The first such group of nouns that we will be exploring is known as the **First Declension**. The endings for nouns of the First Declension are characterized by the appearance of the letter “a” in most of them, making them rather easy to master and to recognize in Latin texts. Let’s take a look now at just the endings for the First Declension; then, we will see how these endings are added to noun stems in the process of declining the nouns into their different forms.

Case	Singular	Plural
<i>Nominative</i>	<b>-a</b>	<b>-ae</b>
<i>Genitive</i>	<b>-ae</b>	<b>-ārum</b>
<i>Dative</i>	<b>-ae</b>	<b>-īs</b>
<i>Accusative</i>	<b>-am</b>	<b>-ās</b>
<i>Ablative</i>	<b>-ā</b>	<b>-īs</b>

### Declining First Declension Nouns

Now that we have seen what the endings look like for First Declension, it is time to discuss how we affix these endings to nouns in the process of declining them. You have probably noticed by now that nouns in our vocabulary or those in a Latin dictionary are listed with two forms: the nominative singular first, followed by the genitive singular. This is important because the “oblique” forms of Latin nouns – all forms of a noun except nominative singular – are sometimes quite different

from the nominative singular form. For now, all of the forms of our nouns are going to look fairly similar, but it is important to get into the practice now of looking to our genitive singular form to find the noun stem as this practice will come in handy as we learn new declensions.

Let's use *puella, puellae* ("girl") as an example. Once we have located the genitive singular form (*puellae*), we then remove the genitive singular ending from the noun, which as we just learned above would be the ending *-ae* in this case. This gives us our noun stem (*puell-*) to which we will add all the other endings we might need for declining the noun in a given case and number. For instance, then, if we wanted to decline *puella* in the accusative plural, we would find our noun stem (*puell-*) and add to it the accusative plural ending for First Declension (*-ās*), giving us the accusative plural form of our noun (*puellās*).

Here we will find the process for declining nouns broken down into easy steps. Then, we will examine *puella, puellae* fully declined in all its forms.

## **How to Decline a Latin Noun**

**I) Identify the noun's genitive singular form. [*puellae*]**

**II) Remove the genitive singular ending to find the noun stem. [*puell-*]**

**III) Add the appropriate ending to the noun stem depending on the case and number needed. [accusative plural: *puellās*]**

Case	Singular	Plural
Nominative	puell- <b><u>a</u></b>	puell- <b><u>ae</u></b>
Genitive	puell- <b><u>ae</u></b>	puell- <b><u>ārum</u></b>
Dative	puell- <b><u>ae</u></b>	puell- <b><u>īs</u></b>
Accusative	puell- <b><u>am</u></b>	puell- <b><u>ās</u></b>
Ablative	puell- <b><u>ā</u></b>	puell- <b><u>īs</u></b>

## Recapitulāta

**I) Number each step according to its order in the process of declining Latin nouns.**

\_\_\_\_\_ Remove the genitive singular ending to find the noun stem.

\_\_\_\_\_ Add the appropriate ending to the noun stem depending on the case and number needed.

\_\_\_\_\_ Identify the noun's genitive singular form.

**II) List the endings used with First Declension nouns in each number and case.**

<b>Case</b>	<b>Singular</b>	<b>Plural</b>
<i>Nominative</i>		
<i>Genitive</i>		
<i>Dative</i>		
<i>Accusative</i>		
<i>Ablative</i>		

III) Using the steps and endings you just reviewed, fully decline the First Declension noun *lupa, lupae*.

Case	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

## Grammatica III

### Latin Nouns and Gender

We have learned so far that Latin nouns will have a case (nominative, genitive, etc.) and number (singular or plural). There is also one last property of Latin nouns that we need to learn – gender.

The concept of gendered nouns is one that is unfamiliar to most English speakers, even though we might apply a gender to many nouns without thinking about it. For instance, we often subconsciously characterize dogs as masculine and cats as feminine before knowing for sure whether they are male or female. That being said, though, we do not use many officially gendered terms outside of pronouns (e.g. “he” or “she”) or formal addresses (e.g. “Mr.” and “Mrs.”).

It is possible for Latin nouns, however, to have one of *three* genders: masculine, feminine, or neuter. Most nouns of the First Declension are feminine in gender. It is easy to see, then, why we find the names and titles of female individuals such as *puella* (“girl”), *fēmina* (“woman”), and *dea* (“goddess”) as part of the First Declension. The Romans also classified many other things and ideas as being “feminine,” especially including some of the abstract concepts we have seen in our vocabulary (i.e. *excellētia*, *iūstitia*, *prūdentia*).

The names of cities (*Rōma*), countries (*Graecia*), and many animals, plants, and trees were also considered inherently feminine by the Romans. Nevertheless, many other Latin nouns are assigned a gender purely out of grammatical necessity, meaning the Romans saw no inherently gendered characteristics in those nouns, but it was necessary for the noun to have a gender because all Latin nouns do (e.g. *fābula* “story,” feminine).

As we continue to learn Latin vocabulary, you will always find the gender provided – whether it is in our vocabulary lists or in a dictionary. Genders are typically designated with an “**m**” for masculine, an “**f**” for feminine, or an “**n**” for neuter. Some nouns that we encounter, though, may be considered “common” gender (labeled “**c**” or “**comm.**”), which means they can be thought of as either masculine or feminine depending on the context. For now, though, we will be working with words with more clearly defined genders.

### First Declension Masculine Nouns

We have already established that *most* nouns of the First Declension are feminine in gender, but this certainly does not include all of them. There are several nouns that, although they technically belong to the First Declension according to the endings they use, are nonetheless masculine in gender. Such nouns are typically names of occupations that were not held by females in antiquity. Take for instance words such as *agricola* (“farmer”), *nauta* (“sailor”), or *athlēta* (“athlete”). The



Romans would have typically considered women either incapable of or forbidden from being farmers, sailors, or athletes. Therefore, even though *agricola*, *nauta*, and *athlēta* are nouns of the First Declension, they are always masculine in gender since men were the only ones thought capable or allowed to fill those roles.

Despite their being masculine, such nouns are still declined in exactly the same way as all other First Declension nouns. We can see this concept in the chart below, where we find *nauta*, *nautae* declined in all of its forms.

Case	Singular	Plural
<i>Nominative</i>	naut <u>a</u>	naut <u>ae</u>
<i>Genitive</i>	naut <u>ae</u>	naut <u>ārum</u>
<i>Dative</i>	naut <u>ae</u>	naut <u>īs</u>
<i>Accusative</i>	naut <u>am</u>	naut <u>ās</u>
<i>Ablative</i>	naut <u>ā</u>	naut <u>īs</u>

## Recapitulāta

**I) List the three possible genders for Latin nouns.**

- i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_

**II) Nouns that are either masculine or feminine depending on context are referred to as this “gender.”** \_\_\_\_\_

**III) Nouns of the First Declension are typically what gender?** \_\_\_\_\_

## Grammatica IV

### Latin Verbs

#### \*Objectives\*

- Recognize principal parts of Latin verbs.
- Identify Latin infinitives.

Just as we see in English, there are different types of verbs in Latin with different sorts of forms. Latin verbs might tell us about an action, or they might describe a state of being. All the verbs we have seen in our Latin vocabulary so far are action verbs and, like English action verbs, they have different forms that we might see.

Let's take the English verb "love" for instance. We might see this verb as a present participle ("loving") or a past (perfect passive) participle ("loved"). This verb could also be **finite**, meaning it is a verb that has a subject. For example, we could say "I love" or "they will be loved," where our subjects are "I" and "they," respectively.

We could also come across this verb as an **infinitive**, or a verb that has no subject assigned to it (*infinitive* = **not finite**). The infinitive form of "love" is simply that: "love." However, we often express infinitives in English using **infinitive phrases** – infinitives combined with the function word "to," as in "to love." Latin verbs also have different parts to them; in fact, most Latin verbs have four what we call "principal parts" that give us information about how the verb looks in different tenses or voices. Below, we can see the four principal parts of the Latin word for the verb "love."

1<sup>st</sup> Person Singular Present   Present Active Infinitive   1<sup>st</sup> Person Singular Perfect   Perfect Passive Participle

## amō, amāre, amāvī, amātus

For the moment, we will only be concerned with the first two principal parts of Latin verbs: the first person singular present tense form (*amō* = "I love") and the present active infinitive form (*amāre* = "to love"). We will start to work with the last two principal parts again once we begin to learn about the perfect tenses.

### Latin Infinitives and Verb Stems

The infinitive forms of Latin verbs will be extremely important as we learn more about verbs and how to conjugate them. We can identify most Latin present infinitives as a verb's principal part that ends with *-re* (e.g. *amāre*, *cessāre*, *rogāre*).

Once we have identified a verb's infinitive, we can then use it to find the verb's stem that we will use to conjugate it in various other forms. We can find this stem by simply removing the *-re* from the end of the infinitive, making *amā-* the stem for *amāre*, *cessā-* the stem for *cessāre*, and *rogā-* the stem for *rogāre*.

## Recapitulāta

**I) Match each definition with a key term from the grammar lesson.**

finite verb	infinitive
-------------	------------

i) A verb that has a subject: \_\_\_\_\_

ii) A verb that has no subject assigned to it: \_\_\_\_\_

**II) Number the principal parts of the Latin verbs provided.**

i) *laudāre* \_\_\_\_\_

v) *vocō* \_\_\_\_\_

ix) *cessātus* \_\_\_\_\_

ii) *laudātus* \_\_\_\_\_

vi) *vocāvī* \_\_\_\_\_

x) *cessāvī* \_\_\_\_\_

iii) *laudō* \_\_\_\_\_

vii) *vocāre* \_\_\_\_\_

xi) *cessō* \_\_\_\_\_

iv) *laudāvī* \_\_\_\_\_

viii) *vocātus* \_\_\_\_\_

xii) *cessāre* \_\_\_\_\_

**III) Circle the present active infinitive of each vocabulary term.**

i) *ambulō, ambulāre*

ii) *dō, dare*

iii) *nāvigō, nāvigāre*

iv) *amō, amāre*

v) *parō, parāre*

vi) *clāmō, clāmāre*

vii) *rogō, rogāre*

## Grammatica V

### Properties of Verbs I: Person and Number

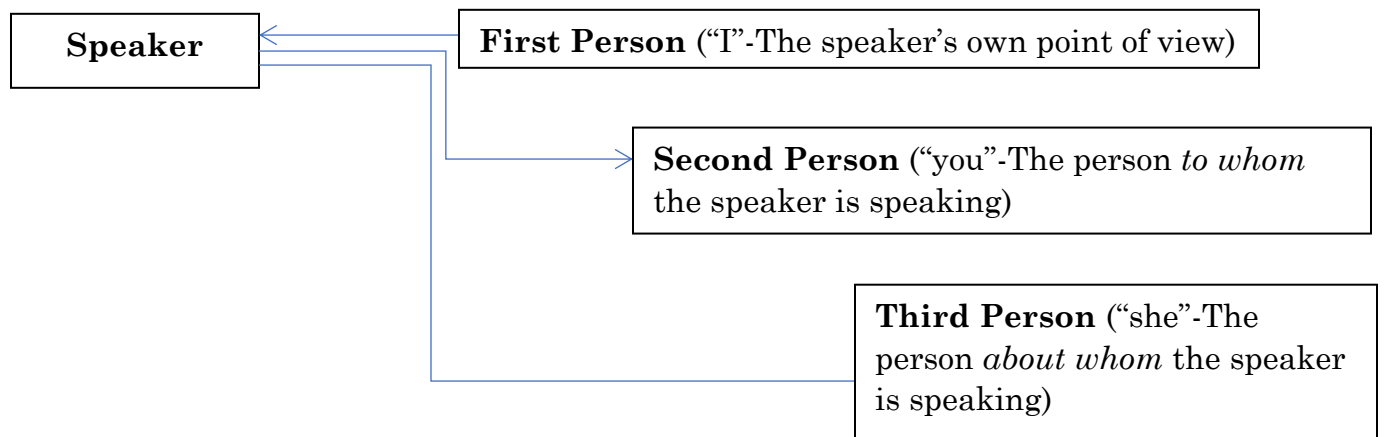
#### \*Objective\*

- **Explain the verbal properties of person and number.**

Before we actually begin to conjugate Latin verbs, we need to make sure that we have a good understanding of the various properties of verbs that affect how they are conjugated. There are five individual properties of a verb that give us all the information about the verb's action that we need. For now, though, we will only focus on two of them: person and number.

#### Person

The **person** of a verb tells us who is involved in the action in relation to the speaker. The numbers (first, second, or third) assigned to the different persons relate to the “closeness” of those persons to the speaker. Use the illustration below to help you understand the concept of the different verbal persons.



Examining the illustration above, we can see that first person has to be the “closest” to the speaker, because it represents the speaker's own point of view. Second person is the next closest to the speaker since it represents someone in conversation with the speaker. The furthest person from the speaker is third person since this person is the one whom the speaker is talking about but who is not involved in the conversation.

## Number

A verb's **number** (singular or plural) simply tells us how many individuals are involved in the verb's action. Together, a Latin verb's person and number inform us who the verb's subject is. If we refer to our *Cantus* from the past couple of weeks, we can see how combining a verb's person and number lead us to subject pronouns we can use for each of the six possible combinations.

## Recapitulāta

**I) Match each definition with a key term from the grammar lesson.**

person	number
--------	--------

- i) Verbal property that tells us how many individuals are involved in the verb's action: \_\_\_\_\_
- ii) Verbal property that tells us who is involved in the action in relation to the speaker: \_\_\_\_\_

**II) Match each person with the point of view it represents.**

First Person	Second Person	Third Person
--------------	---------------	--------------

- i) The speaker's own point of view: \_\_\_\_\_
- ii) The person to whom the speaker is speaking: \_\_\_\_\_
- iii) The person about whom the speaker is speaking: \_\_\_\_\_

## Grammatica VI

### Properties of Verbs II: Present Tense

#### \*Objectives\*

- Describe the tense of a verb.
- Memorize the personal endings used to conjugate First Conjugation verbs in the present tense.
- Translate First Conjugation verbs in the present tense.

As we discussed last week, there are various properties of verbs that affect how they are conjugated. We learned about person and number, which tell us who is performing a verb's action. This week, we are going to learn about **tense**, which informs us when the action of a verb takes place. In other words, **tense = time**.

For now, we are going to focus on **present tense**. This tense tells us that a verb's action is taking place here and now. To conjugate Latin verbs in the present tense, we have six personal endings that correspond to each of the combinations of person and number. Take a look at the table below to see what the personal endings are for present tense.

<b>Present Tense Personal Endings</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>-ō = I</b>	<b>-mus = we</b>
<i>Second Person</i>	<b>-s = you</b>	<b>-tis = you (all)</b>
<i>Third Person</i>	<b>-t = he/she/it</b>	<b>-nt = they</b>

With these six personal endings, we are told who is doing a verb's action in the present time. Now let's look at the steps we take in order to conjugate a First Conjugation verb in the present tense.

## Present Tense of First Conjugation Verbs

We can identify First Conjugation verbs as the group of verbs that have a long *a* (*ā*) as part of their infinitives. For instance, verbs such as *amō*, *amāre*; *nārrō*, *nārrāre*; and *spectō*, *spectāre* are all First Conjugation verbs because they have *ā* in their infinitives (*amāre*, *nārrāre*, *spectāre*). To **conjugate** these verbs, or to inflect them according to their subject and tense, we will follow these steps:

**I) Identify the verb's infinitive.**

**II) Find the stem of the verb by removing the final *-re* from the infinitive.**

**III) Add personal endings according to the person and number of the verb's subject.**

There is one more step that we have to remember when conjugating First Conjugation verbs in the present tense, though. Since the *ā* in a verb's stem shortens before the personal endings *-ō*, *-t*, and *-nt*, the sound of the *-ō* found in First Person singular overpowers the sound of the now short *a*, causing the *a* at the end of the stem to fall out entirely. This means that we end up with *amō* or *nārrō* instead of *amaō* or *nārraō*. The rest of the personal endings, however, are simply added directly to the verb stems without any other changes, as we can see in the following table where we have fully conjugated *amō*, *amāre* in the present tense.

<i>amō</i> , <i>amāre</i> – Present Tense		
	Singular	Plural
<i>First Person</i>	<b>amō</b>	<b>amāmus</b>
<i>Second Person</i>	<b>amās</b>	<b>amātis</b>
<i>Third Person</i>	<b>amat</b>	<b>amant</b>

## Translating the Present Tense

Since the present tense tells us that a verb's action is taking place at the present time, there are a couple of different ways that we can translate a verb in the present tense. One way simply tells us that the action is an ongoing occurrence in the present; for instance, *amant* can be translated as “**they love**.” Another way of translating the present tense can be referred to as the “present progressive,”



meaning that the verb's action is taking place *right now*. Therefore, we might also translate *amant* as “**they are loving** (right now).” The final table in our lesson shows us the two different ways that we can translate *spectō*, *spectāre* in the present tense.

<b><i>spectō, spectāre</i> – Present Tense</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>spectō =</b> <i>I watch</i> <i>I am watching</i>	<b>spectāmus =</b> <i>we watch</i> <i>we are watching</i>
<i>Second Person</i>	<b>spectās =</b> <i>you watch</i> <i>you are watching</i>	<b>spectātis =</b> <i>you (all) watch</i> <i>you (all) are watching</i>
<i>Third Person</i>	<b>spectat =</b> <i>he/she/it watches</i> <i>he/she/it is watching</i>	<b>spectant =</b> <i>they watch</i> <i>they are watching</i>

## Recapitulāta

**I) Match each definition with a key term from the grammar lesson.**

tense	conjugate
-------	-----------

- i) To inflect them according to their subject and tense: \_\_\_\_\_  
 ii) Verbal property that tells us when the action of a verb takes place:

\_\_\_\_\_

**II) Order the steps followed to conjugate a Latin verb in the present tense.**

- i) Find the stem of the verb by removing the final *-re* from the infinitive. \_\_\_\_\_  
 ii) Identify the verb's infinitive. \_\_\_\_\_  
 iii) Add personal endings according to the person and number of the verb's subject.

\_\_\_\_\_

**III) List the personal endings used to conjugate First Conjugation verbs in the present tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**IV) Translate each finite verb in two ways in the present tense.**

i) *stāmus*

\_\_\_\_\_

\_\_\_\_\_

ii) *labōrās*

\_\_\_\_\_

\_\_\_\_\_

iii) *salūtant*

\_\_\_\_\_

\_\_\_\_\_

iv) *nārrō*

\_\_\_\_\_

\_\_\_\_\_

v) *intrātis*

\_\_\_\_\_

\_\_\_\_\_

vi) *creat*

\_\_\_\_\_

\_\_\_\_\_

## Grammatica VII

### Transitive and Intransitive Verbs

#### \*Objectives\*

- **Define a direct object.**
- **Distinguish between transitive and intransitive verbs.**

While it is not one of the five verbal properties we have mentioned before, being able to determine the relationships between verbs and nouns other than their subjects is still important. One of the most important relationships between verbs and non-subject nouns is that of a **direct object**, or a noun that is directly affected by the action of a verb. A verb that can take or even often requires a direct object to complete its meaning is known as a **verb transitive**. A **verb intransitive**, on the other hand, is an action verb that cannot have a direct object.

One of the easiest ways to tell the difference between these two types of verbs is to ask the questions “Who?” or “What?” in relation to the verb’s action. For example, if we were to say “Vergil tells stories,” we could ask the question “What did Vergil tell?” The answer to that question would be “stories,” making “stories” the direct object of “tells” and making “tells” a verb transitive. Also, consider finding only the words “Vergil tells.” We would obviously end up asking the same question we did before regarding what it is that Vergil tells, meaning that not only does “tells” take a direct object, but it really needs one to complete its meaning.

Verbs intransitive not only do not require a direct object to complete their meaning, but they also cannot have one in the first place. Take for instance the verbs “fall” or “shine.” I cannot “fall” something or someone, and the sun does not “shine” photons on us. The relationships between verbs intransitive and other nouns, then, is usually expressed through various phrases, such as prepositional phrases: “I fell **on the ground**.”

Some verbs can be both transitive and intransitive depending on the context in which we find them. Take for instance “read” and “write.” We could say “Cicero reads and writes speeches,” where “speeches” is the direct object of the verbs transitive “reads” and “writes.” We might also find these verbs in a context such as “Some Romans did not know how to read or write” in which “read” and “write” are intransitive and do not require a direct object for us to understand what is meant by them.

## Recapitulāta

**I) Match each definition with a key term from the grammar lesson.**

direct object	verb transitive	verb intransitive
---------------	-----------------	-------------------

- i) A noun that is directly affected by the action of a verb \_\_\_\_\_
- ii) An action verb that cannot have a direct object \_\_\_\_\_
- iii) A verb that can take or even often requires a direct object to complete its meaning \_\_\_\_\_

**II) True or False? Some verbs can be both transitive and intransitive.**

\_\_\_\_\_

## Grammatica VIII

### Transitive Verbs II: Nominative and Accusative Cases

#### \*Objectives\*

- Review the concept of transitive verbs and direct objects.
- Review cases used in Latin for subjects and direct objects.
- Highlight nominative and accusative endings of First Declension nouns.

When we talked about transitive verbs last week, we identified a **verb transitive** as one that can take or often even requires a direct object to complete its meaning. Saying that a verb is “transitive” really gives us some important information about the relationships between such a verb and nouns. Whether transitive or intransitive, conjugated verbs will need subjects, and subjects are typically indicated by pronouns (e.g. “I,” “you,” “it”) or nouns (e.g. “Caesar,” “the sailors”).

Another crucial relationship between nouns and verbs exists between a verb transitive and its **direct object**, or a noun that is directly affected by the action of a verb. In English, there is no difference in the form of a noun when it is a subject or a direct object. For instance, “cow” remains the same whether it is the direct object (“The farmer is milking the cow.” – D.O. of “milking”) or the subject of a verb (“The cow kicked the farmer.” – S.N. of “kicked”).

When we look at pronouns in English, though, we can find different forms depending on what their job in the sentence is. Take for example the sentences “I am milking the cow.” And “The cow kicked **me**.” Both “I” and “me” refer to the same person; the difference between the two lies in what the individual is doing in the sentence. With “I,” this pronoun is the subject of the verb “milking;” whereas, “me” represents the direct object of the verb “kicked.”

#### Subject Noun – Nominative Case

This difference between the forms “I” and “me” illustrates an important point that we find with nouns (or pronouns) in Latin: there are different forms for different cases to demonstrate the noun’s job in the sentence. Perhaps the most vital, or certainly the most often seen, job of nouns in the nominative case is as the subject of a verb. The nominative case form of a noun, then, is like the “I” form, and its **syntax** or function in the sentence will most likely be a subject noun.

## Direct Object – Accusative Case

The accusative case can be used for a number of different reasons, but the reason we are most likely to find a noun in an accusative case form is if that noun is the direct object of a verb. Accusative case forms are then akin to the “me” form of the pronoun we saw earlier since they are also used in similar ways in Latin.

## Nominative and Accusative Forms for First Declension

For nouns of the First Declension (the only declension of Latin nouns we have worked with so far), the endings we will use are **-a** for nominative singular and **-ae** for nominative plural, along with **-am** for accusative singular and **-ās** for accusative plural. Just to refresh our memories, let’s go ahead and take a look at these endings in relation to all of the other endings we use for First Declension nouns in the different cases.

### First Declension Case Endings

Case	Singular	Plural
Nominative	<b>-a</b>	<b>-ae</b>
Genitive	-ae	-ārum
Dative	-ae	-īs
Accusative	<b>-am</b>	<b>-ās</b>
Ablative	-ā	-īs

Regardless of whether a verb is transitive or intransitive, its subject will always be in the nominative case. The English sentence “The (female) students are working,” then, could be translated into Latin as *discipulae labōrant*, where the subject noun *discipulae* is in the nominative plural (*discipulae*) even though the verb (*labōrant*) is intransitive.

Similarly, the Latin sentence *fēmina puellās vocat* contains a verb transitive (*vocat*); nevertheless, its subject noun (*fēmina*) is still in the nominative case. Since

*vocat* is a verb transitive, though, it also has a direct object in the accusative case (*puellās*). If we examine the word order of this Latin sentence, we notice that it does

not follow typical word order that we find in English. This is the reason we use different cases for Latin nouns: no matter where they might appear in a sentence, the cases in which they appear will always be able to tell us what they are doing.

## Recapitulāta

I) What case do we use for subject nouns? \_\_\_\_\_

II) What case do we use for direct objects? \_\_\_\_\_

III) List the nominative and accusative endings used for First Declension nouns.

### Nominative

Singular: \_\_\_\_\_

Plural: \_\_\_\_\_

### Accusative

Singular: \_\_\_\_\_

Plural: \_\_\_\_\_



## Grammatica IX

### Second Conjugation Verbs

#### Present Tense

#### \*Objectives\*

- Recall personal endings of verbs in the present tense.
- Identify characteristics of Second Conjugation verbs.
- Conjugate a Second Conjugation verb in the present tense.

Up to this point, we have worked with First Conjugation verbs, which we can recognize by the characteristic long *a* (*ā*) that we find in their infinitives and stems (e.g. *amāre* / *amā-*, *spectāre* / *spectā-*, *nārrāre* / *nārrā-*). We can also identify Second Conjugation verbs by their infinitives and stems; only, instead of a long *a*, Second Conjugation verbs have a long *e* (*ē*).

Verbs of the Second Conjugation are **conjugated**, or inflected according to their subject and tense, in much the same way we conjugate verbs of the First Conjugation. Therefore, before we jump into conjugating these new verbs, let's review the personal endings that we use to conjugate verbs in the present tense.

<b>Present Tense Personal Endings</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>-ō = I</b>	<b>-mus = we</b>
<i>Second Person</i>	<b>-s = you</b>	<b>-tis = you (all)</b>
<i>Third Person</i>	<b>-t = he/she/it</b>	<b>-nt = they</b>

#### Characteristics of Second Conjugation Verbs

We have already briefly mentioned that we can recognize Second Conjugation verbs by the characteristic long *e* in their infinitives and stems. While this is one of the most important characteristics of this group of verbs, there is another important aspect about conjugating them that helps distinguish them from First Conjugation verbs.

When adding the personal ending *-ō* to the stems of First Conjugation verbs like *amō*, *amāre*, we found that the *a* in the stem drops out, giving us forms such as *amō*, *spectō*, or *nārrō*. However, the sound of the *e* found in the stem of Second Conjugation verbs is distinct enough from the *-ō* ending that we do not have to lose the *e* in our First Person singular forms, which gives us forms like *habeō* and *videō*.

### Conjugating Second Conjugation Verbs

Aside from keeping the characteristic *e* in all of their forms, we conjugate Second Conjugation verbs in the present tense using the same steps we followed to conjugate verbs of the First Conjugation. Below, we will list those steps and utilize them to see how we conjugate the Second Conjugation verb *videō*, *vidēre* (“I see, to see”) in the present tense.

- 1) Identify the verb’s infinitive. (*vidēre*)
- 2) Remove the final *-re* from the infinitive to find the verb’s stem. (*vidē-*)
- 3) Add personal endings to the stem to conjugate the verb according to the desired person and number.

<i>videō, vidēre</i> – I see, to see		
	Singular	Plural
<i>First Person</i>	<b>videō</b> = <i>I see</i>	<b>vidēmus</b> = <i>we see</i>
<i>Second Person</i>	<b>vidēs</b> = <i>you see</i>	<b>vidētis</b> = <i>you (all) see</i>
<i>Third Person</i>	<b>videt</b> = <i>he/she/it sees</i>	<b>vident</b> = <i>they see</i>

## Recapitulāta

### I) Match each definition with a key term from the grammar lesson.

tense	conjugate
-------	-----------

i) To inflect them according to their subject and tense: \_\_\_\_\_

ii) Verbal property that tells us when the action of a verb takes place:  
\_\_\_\_\_

### II) Order the steps followed to conjugate a Latin verb in the present tense.

i) Find the stem of the verb by removing the final *-re* from the infinitive. \_\_\_\_\_

ii) Identify the verb's infinitive. \_\_\_\_\_

iii) Add personal endings according to the person and number of the verb's subject.  
\_\_\_\_\_

### III) Conjugate the Second Conjugation verb *habēō, habēre* ("I have, to have") in the present tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

### IV) Translate each finite verb in two ways in the present tense.

i) *manēmus*

\_\_\_\_\_

\_\_\_\_\_

ii) *exercētis*

\_\_\_\_\_

\_\_\_\_\_

iii) *magistra iubet*

\_\_\_\_\_

\_\_\_\_\_

## Grammatica X

### Second Declension Masculine Nouns

*-us, -ī*

#### \*Objectives\*

- Memorize endings used to decline Second Declension masculine nouns.
- Decline a Second Declension masculine noun.

As we saw with First Declension nouns, a **declension** is a group of nouns that share the same endings used to decline them. This is no different for nouns of the Second Declension. There are also several similarities between the endings used for First Declension nouns and those used for Second Declension. First, let's introduce the new endings we will be working with in Second Declension; then, we will take a look at the endings used for both First and Second Declensions side-by-side in order to spot the similarities they share.

Case	Singular	Plural
Nominative	-us	-ī
Genitive	-ī	-ōrum
Dative	-ō	-īs
Accusative	-um	-ōs
Ablative	-ō	-īs

### Comparing First and Second Declensions

When we examine the endings used for First Declension and those used for Second Declension alongside one another, we discover that there are several ways in which they are alike. On the most basic level, both declensions have **thematic**

**vowels**, or vowels that are characteristically found as part of a noun's or verb's inflection. The thematic vowel for First Declension is clearly *a* since it occurs in

almost every ending for this declension; whereas,  $\bar{o}$  and  $u$  are characteristically seen in the endings for Second Declension.

Another important similarity between First and Second Declension is that genitive singular and nominative plural forms will be the same because they share the same endings (i.e.  $-ae$  for First Declension, and  $-\bar{i}$  for Second Declension).

Having an  $m$  as the final letter for accusative singular endings is a commonality found not just between First and Second Declensions, but one we will continue to find in other declensions, as well. The accusative plural endings for First and Second Declensions are also very much alike, with the only difference being  $\bar{a}$  for First Declension ( $-\bar{a}s$ ) and  $\bar{o}$  for Second Declension ( $-\bar{o}s$ ). Similarly, the  $\bar{a}$  found in the genitive plural ending for First Declension ( $-\bar{a}rum$ ) is simply replaced by  $\bar{o}$  in the genitive plural of Second Declension nouns.

The greatest likeness found between the endings of First Declension and those of Second Declension, though, is clearly seen in those used for dative and ablative plural. The endings used for dative and ablative plural forms of First Declension nouns are *exactly the same* as those used for the same forms of Second Declension nouns. Use the chart below to help you keep track of these comparisons between the two declensions, as well as to refresh your memory of what First Declension endings look like.

<b>Comparing First and Second Declensions</b>				
	<b>First Declension</b>	<b>Second Declension</b>	<b>First Declension</b>	<b>Second Declension</b>
<b>Case</b>	<b>Singular</b>		<b>Plural</b>	
Nominative	-a	-us	-ae	$-\bar{i}$
Genitive	-ae	$-\bar{i}$	<b><u><math>-\bar{a}rum</math></u></b>	<b><u><math>-\bar{o}rum</math></u></b>
Dative	-ae	$-\bar{o}$	<b><u><math>-\bar{i}s</math></u></b>	<b><u><math>-\bar{i}s</math></u></b>
Accusative	<b><u><math>-\bar{a}m</math></u></b>	<b><u><math>-\bar{u}m</math></u></b>	<b><u><math>-\bar{a}s</math></u></b>	<b><u><math>-\bar{o}s</math></u></b>
Ablative	$-\bar{a}$	$-\bar{o}$	<b><u><math>-\bar{i}s</math></u></b>	<b><u><math>-\bar{i}s</math></u></b>

## Declining Second Declension Masculine Nouns

Despite any similarities we might find between First and Second Declensions, they are nonetheless two different groups of nouns. Thankfully, however, we still follow the same rules to decline Second Declension Masculine

nouns as we do for First Declension. Here are the steps for declining a Latin noun (of any declension):

**1) Locate the noun's genitive singular form.**

(This will be the second of the two forms given in any vocabulary or dictionary entry.)

**2) Remove the genitive singular ending from the genitive singular form to find the noun's stem.**

**3) Add endings to the stem to decline the noun in a given case and number.**

Let's follow these steps with the Second Declension masculine noun *dominus*, *dominī* ("master") to get in a little practice.

**1) *dominus*, *dominī*: Genitive singular form = *dominī***

**2) Second Declension genitive singular ending = *-ī***

Stem for *dominus*, *dominī* = *domin-*

**3) Add Second Declension endings to stem:**

Case	Singular	Plural
Nominative	<u>domin</u> us	<u>domin</u> ī
Genitive	<u>domin</u> ī	<u>domin</u> ōrum
Dative	<u>domin</u> ō	<u>domin</u> īs
Accusative	<u>domin</u> um	<u>domin</u> ōs
Ablative	<u>domin</u> ō	<u>domin</u> īs

## Gender in Second Declension

We refer to the collection of nouns ending with *-us* in nominative singular and *-ī* in genitive singular (*-us, -ī*) as “Second Declension masculine” nouns because *most* of this type happen to be masculine in gender. However, as we found with First Declension (e.g. *agricola, agricolae*), there are always exceptions, and we will soon find nouns that follow the *-us, -ī* pattern that are actually feminine rather than masculine.

## Recapitulāta

**D) List the endings used to decline Second Declension masculine nouns.**

Case	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

**II) Decline the Second Declension masculine noun *deus, deī* (“god”).**

<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative		
Genitive		
Dative		
Accusative		
Ablative		



## Grammatica XI

### Second Declension *-er* Nouns

#### \*Objectives\*

- **Recognize which nouns retain the “e” in their stems and those that do not.**
- **Identify the stems of Second Declension *-er* nouns.**

Aside from the tree names that we worked with in our last vocabulary list, we have established that most Second Declension nouns following the patten *-us*, *-ī* in their nominative and genitive singular forms are masculine in gender. However, *-us* is not the only nominative singular ending in Second Declension that is associated with masculine nouns.

Another quite common ending to find for the nominative singular forms of Second Declension masculine nouns is the ending *-er*. As we can see in the chart below, the only difference between the endings for these sorts of nouns and those for other Second Declension masculine nouns is this one nominative singular ending.

Case	Singular	Plural
Nominative	<b>-er</b>	-ī
Genitive	-ī	-ōrum
Dative	-ō	-īs
Accusative	-um	-ōs
Ablative	-ō	-īs

## Declining Second Declension *-er* Nouns

Since we use the same endings except for the one used for nominative singular, there is no difference between how we decline Second Declension masculine nouns ending with *-us* in the nominative singular and how we decline those ending in *-er*.

However, we do have to pay close attention to *-er* nouns when we are finding their stems for declining. This is because some of these nouns will keep the “e” of the ending in the stem for all of their forms (e.g. *puer*, *puerī*); while, others will drop the “e” from all forms except the nominative singular (e.g. *liber*, *librī*).

The best way to make sure we have the correct stem (i.e. with or without the “e”) is to follow the same steps for finding our noun stems that we always use – **1) identify the genitive singular form** (*puerī* or *librī*), **2) remove the genitive singular ending (-ī) to find the noun’s stem** (*puer-* or *libr-*). Below, you will find both of these examples of Second Declension *-er* nouns fully declined, with close attention paid to where the “e” remains.

Case	<i>puer, puerī</i> – boy		<i>liber, librī</i> – book	
	Singular	Plural	Singular	Plural
Nominative	<i>puer</i>	<i>puerī</i>	<i>liber</i>	<i>librī</i>
Genitive	<i>puerī</i>	<i>puerōrum</i>	<i>librī</i>	<i>librōrum</i>
Dative	<i>puerō</i>	<i>puerīs</i>	<i>librō</i>	<i>librīs</i>
Accusative	<i>puerum</i>	<i>puerōs</i>	<i>librum</i>	<i>librōs</i>
Ablative	<i>puerō</i>	<i>puerīs</i>	<i>librō</i>	<i>librīs</i>

### Working with *vir*

Although *vir, virī* (“man”) has a nominative singular form ending in *-ir* instead of *-er*, we treat it the same as Second Declension nouns ending with *-er*. Since the “i” is kept in the genitive singular form, we decline *vir* in the same way that we have *puer* above or any other Second Declension *-er* noun that keeps the “e” in all of its forms.

## Recapitulāta

Identify the genitive singular form of each noun and determine whether the noun will retain the “e” in all of its forms or drop it. Then, write the stem for each noun.

I) *ager, agrī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

II) *armiger, armigerī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

III) *caper, caprī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

IV) *faber, fabrī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

V) *liber, librī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

VI) *magister, magistrī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

VII) *puer, puerī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

VIII) *vesper, vesperī*

Keep or Drop the “e”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

IX) *vir, virī*

Keep or Drop the “i”: \_\_\_\_\_

Noun stem: \_\_\_\_\_

## Grammatica XII

### Second Declension Neuter Nouns

#### \*Objectives\*

- **Memorize endings used to decline Second Declension neuter nouns.**
- **Decline Second Declension neuter nouns.**

The last category of Second Declension nouns we have to tackle is the one belonging to nouns that are neuter in gender. The endings used by Second Declension neuter nouns are very similar to those other Second Declension nouns use; however, let's take a look now at the slight differences we find between masculine and neuter nouns of the Second Declension.

<b>Endings for Second Declension Neuter Nouns</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b><u>-um</u></b>	<b><u>-a</u></b>
Genitive	<b>-ī</b>	<b>-ōrum</b>
Dative	<b>-ō</b>	<b>-īs</b>
Accusative	<b><u>-um</u></b>	<b><u>-a</u></b>
Ablative	<b>-ō</b>	<b>-īs</b>

Even though a **declension** is a group of nouns that use the same endings in their inflection, we saw with Second Declension masculine nouns ending in *-er* that nouns of the same declension can sometimes have some slightly different endings – especially in their nominative singular forms (*-er* vs. *-us*). Similarly, Second Declension neuter nouns differ from their masculine counterparts in their nominative singular forms, as well. Instead of ending in *-er* or *-us* in the nominative singular, Second Declension neuter nouns have nominative singular forms ending in *-um*.

In reality, this difference between Second Declension masculine and neuter nouns in the nominative singular is due to a very important fact: **all neuter Latin nouns – regardless of declension – have the same forms for the nominative and accusative cases.**

This rule for declining neuter nouns applies to their plural forms, too. Notice how the neuter endings used for nominative and accusative plural are also the same. We should also note that the short “a” we find for these neuter plural endings in Second Declension is a recurring characteristic that we will see again as we work with neuter nouns of other declensions.

### Declining Second Declension Neuter Nouns

As we will eventually see with other types of nouns, we always use the same steps to decline Latin nouns, no matter the gender or declension. These steps are...

- 1) Identify the noun’s genitive singular form.
- 2) Remove the genitive singular ending to find the noun’s stem.
- 3) Add appropriate endings to decline the noun in its various forms.

Let’s use these steps to decline the Second Declension neuter noun *bellum, bellī*.

- 1) Genitive singular form: *bellī*
- 2) Genitive singular ending: *-ī*      Noun stem: *bell-*
- 3) Adding Second Declension neuter endings:

<i>bellum, bellī</i> – war		
Case	Singular	Plural
Nominative	<u>bellum</u>	bell <u>a</u>
Genitive	bellī	bellōrum
Dative	bellō	bellīs
Accusative	<u>bellum</u>	bell <u>a</u>
Ablative	bellō	bellīs

## Recapitulāta

**I) True or False?** Latin neuter nouns always have the same nominative and accusative forms. \_\_\_\_\_

**II) Provide the endings used for Second Declension neuter nouns that differ from those used with Second Declension masculine nouns.**

i) Nominative Singular: \_\_\_\_\_

ii) Nominative Plural: \_\_\_\_\_

iii) Accusative Plural: \_\_\_\_\_

**III) Following the steps found in the section “Declining Second Declension Neuter Nouns,” identify the stem of each of the vocabulary terms.**

i) *astrum, astrī*

Stem: \_\_\_\_\_

ii) *bellum, bellī*

Stem: \_\_\_\_\_

iii) *caelum, caelī*

Stem: \_\_\_\_\_

iv) *dōnum, dōnī*

Stem: \_\_\_\_\_

v) *exemplum, exemplī*

Stem: \_\_\_\_\_

vi) *folium, folī*

Stem: \_\_\_\_\_

vii) *fōrum, fōrī*

Stem: \_\_\_\_\_

viii) *praemium, praemiī*

Stem: \_\_\_\_\_

ix) *verbum, verbī*

Stem: \_\_\_\_\_

x) *vinculum, vinculī*

Stem: \_\_\_\_\_

## Grammatica XIII

### Dative Case

### Indirect Object

#### \*Objectives\*

- **Identify indirect objects in English.**
- **Associate the dative case and word order with Latin indirect objects.**

When we talked about verbs transitive in the past, we noted that they were verbs that could have direct objects – nouns (or pronouns) that are directly affected by the verb’s action. The direct object of a verb can be found by answering the questions “whom?” or “what?”. For instance, in the sentence “The boy often gives roses,” our verb transitive is “gives,” and the direct object would be “roses” since it answers the question “The boy gives what?”.

A verb transitive is also capable of having an **indirect object**, or a noun or pronoun that is the recipient of the verb’s action but is not its primary object. We can identify a verb’s indirect object by answering the question “**to/for whom?**” or “**to/for what?**”. The prepositions “to” and “for” may not be present in an English sentence since they are not necessary to have an indirect object; however, even if they are present, we should look at the noun or pronoun associated with them as the indirect object, **not** the object of a preposition.

Let’s work with the sentence we saw just a moment ago and let’s add an indirect object.

The boy often gives the girl roses.

SN    Adv.    V                    IO    DO

In our sentence, we still have the same subject noun (“boy”), verb (“gives”), and direct object (“roses”) as we had before. This time, though, we have added an indirect object – a recipient of the verb’s action of giving without being what is given (“roses”). If we use our question for indirect objects “To whom does the boy give roses?”, we find that the answer to this question is “the girl;” therefore, “girl” is our indirect object.

We will also notice here that the typical relationship between direct and indirect objects is illustrated well in this sentence. As the recipient of a verb’s action, an indirect object (e.g. “girl”) will often actually be receiving the direct object itself (e.g. “roses”).

## Dative Case for Indirect Objects

In Latin, we know that certain cases for our nouns are used to tell us what that noun is doing in the sentence – in other words, the noun’s syntax. Just as we usually use the accusative case for nouns that are direct objects, the **dative case is used for indirect objects**.

If we look at how we derive the name of the dative case, it can help us understand why it would be used for indirect objects. The name “dative” actually comes from the Latin verb *dō, dare*, “I give, to give.” Verbs like “give,” “offer,” “make,” or “recommend” will frequently have indirect objects, so the “dative” case was designated as the one we use for these types of objects so often seen with verbs of giving.

Aside from the dative case endings found on nouns, though, we can find another clue of a Latin sentence’s indirect object in the order of the sentence’s words. Even though we have much more freedom with word order in Latin than we do in English, there is still a general order to words in a Latin sentence. In a typical simple Latin sentence, the order of words will follow this general pattern: 1) subject noun, 2) indirect object, 3) direct object, 4) adverbs, and 5) verb. With that in mind, we can often look between the subject noun and the direct object to find the indirect object of a Latin sentence, as in the example below.

Latin

puer puellae rosās saepe dat.

SN IO DO Adv. V

English

The boy often gives the girl roses.

SN Adv. V IO DO

## Recapitulāta

I) What do we call a noun or pronoun that is the recipient of the verb’s action but is not its primary object?

\_\_\_\_\_

II) Which Latin noun case is used to designate an indirect object?

\_\_\_\_\_



**III) What questions does an indirect object answer?**

\_\_\_\_\_ -or-

\_\_\_\_\_

**IV) Using abbreviations, list the components of a sentence in the order they typically appear in Latin.**

i) \_\_\_\_\_ ii) \_\_\_\_\_ iii) \_\_\_\_\_ iv) \_\_\_\_\_ v)

\_\_\_\_\_

## Grammatica XIV

### First and Second Declension Adjectives

#### \*Objectives\*

- Review endings used for First and Second Declension nouns.
- Learn how Latin adjectives modify nouns.
- Decline First and Second Declension adjectives.

So far, we have declined First and Second Declension nouns in all genders. We have seen as we have declined these nouns that they have different endings that are used for each declension. We have also learned that these endings are often linked to the gender of a noun and not just to a declension, as in the case of Second Declension masculine and Second Declension neuter nouns. Before we jump into working with Latin adjectives, let's review those endings we have used to decline First and Second Declension nouns.

<b>First and Second Declension Noun Endings</b>						
	Singular			Plural		
<b>Case</b>	<i>First</i>	<i>Second Masc.</i>	<i>Second Neut.</i>	<i>First</i>	<i>Second Masc.</i>	<i>Second Neut.</i>
Nominative	<b>-a</b>	<b>-us/-er</b>	<b>-um</b>	<b>-ae</b>	<b>-ī</b>	<b>-a</b>
Genitive	<b>-ae</b>	<b>-ī</b>	<b>-ī</b>	<b>-ārum</b>	<b>-ōrum</b>	<b>-ōrum</b>
Dative	<b>-ae</b>	<b>-ō</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>
Accusative	<b>-am</b>	<b>-um</b>	<b>-um</b>	<b>-ās</b>	<b>-ōs</b>	<b>-a</b>
Ablative	<b>-ā</b>	<b>-ō</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>

### Latin Adjectives – First and Second Declension

In English, adjectives usually do not have to undergo any changes to modify nouns. One example of an adjective changing form to match its noun that we do have in English, though, is found in the word “blond.” Since this word is borrowed from French, “blond” technically has two forms depending on the gender of the person it describes – “blond” for males, and “blonde” for females.

Adjectives in Latin not only have to match the nouns they modify in **gender** as “blond” does in English or French, but they must also match their nouns in **number** and **case**. For this reason, First and Second Declension adjectives are found listed in dictionaries or your vocabulary with three different forms. Take for instance the adjective *bonus, bona, bonum* (“good”). These “three-termination”

adjectives as we call them use endings (terminations) that correspond to the three different genders. We also call them “First and Second Declension” adjectives because they use the same endings as First and Second Declension nouns when we decline them.

First and Second Declension adjectives modifying masculine nouns use the Second Declension endings associated with terms that are typically masculine (i.e. *-us*, *-ī*). Feminine adjectives of the same type utilize endings of the First Declension (*-a*, *-ae*), which is usually linked to feminine nouns. Likewise, Second Declension neuter endings (*-um*, *-ī*) are applied to adjectives modifying neuter nouns. Therefore, First and Second Declension adjectives use the endings we saw in our chart for nouns above in the following way according to what gender they need to be –

<b>First and Second Declension Adjective Endings</b>						
	Singular			Plural		
Case	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
Nominative	<b>-us</b>	<b>-a</b>	<b>-um</b>	<b>-ī</b>	<b>-ae</b>	<b>-a</b>
Genitive	<b>-ī</b>	<b>-ae</b>	<b>-ī</b>	<b>-ōrum</b>	<b>-ārum</b>	<b>-ōrum</b>
Dative	<b>-ō</b>	<b>-ae</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>
Accusative	<b>-um</b>	<b>-am</b>	<b>-um</b>	<b>-ōs</b>	<b>-ās</b>	<b>-a</b>
Ablative	<b>-ō</b>	<b>-ā</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>

### Declining First and Second Declension Adjectives

When declining Latin nouns, we will look for the genitive singular forms to find our stems, which is the second form of the word we see (e.g. *terra*, *terrae*). When declining First and Second Declension adjectives, we will also look for the second form listed, which happens to be the feminine form (e.g. *bonus*, *bona*, *bonum*).

Each of the forms listed is the nominative singular form for its respective gender. Therefore, we would remove the nominative singular ending *-a* from *bona* to find the stem we will use to decline *bonus*, *bona*, *bonum* in any other form. The final step, then, is to make sure the adjective matches its noun in gender, number, and case by making sure it has the appropriate ending listed in the chart above.

The charts that follow will show *bonus*, *bona*, *bonum* declined fully as it matches a noun of each gender. As we will see, the endings used by adjectives will often be exactly the same as those used by the nouns they are modifying. However, since a noun’s gender is the most restrictive aspect governing the endings used by the adjective attached to it, we will also run into situations in which the endings used to decline the noun will not match so perfectly to the endings used by the

adjective. This usually happens in cases where a First Declension noun – which would usually be feminine – is actually masculine and so must use masculine endings for any adjective modifying it. Similarly, Second Declension nouns following the pattern *-us, -ī* are usually masculine; however, in the event that such a noun is feminine or neuter, the appropriate endings would have to be used by an adjective modifying it.

<b><i>discipulus bonus</i> – “a good student (male)”</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>discipulus bonus</b>	<b>discipulī bonī</b>
Genitive	<b>discipulī bonī</b>	<b>discipulōrum bonōrum</b>
Dative	<b>discipulō bonō</b>	<b>discipulīs bonīs</b>
Accusative	<b>discipulum bonum</b>	<b>discipulōs bonōs</b>
Ablative	<b>discipulō bonō</b>	<b>discipulīs bonīs</b>

<b><i>discipula bona</i> – “a good student (female)”</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>discipula bona</b>	<b>discipulae bonae</b>
Genitive	<b>discipulae bonae</b>	<b>discipulārum bonārum</b>
Dative	<b>discipulae bonae</b>	<b>discipulīs bonīs</b>
Accusative	<b>discipulam bonam</b>	<b>discipulās bonās</b>
Ablative	<b>discipulā bonā</b>	<b>discipulīs bonīs</b>

<i>dōnum bonum</i> – “a good gift”		
Case	Singular	Plural
Nominative	<b>dōnum bonum</b>	<b>dōna bona</b>
Genitive	<b>dōnī bonī</b>	<b>dōnōrum bonōrum</b>
Dative	<b>dōnō bonō</b>	<b>dōnīs bonīs</b>
Accusative	<b>dōnum bonum</b>	<b>dōna bona</b>
Ablative	<b>dōnō bonō</b>	<b>dōnīs bonīs</b>

### Recapitulāta

I) In what three ways must Latin adjectives match the nouns they modify?

i) \_\_\_\_\_ ii) \_\_\_\_\_ iii) \_\_\_\_\_

II) Which form of a Latin adjective do we use to find the adjective’s stem?

\_\_\_\_\_

III) True or False? Latin adjectives tend to follow the nouns they modify.

\_\_\_\_\_

## Grammatica XV

### First and Second Declension Adjectives II

#### Adjectives Ending in *-er*

##### \*Objectives\*

- Recall the concepts of declining Second Declension *-er* nouns.
- Apply those concepts to declining *-er* adjectives.

Some First and Second Declension adjectives end in *-er* in their masculine nominative singular forms and work the same way as the Second Declension masculine nouns ending in *-er* that we have seen before.

Some adjectives will keep the “e” in all of their forms; whereas, others will drop the “e” from every form except the masculine nominative singular. Just as we looked to the genitive singular (second) forms of those Second Declension nouns to determine whether their stems would retain the “e,” we can do the same with these adjectives by looking at their feminine nominative singular (second) forms. If we examine these forms of the adjective *pulcher, pulchra, pulchrum* (“beautiful/handsome”), for example, we will find that it has the “e” missing from its feminine nominative singular form, so it will also be missing from the rest of the forms except masculine nominative singular.

Other adjectives that end in *-er* keep the “e” in all of their forms. Again, we can look to their feminine nominative singular forms to verify that the “e” remains; however, we can also rely on another trick to remind us.

As we saw with Second Declension masculine *-er* nouns, English words derived from these adjectives will typically reveal whether the Latin word retained the “e” in all of its forms. Take for instance *puer, pueri* and the English word “puerile” or *liber, libri* and “library.” We will find the same thing happens with words derived from *-er* adjectives. We can tell that *miser* (“miserable”) keeps the “e” in all forms, as we can see in its derivative “miserable;” where, *pulcher* will lose the “e” as it is also absent from its derivative, “pulchritude.”

In order to familiarize ourselves further with how these *-er* adjectives operate, let’s take a look at the charts below where we will find both *pulcher* and *miser* fully declined along with a noun.

<b><i>puella (f.) pulchra</i> – “the beautiful girl”</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>puella pulchra</b>	<b>puellae pulchrae</b>
Genitive	<b>puellae pulchrae</b>	<b>puellārum pulchrārum</b>
Dative	<b>puellae pulchrae</b>	<b>puellīs pulchrīs</b>
Accusative	<b>puellam pulchram</b>	<b>puellās pulchrās</b>
Ablative	<b>puellā pulchrā</b>	<b>puellīs pulchrīs</b>

<b><i>puella (f.) misera</i> – “the miserable girl”</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>puella misera</b>	<b>puellae miserae</b>
Genitive	<b>puellae miserae</b>	<b>puellārum miserārum</b>
Dative	<b>puellae miserae</b>	<b>puellīs miserīs</b>
Accusative	<b>puellam miseram</b>	<b>puellās miserās</b>
Ablative	<b>puellā miserā</b>	<b>puellīs miserīs</b>

### Recapitulāta

D) True or False? Latin adjectives ending in *-er* are not declined like Second Declension *-er* nouns. \_\_\_\_\_

**II) True or False? We use the same process to find the stems of *-er* adjectives that we do to find the stems of other First and Second Declension adjectives. \_\_\_\_\_**



## Grammatica XVI

### First and Second Declension Adjectives III

#### Possessive Adjectives

#### \*Objectives\*

- Recall use of the genitive case to demonstrate possession.
- Recall concepts of declining First and Second Declension adjectives.
- Apply these concepts to declining possessive adjectives.

We have discussed how a noun in the genitive case can be used to show possession. We usually translate such nouns as English possessive noun adjectives, using either the preposition “of” (e.g. “the fruit **of the yew tree**”) or an apostrophe (e.g. “the **student’s** book” or “the **students’** desks”).

When we use personal pronouns, though, we typically would not use either of those methods to show that someone owns something. For instance, we probably would find it funny to say phrases such as “the desk of me” or “we’s books.” Instead, we use in English a variety of possessive adjectives like “my,” “your,” or “our.” These same sorts of possessive adjectives exist in Latin, as well, and they work in the same way as the other Latin adjectives we have encountered.

The First (*meus*, -a, -um) and Second Person (*tuus*, -a, -um) singular possessive adjectives follow the same familiar pattern as the First and Second Declension adjective *bonus*, -a, -um. Not only do they use the same endings, but *meus* and *tuus* must also **match the nouns they modify in gender, number, and case** just like *bonus* or any other Latin adjective. To remind us what that pattern looks like, we will examine below a chart displaying all endings used for First and Second Declension adjectives, along with one that shows the possessive adjective *meus* paired with a neuter noun.

Case	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
Nominative	<b>-us / -er</b>	<b>-a</b>	<b>-um</b>	<b>-ī</b>	<b>-ae</b>	<b>-a</b>
Genitive	<b>-ī</b>	<b>-ae</b>	<b>-ī</b>	<b>-ōrum</b>	<b>-ārum</b>	<b>-ōrum</b>
Dative	<b>-ō</b>	<b>-ae</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>
Accusative	<b>-um</b>	<b>-am</b>	<b>-um</b>	<b>-ōs</b>	<b>-ās</b>	<b>-a</b>
Ablative	<b>-ō</b>	<b>-ā</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>

As with all other First and Second Declension adjectives, we will look to the feminine nominative singular (second) form of our possessive adjectives to find our stem by removing the feminine nominative singular ending (-a). Therefore, the stem

for *meus*, *-a*, *-um* would be *me-* once we have removed the *-a* from *mea*. To modify the neuter noun *praemium*, then, Second Declension neuter endings would be added to our stem *me-* as we can see in the chart below.

<i>praemium meum</i> – “my reward”		
Case	Singular	Plural
Nominative	<b>praemium meum</b>	<b>praemia mea</b>
Genitive	<b>praemiī meī</b>	<b>praemiōrum meōrum</b>
Dative	<b>praemiō meō</b>	<b>praemiīs meīs</b>
Accusative	<b>praemium meum</b>	<b>praemia mea</b>
Ablative	<b>praemiō meō</b>	<b>praemiīs meīs</b>

Our First (*noster*) and Second person (*vester*) **plural** possessive adjectives belong to the group of First and Second Declension adjectives we recently encountered – *-er* adjectives. As we discovered, some *-er* adjectives will keep the “e” in all of their forms; whereas, others will drop the “e” from every form except the masculine nominative singular. We use the same process to determine if *noster* and *vester* will keep the “e” in all forms; namely, we look to the feminine nominative singular. If we examine these forms of the possessive adjectives *noster* and *vester*, we will find that *nostra* and *vestra* both have the “e” missing from their feminine nominative singular forms, so it will also be missing from the rest of their forms except masculine nominative singular.

In order to refamiliarize ourselves with how these *-er* adjectives work, let’s take a look at the charts below where we will find both of our possessive adjectives fully declined along with a noun.

<i>liber (m.) noster</i> – “our book”		
Case	Singular	Plural
Nominative	<b>liber noster</b>	<b>librī nostrī</b>
Genitive	<b>librī nostrī</b>	<b>librōrum nostrōrum</b>
Dative	<b>librō nostrō</b>	<b>librīs nostrīs</b>
Accusative	<b>librum nostrum</b>	<b>librōs nostrōs</b>
Ablative	<b>librō nostrō</b>	<b>librīs nostrīs</b>

<i>oppidum (f.) vestrum</i> – “your town”		
Case	Singular	Plural
Nominative	<b>oppidum vestrum</b>	<b>oppida vestra</b>
Genitive	<b>oppidī vestrī</b>	<b>oppidōrum vestrōrum</b>
Dative	<b>oppidō vestrō</b>	<b>oppidīs vestrīs</b>
Accusative	<b>oppidum vestrum</b>	<b>oppida vestra</b>
Ablative	<b>oppidō vestrō</b>	<b>oppidīs vestrīs</b>

### Using Possessive Adjectives

We make use of possessive adjectives in English much more freely than they are used in Latin. In fact, the Romans left out such adjectives even in situations where we might usually include them in an English translation. They frequently relied on context alone, especially in situations describing family ties or other relationships between free individuals. Keep in mind that a possessive adjective

could take on a very different connotation in Latin when Romans were actually permitted to own another human being.

In instances when we do find possessive adjectives, their arrangement in relation to other words in the sentence gives us clues as to how we should translate and emphasize them. For example, most Latin adjectives tend to follow the nouns they modify; however, possessive adjectives may frequently appear before their nouns, which can often shift the emphasis. The phrase *hortus meus* could be translated as simply “my garden.” We might also find a situation such as *hortus tuus est parvus, sed meus hortus est magnus* in which we could translate the possessive *meus* with a little more emphasis in its inflection: “Your garden is small, but *my* garden is large.”

## Recapitulāta

**I) True or False? Possessive adjectives are used to show possession instead of the genitive forms of personal pronouns. \_\_\_\_\_**

**II) True or False? Romans never left out possessive adjectives where we would also use them. \_\_\_\_\_**

**III) Singular possessive adjectives resemble what type of First and Second Declension adjectives?**

\_\_\_\_\_

**IV) Plural possessive adjectives resemble what type of First and Second Declension adjectives?**

\_\_\_\_\_

## Grammatica XVII

### Noun-Adjective Agreement

#### \*Objectives\*

- **Apply concepts of gender to noun-adjective agreement.**
- **Decline First and Second Declension adjectives that use different endings from the nouns they modify.**

We have learned that Latin adjectives must of course agree with the nouns they modify in number and case, but gender is perhaps the most important aspect we have to match. This is because the gender of a noun determines the set of endings we must use to decline the adjective that modifies it. First and Second Declension adjectives modifying masculine nouns use the Second Declension endings associated with terms that are typically masculine (i.e. *-us/-er, -ī*). Feminine adjectives of the same type utilize endings of the First Declension (*-a, -ae*), which is usually linked to feminine nouns. Likewise, Second Declension neuter endings (*-um, -ī*) are applied to adjectives modifying neuter nouns. Therefore, First and Second Declension adjectives organize their sets of endings by gender as follows.

Case	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
Nominative	<b>-us/-er</b>	<b>-a</b>	<b>-um</b>	<b>-ī</b>	<b>-ae</b>	<b>-a</b>
Genitive	<b>-ī</b>	<b>-ae</b>	<b>-ī</b>	<b>-ōrum</b>	<b>-ārum</b>	<b>-ōrum</b>
Dative	<b>-ō</b>	<b>-ae</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>
Accusative	<b>-um</b>	<b>-am</b>	<b>-um</b>	<b>-ōs</b>	<b>-ās</b>	<b>-a</b>
Ablative	<b>-ō</b>	<b>-ā</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>

So far, we have really only seen nouns and the adjectives modifying them use the same sets of endings (e.g. *discipulam bonam, puerōs pigrōs, bella mala*). However, since a noun's gender is the most restrictive aspect governing the endings used by the adjective attached to it, we will also run into situations in which the endings used to decline the noun will not match so perfectly to the endings used by the adjective. This usually happens in cases where a First Declension noun – which would usually be feminine – is actually masculine, and so we must use masculine endings for any adjective modifying it. Similarly, Second Declension nouns following the pattern *-us, -ī* are usually masculine; however, in the event that such a noun is feminine or neuter, the appropriate endings would have to be used by an adjective modifying it.

Below, you will find examples of two such instances. The first features a First Declension noun that is actually masculine rather than feminine (*convīva*), so the adjective modifying it (*bonus*) must use the appropriate masculine endings. Likewise, we find in the second example a Second Declension noun that is feminine instead of masculine (*domus*) that must then use feminine endings for the adjective modifying it (*nostra*). As we learn more nouns and adjectives of different declensions, we will see many more instances in which a noun's endings are quite different from those of the adjective accompanying it, so this is a phenomenon we should get well acquainted with now.

<b><i>convīva bonus</i> – “a good guest (male)”</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b><i>convīva bonus</i></b>	<b><i>convīvae bonī</i></b>
Genitive	<b><i>convīvae bonī</i></b>	<b><i>convīvārum bonōrum</i></b>
Dative	<b><i>convīvae bonō</i></b>	<b><i>convīvīs bonīs</i></b>
Accusative	<b><i>convīvam bonum</i></b>	<b><i>convīvās bonōs</i></b>
Ablative	<b><i>convīvā bonō</i></b>	<b><i>convīvīs bonīs</i></b>

<i>domus nostra</i> – “our home”		
Case	Singular	Plural
Nominative	<b>domus nostra</b>	<b>domī nostrae</b>
Genitive	<b>domī nostrae</b>	<b>domōrum nostrārum</b>
Dative	<b>domō nostrae</b>	<b>domīs nostrīs</b>
Accusative	<b>domum nostram</b>	<b>domōs nostrās</b>
Ablative	<b>domō nostrā</b>	<b>domīs nostrīs</b>

### Recapitulāta

I) Of the three aspects in which a Latin adjective must match a noun it modifies, which is the most restrictive? \_\_\_\_\_

II) True or False? Latin adjectives will always use the same set of endings to decline as the nouns they modify? \_\_\_\_\_

III) List the endings by gender used to decline First and Second Declension adjectives.

Case	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
Nominative						
Genitive						
Dative						
Accusative						
Ablative						

## Grammatica XVIII

### Imperfect Tense

#### First and Second Conjugation Verbs

##### \*Objectives\*

- **Recall the concept of verb tenses.**
- **Memorize endings used for First and Second Conjugation Verbs in the imperfect tense.**
- **Conjugate and translate Latin verbs in the imperfect tense.**

When we first introduced the idea of present tense, we identified **tense** as the property of a verb that tells us when the action of a verb takes place. In other words, **tense = time**.

For present tense, that time is of course the present, meaning that the action of a verb in the present tense is happening now or in the process of happening now. With verbs in the imperfect tense, though, the action took place in the past. However, there is one more important aspect of the imperfect tense to remember. The imperfect tense represents action in the past that was *ongoing* or *habitual*, not completed. This incomplete aspect of imperfect tense action really affects how we translate verbs in the imperfect tense, so we will look at that a little more closely momentarily. For now, let's take a look at the endings that we will use to show us that a verb is conjugated in the imperfect tense.

#### Imperfect Tense Personal Endings

When conjugating verbs in the present tense, we saw that there are personal endings added to our verb stems that tell us who the subject of the verb is. There is also a set of personal endings used for verbs in the imperfect tense, and these endings will be added to the stems of our verbs in much the same way for imperfect tense as they were for present tense.



	Singular	Plural
<i>First Person</i>	<b>-bam</b> = <i>I was</i>	<b>-bāmus</b> = <i>we were</i>
<i>Second Person</i>	<b>-bās</b> = <i>you were</i>	<b>-bātis</b> = <i>you (all) were</i>
<i>Third Person</i>	<b>-bat</b> = <i>he/she/it was</i>	<b>-bant</b> = <i>they were</i>

If we examine the personal endings that we use for imperfect tense closely, we will notice that they actually share more similarities with our present tense personal endings than we might have imagined. These similarities will become even more apparent when we look at the sets of endings side-by-side.

	Present Tense	Imperfect Tense
<i>First Person singular</i>	<b>-ō</b>	<b>-bam</b>
<i>Second Person singular</i>	<b>-s</b>	<b>-bās</b>
<i>Third Person singular</i>	<b>-t</b>	<b>-bat</b>
<i>First Person plural</i>	<b>-mus</b>	<b>-bāmus</b>
<i>Second Person plural</i>	<b>-tis</b>	<b>-bātis</b>
<i>Third Person plural</i>	<b>-nt</b>	<b>-bant</b>

Although the personal endings *-ō* (present tense) and *-bam* (imperfect tense) do not have much in common, we will come to find that the ending *-m* is also frequently seen with First Person singular the more we work with Latin verbs. For the rest of the personal endings used for imperfect tense, though, what we find is that the endings for present tense are actually found as part of those used for imperfect tense!

### Conjugating in the Imperfect Tense

The steps we follow to conjugate First and Second Conjugation verbs in the imperfect tense are exactly the same as those we use to conjugate them in the present tense. In fact, they are even more simplified when we consider that we never have to worry about removing the final long vowel from the verb's stem (as we

do before the *-ō* with First Conjugation verbs) and that this final vowel in the stem will always be long in the imperfect tense.

Let's practice conjugating verbs in the imperfect tense by walking through steps for conjugation with two verbs: *amō*, *amāre* (First Conjugation) and *vidēō*, *vidēre* (Second Conjugation).

- 1) Identify the verb's infinitive. (*amāre* and *vidēre*)
- 2) Remove the final *-re* from the infinitive to find the verb's stem. (*amā-* and *vidē-*)
- 3) Add personal endings to conjugate the verb according to its person and number.

	Singular		Plural	
<i>First Person</i>	<b>amābam</b>	<b>vidēbam</b>	<b>amābāmus</b>	<b>vidēbāmus</b>
<i>Second Person</i>	<b>amābās</b>	<b>vidēbās</b>	<b>amābātis</b>	<b>vidēbātis</b>
<i>Third Person</i>	<b>amābat</b>	<b>vidēbat</b>	<b>amābant</b>	<b>vidēbant</b>

### Translating the Imperfect Tense

We mentioned earlier that the imperfect tense tells us that the action of a verb happened in the past; however, we also noted that this tense tells us that the action was *ongoing* or *habitual* in the past. This means that the action of an imperfect tense verb did not happen just once in the past and was done; rather, this means that the action of a verb in the imperfect tense was continuous or happened on a regular basis.

For this reason, we should be careful not to translate *vidēbam*, for instance, as simply "I saw." Instead, there are a couple of other ways to translate verbs in the imperfect tense that captures the ongoing aspect of the action. One formula we might use would be "**Subject was/were verb-ing**," as in "I was seeing" for *vidēbam* or "They were loving" for *amābant*. Another formula commonly used for the imperfect tense follows the pattern "**Subject used to verb**," which we find in the translation "We used to see" for *vidēbāmus* or "You used to love" for *amābās*.

One last method that we can use to translate verbs in the imperfect tense follows the pattern "**Subject would verb**." Usually, "would" is used in English to signal a condition of some sort; however, when used to translate the imperfect tense, it carries about the same weight as "used to," as in "You (all) would see [every day]" for *vidēbātis* [*quotīdiē*]. Nevertheless, since this kind of translation can sometimes be a little confusing, it should probably be used sparingly.

## Recapitulāta

**I) List the personal endings used to conjugate First and Second Conjugation verbs in the imperfect tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**II) What English words and phrase can we use to translate imperfect-tense Latin verbs?**

---

---

---

**III) The imperfect tense represents what kind of action in the past?**

---

**IV) Conjugate the First Conjugation verb *dictō, dictāre* (“I dictate, to dictate”) in the imperfect tense.**

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**V) Conjugate the Second Conjugation verb *doceō, docēre* (“I teach, to teach”) in the imperfect tense.**

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XIX

### Future Tense

#### First and Second Conjugation Verbs

#### \*Objectives\*

- Memorize endings used for First and Second Conjugation Verbs in the future tense.
- Conjugate and translate Latin verbs in the future tense.

It is time again to talk about verb tenses! To refresh our memory on what a verb **tense** is, we can reiterate that it is the property of a verb that tells us when the action of the verb takes place, or, as we always say, **tense = time**.

We tend to think of time linearly in terms of past, present, and future. So far, we have worked with tenses in Latin that deal with actions in two of these periods of time – the present and the past (imperfect tense). We will now finally complete the trifecta as we learn to conjugate First and Second Conjugation verbs in the future tense!

Now that you have had experience with how we conjugate First and Second Conjugation verbs in the imperfect tense, conjugating in the future tense will seem much less complicated. There are two reasons for this: 1) conjugating in the future tense follows the same steps as conjugating in the imperfect tense, and 2) future tense personal endings look very similar to those used for the imperfect tense. With that in mind, let's take a quick look at the personal endings used for future tense before we review the steps for conjugation.

	Singular	Plural
<i>First Person</i>	<b>-bō</b> = <i>I will</i>	<b>-bimus</b> = <i>we will</i>
<i>Second Person</i>	<b>-bis</b> = <i>you will</i>	<b>-bitis</b> = <i>you (all) will</i>
<i>Third Person</i>	<b>-bit</b> = <i>he/she/it will</i>	<b>-bunt</b> = <i>they will</i>

You probably noticed that, like imperfect tense endings, the personal endings used for future tense all begin with the letter “b.” This similarity will go far in helping us recall these endings. Nevertheless, we do want to be able to differentiate between the “a”s seen in imperfect tense endings (e.g. -*bam*, -*bat*, -*bant*) and the “ō,” “i”s, and “u” found in future tense endings.

### Conjugating in the Future Tense

As we mentioned earlier, conjugating First and Second Conjugation verbs in the future tense will involve exactly the same steps as conjugating them in the imperfect tense, so let’s review them –

- 4) **Identify the verb’s infinitive. (*amāre* and *vidēre*)**
- 5) **Remove the final -*re* from the infinitive to find the verb’s stem. (*amā-* and *vidē-*)**
- 3) **Add personal endings to conjugate the verb according to its person and number.**

Adding the future tense personal endings directly to our stems, then, will result in forms that look like these.

	Singular		Plural	
<i>First Person</i>	<b>amābō</b>	<b>vidēbō</b>	<b>amābimus</b>	<b>vidēbimus</b>
<i>Second Person</i>	<b>amābis</b>	<b>vidēbis</b>	<b>amābitis</b>	<b>vidēbitis</b>
<i>Third Person</i>	<b>amābit</b>	<b>vidēbit</b>	<b>amābunt</b>	<b>vidēbunt</b>

### Translating the Future Tense

As we saw with the present and imperfect tenses, there are often multiple ways of translating a Latin verb in a certain tense into English. For a verb in the future tense, of course the most common and recognizable way to translate it would be to add the auxiliary “will” to the verb’s action. For instance, *vidēbimus* could be translated as “we will see.” The English phrase “going to” added to a verb also indicates action in the future, so we might translate *amābis* as “you are going to love.”

## Recapitulāta

**I) List the personal endings used to conjugate First and Second Conjugation verbs in the future tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**II) What English auxiliary verb do we use to translate future-tense Latin verbs?**

\_\_\_\_\_

**III) What English phrase can we use to translate future-tense Latin verbs?**

\_\_\_\_\_

**IV) Conjugate the First Conjugation verb *iuvō, iuvāre* (“I help, to help”) in the future tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

V) Conjugate the Second Conjugation verb *obtineō, obtinēre* (“I obtain, to obtain”) in the future tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		



## Grammatica XX

### Direct Questions

#### \*Objectives\*

- **Identify Latin question words and other elements of questions in Latin.**
- **Translate direct questions.**

It is usually pretty easy to identify a question in English because we use question marks (?) at the ends of interrogative sentences. The Romans, however, did not use such punctuation; therefore, they had to rely on other means of understanding a sentence as a question.

One method that we also employ in English involves beginning the direct question with an **interrogative word**, or a word that signals a question. In English, many interrogative words are readily recognizable by the fact that they begin with the letter “w” (e.g. “who,” “what,” “when,” “where,” “why”). You can see in your vocabulary this week that a similar phenomenon exists in Latin, where we find that many (but certainly not all) interrogative words begin with the letter “q” (e.g. *quis, quid, quando, quā, quārē*). As in English, the interrogative word in a Latin direct question will typically start the sentence, as you can see below.

**quō nautae nunc nāvigant?**

*Where are the sailors sailing to now?*

#### “Yes” or “No” and Leading Questions

As we said earlier, the Romans did not use question marks to indicate questions. However, as in English, they did not always use interrogative words to pose questions, either. How, then, could they tell someone was asking a question?

Instead of question marks or “standard” interrogative words, the Romans would also use other signposts to mark a question. In many cases, these were simple questions answered with either “yes” or “no,” or it was what we might call a **leading question**, or a question that expects a certain answer.

#### “Yes” or “No” Questions

If Romans wanted to ask a simple question that could be answered with either “yes” or “no,” they would use the **enclitic particle** – an incomplete word added onto another – *-ne*. Enclitic particles function like suffixes in that they are placed on the end of a word, and the enclitic particle *-ne* placed on the end first word of a question acted for Romans in much the same way a question mark does for us

while also emphasizing the word to which it was added. Along with a reversal of word order (i.e. placing the verb at the beginning of the sentence instead of at the end), the enclitic *-ne* would signal to Romans that they were hearing a question like the one we see here.

**crāsne vidēbimus templum antīquum?**

*Will we see the ancient temple tomorrow?*

## Leading Questions

We sometimes ask questions expecting to get a particular answer in return, and the Romans were no different in that regard. In fact, they had a couple different ways of asking leading questions that anticipated different answers.

### **nonne**

If we wanted to ask a question in Latin that expected the answer “yes,” we would begin our question with the interrogative word *nonne*. Although we might see *nonne* translated as “Surely...,” there are other ways we could translate such a question in English, like we find with this question.

**nonne servōs dominus bonus liberābit?**

*Surely, the good master will free the slaves?*

*The good master will free the slaves, won't he?*

*The good master will free the slaves, right?*

### **num**

Similarly, the Romans would begin a question with the interrogative word *num* if they anticipated the answer to be “no.” As we saw with *nonne*, there are different ways we can translate *num* (“Surely...not”), as we can see in the following question.

**num pīrātae gladium fabricās?**

*Surely you're not forging a sword for the pirate?*

*You're not forging a sword for the pirate, are you?*

*You're not forging a sword for the pirate, right?*

## Recapitulāta

**I) What do we call a word that signals a question?**

---

**II) What type of question expects a certain answer?**

---

**III) What do we call an incomplete word that is added onto another?**

---

## Grammatica XXI

### Being Verb *sum, esse*

#### Present Tense

#### \*Objectives\*

- **Become familiar with the idea of irregular verbs.**
- **Memorize the conjugation and translation of *sum, esse* in the present tense.**
- **Review the concept of predicate nominatives.**

The verbs we have worked with so far all follow certain patterns. In fact, all of those verbs belong to “conjugations,” or groups of verbs that follow the same patterns for conjugating them. Since there are so many First and Second Conjugation verbs that follow such constant patterns, we often refer to them as “regular verbs.”

If there are regular verbs, though, this also means that there are some verbs that are not so regular. Verbs that do not follow the same patterns of conjugation as other groups of verbs are known as **irregular verbs**. When we work with irregular verbs, we will simply have to memorize their conjugated forms because we cannot employ one of the patterns found in regular verbs to the process of conjugating them as we normally would.

#### The Being Verb *sum, esse*

All languages have some form of irregular verbs, and, in many languages, the most irregular verb of them all is the verb “to be.” From English to Greek to Spanish to Sanskrit, the idea of existence can be a strange and a difficult one for any word to try to express, making the being verbs in these and many other languages highly irregular.

In Latin, that verb is *sum, esse* (“I am, to be”). We can see that the Latin being verb is so irregular that it does not even follow the same pattern for forming its infinitive: no matter what conjugation we have encountered, we have been able to recognize a verb’s infinitive as the form ending in *-re* (e.g. *amāre* or *vidēre*). The infinitive *esse*, though, obviously does not follow this rule.

However, despite its irregularity, the Latin being verb does share a feature that we find with regular Latin verbs. We have actually seen some forms of *sum, esse* in the present tense before in our vocabulary (*sum, est, sumus, and sunt*), but you might not have noticed then what similarity *sum, esse* shares with other verbs. We will look below at the full conjugation of *sum, esse* in the present tense; then, we will discuss a helpful way to remember the subjects of each form.

<b><i>sum, esse</i> – I am, to be (Present Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>sum</b>	<b>sum<u>us</u></b>
<i>Second Person</i>	<b>es<u>u</u></b>	<b>est<u>is</u></b>
<i>Third Person</i>	<b>est<u>u</u></b>	<b>sunt<u>u</u></b>

Although we are clearly not using the infinitive (*esse*) to find a stem to which we would add personal endings as with other verbs, we can see with the underlined letters in the chart that most of the present-tense forms of *sum, esse* do in fact contain those familiar personal endings – a fact that will help us remember our forms of *sum, esse* and their subjects.

<b>Personal Ending</b>	<b>Subject</b>	<b>Form of <i>sum, esse</i></b>	<b>Translation</b>
-s	“you”	<b>es<u>u</u></b>	“ <u>you</u> are”
-t	“he/she/it”	<b>est<u>u</u></b>	“ <u>he/she/it</u> is”
-mus	“we”	<b>sum<u>us</u></b>	“ <u>we</u> are”
-tis	“you (all)”	<b>est<u>is</u></b>	“ <u>you (all)</u> are”
-nt	“they”	<b>sunt<u>u</u></b>	“ <u>they</u> are”

You probably noticed that we did not include the First Person singular form *sum* in this table, but there are still a couple of ways to help us remember that it means “I am.” First of all, we know that the first form of any verb we see is always the present First Person singular form, meaning “I” is the subject of that form. Also, you may not be familiar with it yet, but you will eventually come to recognize *-m* (e.g. *sum*, Imperfect-tense ending: *-bam*) as another personal ending used for “I” in addition to the *-ō* we already know.

### **Predicate Nominatives and *sum, esse***

We have discussed before that the nominative case is used for nouns or pronouns that are the subject of a Latin sentence or that are predicate nominatives. Now that we have seen the being verb *sum, esse* in all of its forms in the present tense, let’s discuss the use of predicate nominatives.

Being verbs such as *sum, esse* do not tell us about any sort of action as other verbs do; instead, they simply describe or provide more information about their subjects. Since that is the case, a noun used with *sum, esse* in the predicate to describe the nominative subject of the verb will also be in the nominative case, known in English as a “predicate noun.” Similarly, adjectives used with *sum, esse* in the predicate to describe its subject will not only also be in the nominative case but will also match the nouns they describe in gender and number. We call these

adjectives “predicate adjectives” in English. In Latin, we tend to refer to such nouns and adjectives collectively as “**predicate nominatives**” (PN). What follows are two example sentences that demonstrate the use of predicate nominatives with *sum*, *esse*.

**vir** est *agricola*.  
SN          PN

The **man** is a *farmer*.  
Subject      Predicate Noun

**cēdrī** sunt *altae*.  
SN          PN

The **cedar trees** are *tall*.  
Subject Predicate Adjective

## Recapitulāta

I) Verbs like *sum*, *esse* are known as \_\_\_\_\_ verbs because they do not conjugate using the same endings or methods as other groups of verbs.

II) With the meaning “I am, to be,” *sum*, *esse* is the Latin version of what kind of verb that is usually highly irregular? \_\_\_\_\_

III) List the personal endings used – even with *sum*, *esse* – to identify the subject of a Latin verb.

- |                  |        |                |       |
|------------------|--------|----------------|-------|
| i) “I”           | _____* | iv) “we”       | _____ |
| ii) “you”        | _____  | v) “you (all)” | _____ |
| iii) “he/she/it” | _____  | vi) “they”     | _____ |

IV) Nouns or adjectives that appear in the predicate of a sentence featuring a form of *sum*, *esse* are often collectively known as \_\_\_\_\_ and appear in the \_\_\_\_\_ case.

V) What is the present active infinitive (Second Principal Part) of the irregular being verb *sum*? \_\_\_\_\_

## Grammatica XXII

### Personal Pronouns

#### First and Second Person

#### \*Objective\*

- **Recognize First- and Second-Person personal pronouns in all forms.**

A **pronoun** is a word that stands in the place of a noun. Since they stand in the place of nouns, pronouns can perform the same functions as nouns, and we must decline them to reflect these functions as we decline nouns in Latin.

We have a lot of experience declining Latin nouns, but we have really only ever seen Latin pronouns in their nominative singular forms (e.g. *ego* and *tū*). This is largely due to the fact that the declension of Latin pronouns looks considerably different from how we decline nouns.

Think about how we have had to simply memorize the conjugated forms of irregular verbs (e.g. *sum* or *possum*) because they do not follow the same patterns as other verbs. The same can be said for the various forms of First- and Second-Person personal pronouns. Since these pronouns do not follow the same patterns for declension as any of the nouns we have encountered, we will have to memorize their forms.

#### **First-Person Personal Pronouns: *ego* and *nōs***

Both *ego* and *nōs* are First-Person personal pronouns. The only difference between them is that one is singular (*ego* – “I”), and the other is plural (*nōs* – “we”). The following chart contains both pronouns declined in all their forms, which we will simply have to memorize. The chart also contains simple translations of each form, which should help remind us how we use each case.

	Singular	Plural
<i>Nominative</i>	<b>ego</b> ( <i>I</i> )	<b>nōs</b> ( <i>we</i> )
<i>Genitive</i>	<b>meī</b> ( <i>of me</i> )	<b>nostrum/nostrī</b> ( <i>of us</i> )
<i>Dative</i>	<b>mihi</b> ( <i>to me</i> )	<b>nōbīs</b> ( <i>to us</i> )
<i>Accusative</i>	<b>mē</b> ( <i>me</i> )	<b>nōs</b> ( <i>us</i> )
<i>Ablative</i>	<b>mē</b> ( <i>from me</i> )	<b>nōbīs</b> ( <i>from us</i> )

## Second-Person Personal Pronouns: *tū* and *vōs*

Just as we have two First-Person personal pronouns, we have a singular (*tū*) and a plural (*vōs*) Second-Person personal pronoun, as well. We will have to memorize the various forms of these pronouns, too, and you can find them all in the chart below.

	Singular	Plural
<i>Nominative</i>	<b>tū</b> ( <i>you</i> )	<b>vōs</b> ( <i>you [all]</i> )
<i>Genitive</i>	<b>tuī</b> ( <i>of you</i> )	<b>vestrum/vestrī</b> ( <i>of you [all]</i> )
<i>Dative</i>	<b>tibi</b> ( <i>to you</i> )	<b>vōbīs</b> ( <i>to you [all]</i> )
<i>Accusative</i>	<b>tē</b> ( <i>you</i> )	<b>vōs</b> ( <i>you [all]</i> )
<i>Ablative</i>	<b>tē</b> ( <i>from you</i> )	<b>vōbīs</b> ( <i>from you [all]</i> )

Although both charts contain the nominative forms for each of our personal pronouns, these forms are rarely seen since the personal endings of our verbs already tell us that “I,” “we,” “you,” or “you (all)” is the subject. Roman authors included *ego*, *nōs*, *tū*, or *vōs* in these nominative forms **only** when they wanted to emphasize the subject.

### Personal Pronouns and the Genitive Case

We know that one of the more frequent uses of the genitive case is to show possession; however, Romans would not have used the genitive forms of personal pronouns to demonstrate possession. Instead, we will use the possessive adjectives *meus*, *-a*, *-um* (“my/mine”); *noster*, *nostra*, *nostrum* (“our/ours”); *tuus*, *-a*, *-um* (“your/yours”); and *vester*, *vestra*, *vestrum* (“your” plural).

The genitive forms of personal pronouns are used in other constructions that employ the genitive case (e.g. partitive genitives). This is also why there are two different forms of the genitive plural pronouns (*nostrum/nostrī* and *vestrum/vestrī*). *Nostrum* and *vestrum* were typically used for partitive genitives; while, *nostrī* and *vestrī* were used in other genitive constructions that you will learn later.



## Recapitulāta

**I) Decline the First-Person personal pronouns in all forms.**

	<b>Singular</b>	<b>Plural</b>
<i>Nominative</i>		
<i>Genitive</i>		
<i>Dative</i>		
<i>Accusative</i>		
<i>Ablative</i>		

**II) Decline the Second-Person personal pronouns in all forms.**

	<b>Singular</b>	<b>Plural</b>
<i>Nominative</i>		
<i>Genitive</i>		
<i>Dative</i>		
<i>Accusative</i>		
<i>Ablative</i>		

## Grammatica XXIII

### Being Verb *sum, esse*

#### Imperfect Tense

#### \*Objectives\*

- Compare the personal endings used to conjugate First and Second Conjugation verbs in the imperfect tense to the forms of *sum, esse* in the imperfect tense.
- Conjugate and translate *sum, esse* in the imperfect tense.

As we've discussed previously, one way to talk about the past in Latin is to use what is known as the **imperfect tense**. We have had experience at this point with the imperfect tense with regular First- and Second-Conjugation verbs; however, it is now time to see how we conjugate the irregular being verb *sum, esse* in this tense.

Since *sum, esse* is irregular, we know that it does not follow the same rules of conjugation as other verbs in the imperfect or any other tense. This does not mean, though, that there are not some similarities between how regular verbs appear in the imperfect tense and what *sum, esse* looks like conjugated in the same tense. To really illustrate this point, let's take a look at the verb endings we use to conjugate regular First- and Second- Conjugation verbs in the imperfect tense before we then conjugate *sum, esse*.

<b>Imperfect Tense Endings (Regular 1<sup>st</sup> &amp; 2<sup>nd</sup> Conjugations)</b>		
	Singular	Plural
<i>First Person</i>	<b>-<u>bam</u></b>	<b>-<u>bāmus</u></b>
<i>Second Person</i>	<b>-<u>bās</u></b>	<b>-<u>bātis</u></b>
<i>Third Person</i>	<b>-<u>bat</u></b>	<b>-<u>bant</u></b>

<b><i>sum, esse</i> – I am, to be (Imperfect Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b><u>eram</u></b>	<b><u>erāmus</u></b>
<i>Second Person</i>	<b><u>erās</u></b>	<b><u>erātis</u></b>
<i>Third Person</i>	<b><u>erat</u></b>	<b><u>erant</u></b>

When we were learning about *sum, esse* in the present tense, we noted how most of the personal endings we use to conjugate regular verbs in the present tense find their way even into the forms of this irregular verb (e.g. the *-t* in *est* or the *-mus* in *sumus*). Some of the same types of similarities can be found between the forms of *sum, esse* conjugated in the imperfect tense and the endings we use to conjugate regular verbs in the imperfect tense.

If you look at the underlined portions of *sum, esse* in the imperfect tense, you will notice that they are exactly the same as the underlined portions of the imperfect-tense endings used with regular verbs. In fact, we might even say that conjugating *sum, esse* in the imperfect tense is as easy as replacing the “b” of the regular imperfect-tense endings with *er-*. That way, *-bam* becomes *eram*, *-bās* becomes *erās*, and so on. Nevertheless, it is always useful and beneficial to memorize the forms of *sum, esse* in the imperfect or any other tense.

### **Translating *sum, esse* in the Imperfect Tense**

The imperfect tense does indicate actions or states of being in the *past*, but, if we recall from when we have seen this tense before, the action is specifically *ongoing* or *habitual*, not completed.

With that in mind, the “used to” formula we have used before with the imperfect tense is still very useful with *sum, esse* in the imperfect tense. For instance, we might translate *eram* as “I used to be.” We might also simply translate *eram* as “I was,” but just keep in mind that the imperfect tense indicates that “I was” something for an ongoing period of time – not just once.

## Recapitulāta

I) The imperfect tense describes \_\_\_\_\_  
action in the \_\_\_\_\_.

II) The being verb *sum, esse* is a(n) \_\_\_\_\_ verb, so it is  
beneficial to memorize its forms in the imperfect or any other tense.

III) When conjugating *sum, esse* in the imperfect tense; however, we can  
think of it as removing the \_\_\_\_\_ from the imperfect-tense endings of  
regular verbs and replacing it with \_\_\_\_\_.

## Grammatica XXIV

### Prepositions and their Objects

#### \*Objectives\*

- **Define and identify prepositional phrases.**
- **Associate the use of the accusative and ablative cases with the objects of certain prepositions.**

On the most fundamental level, **prepositions** function in Latin the same way that they do in English in that they are the part of speech governing nouns or pronouns and demonstrating their relationships to other elements of a clause. The noun or pronoun governed by a preposition is known as the **object of the preposition (OP)**, and together the preposition and its object form a **prepositional phrase**.

All of these characteristics of prepositions are the same as we find in English, but Latin prepositions differ from those in English in how we see their objects. We know that Latin nouns are declined into different cases and we know that there are two different cases used for a noun when it is the object of a preposition: accusative or ablative. This does not mean, though, that these cases can simply be used interchangeably.

The vast majority of Latin prepositions require that their objects be in either the ablative or the accusative case. The case required by each preposition is always noted any time we look for them. For instance, the prepositions in our vocabulary this week have “+ accusative” or “+ ablative” in parentheses with each entry, which tells us what case should be used for each preposition’s object. We will also find this information provided for us when we look for a preposition in a Latin dictionary.

As a general rule of thumb, we can often identify prepositions that require an ablative object as those that express a stationary condition, an absence of something, or a direction away from something (*Cum* is, of course, a notable exception to this rule.). Conversely, those taking an accusative object often express proximity to or motion toward or through something (In this case, *extrā* would be an exception.). To be safe, though, we really must memorize what case is required by each preposition.

## Recapitulāta

### I) Match each key term with its definition.

preposition	object of the preposition	prepositional phrase
-------------	---------------------------	----------------------

i) A noun or pronoun governed by a preposition: \_\_\_\_\_

ii) The part of speech governing nouns or pronouns and demonstrating their relationships to other elements of a clause: \_\_\_\_\_

iii) A preposition and its object: \_\_\_\_\_

### II) Which case is usually associated with expressing a stationary condition, an absence of something, or a direction away from something?

\_\_\_\_\_

### III) Which case is usually associated with expressing proximity to or motion toward or through something? \_\_\_\_\_

### IV) Identify which case – accusative or ablative – is used for the object of each preposition (OP).

i) *ā/ab* (“from/away from”)

OP Case: \_\_\_\_\_

ii) *circum* (“around”)

OP Case: \_\_\_\_\_

iii) *extrā* (“outside of/beyond”)

OP Case: \_\_\_\_\_

iv) *cum* (“with”)

OP Case: \_\_\_\_\_

v) *ad* (“to/toward”)

OP Case: \_\_\_\_\_

vi) *ē/ex* (“from/out of”)

OP Case: \_\_\_\_\_

vii) *sine* (“without”)

OP Case: \_\_\_\_\_

viii) *trāns* (“across/over”)

OP Case: \_\_\_\_\_

ix) *dē* (“down from/about”)

OP Case: \_\_\_\_\_

x) *ante* (“before”)

OP Case: \_\_\_\_\_

## Grammatica XXV

### Being Verb *sum, esse*

### Future Tense

#### \*Objectives\*

- Compare the personal endings used to conjugate First and Second Conjugation verbs in the future tense to the forms of *sum, esse* in the future tense.
- Conjugate and translate *sum, esse* in the future tense.

To this point, we have worked with *sum, esse* in present and imperfect tenses, so it is now time to explore the last tense of *sum, esse* for this year: future tense. With our regular verbs, we have seen that the future tense tells us about actions that the subject *will do*. With the being verb *sum, esse*, though, the future tense tells us about what or who the subject *will be*.

Since *sum, esse* is irregular, we know that it does not follow the same rules of conjugation as other verbs in the future or any other tense. However, this does not mean that there are not some similarities between how regular verbs appear in the future tense and what *sum, esse* looks like conjugated in the same tense. To illustrate this point, let's take a look at the verb endings we use to conjugate regular First- and Second- Conjugation verbs in the future tense before we then conjugate *sum, esse*.

<b>Future Tense Endings (Regular 1<sup>st</sup> &amp; 2<sup>nd</sup> Conjugations)</b>		
	Singular	Plural
<i>First Person</i>	<b>-b<u>o</u></b>	<b>-b<u>imus</u></b>
<i>Second Person</i>	<b>-b<u>is</u></b>	<b>-b<u>itis</u></b>
<i>Third Person</i>	<b>-b<u>it</u></b>	<b>-b<u>unt</u></b>

<b><i>sum, esse</i> – I am, to be (Future Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>er<u>ō</u></b>	<b>er<u>imus</u></b>
<i>Second Person</i>	<b>er<u>is</u></b>	<b>er<u>itis</u></b>
<i>Third Person</i>	<b>er<u>it</u></b>	<b>er<u>unt</u></b>

When we were learning about *sum, esse* in the imperfect tense, we noted how the forms of *sum, esse* in the imperfect tense (e.g. *eram, erās, erat*) very closely resembled the endings (e.g. *-bam, -bās, bat*) that we use to conjugate regular verbs in the imperfect tense.

If you look at the underlined portions of *sum, esse* in the future tense, you will notice that they are exactly the same as the underlined portions of the future-tense endings used with regular verbs. As with conjugating *sum, esse* in the imperfect tense, we might even say that conjugating *sum, esse* in the future tense is as easy as replacing the “b” of the regular future-tense endings with *er-*. That way, *-bō* becomes *erō*, *-bis* becomes *eris*, and so on. Nevertheless, it is always useful and beneficial to memorize the forms of *sum, esse* in the future or any other tense.

## Translating *sum, esse* in the Future Tense

Despite *sum, esse* being so irregular, we translate the Latin being verb in the future tense the same way we translate other verbs in the future tense. With the future-tense forms of our regular verbs, we said that we could use the English word “will” or the phrase “going to,” and we can use the same methods with the future-tense forms of *sum, esse*. We might translate *erunt*, then, as “**they will be**” or as “**they are going to be.**”

## Recapitulāta

**D) What English auxiliary or phrase can we use to translate *sum, esse* in the future tense?**

\_\_\_\_\_ **-or-** \_\_\_\_\_



**II) The being verb *sum, esse* is a(n) \_\_\_\_\_ verb, so it is beneficial to memorize its forms in the future or any other tense.**

**III) As with the imperfect tense, though, when conjugating *sum, esse* in the future tense, we can think of it as removing the \_\_\_\_\_ from the future-tense endings of regular verbs and replacing it with \_\_\_\_\_.**

## Grammatica XXVI

### Dative of Possession

#### \*Objective\*

- **Associate the use of the dative case with *sum, esse* to show possession.**

We have already learned a couple of ways to show ownership in Latin: using the genitive case (possessive noun adjectives – PNA) or using possessive adjectives (e.g. *meus, -a, -um*). To these we are now going to add one more way of demonstrating possession in Latin that relies on using the dative case with a form of the being verb *sum, esse*.

The “**Dative of Possession**” as it is called is a construction formed with a noun or pronoun in the dative case and a conjugated form of *sum, esse* – the most frequently seen of which are the Third-Person forms (e.g. *est, erant, erit*).

#### Constructing the Dative of Possession

When constructing a dative of possession, we will find **a noun or pronoun in the dative case that tells us who or what is possessing something**. Another noun (very rarely a pronoun) **in the nominative case will tell us what is possessed**. That noun in the nominative case is then the subject of *sum, esse*, which we will then conjugate accordingly. Since we usually find other nouns as the subject of *sum, esse*, this is why we tend to find the Third-Person forms of the verb used more than any others. The following sentence provides a general example of the dative of possession construction that we will work on translating in the next section.

**puerō est germāna.**

Dative *sum* Nominative

#### Translating the Dative of Possession

If we were to translate the sentence above literally into English, it would read “There is a sister to/for the boy.” Of course, this sounds clunky and nothing like what we might actually say in English, so we will need to rearrange and even change some words when we translate datives of possession. A better way to say this sentence in English would be “The boy has a sister,” and this offers us a general framework that we can use to translate other datives of possession.

Notice how the noun that was in the dative case in the Latin sentence (*puerō*) has become the subject in the English sentence (“the boy”). This in turn makes the Latin noun in the nominative case (*germāna*) the direct object in our English sentence (“a sister”). Finally, the being verb *sum, esse* is then translated as “have” or “has” depending on the subject in the English sentence. Therefore, we can see below a formula to help us translate a Latin dative of possession into English.

**Latin Dative noun/pronoun = English Subject**  
**Latin Nominative noun = English Direct Object**  
*sum, esse* = “have/has”

The dative forms of Latin personal pronouns – which you will find in our vocabulary for this week – are frequently used as part of the dative of possession construction. Just remember that these dative forms become the subject when we translate the construction into English, and you can see below a couple more examples of the dative of possession using these pronouns.

### Example 1

#### Latin Dative of Possession

**mihi sunt māli.**

Dative *sum* Nominative

Latin Dative pronoun (*mihi*) = English Subject (“I”)

Latin Nominative noun (*māli*) = English Direct Object (“apple trees”)

*sum, esse (sunt)* = “have”

#### English Translation

**I have apple trees.**

### Example 2

#### Latin Dative of Possession

**vōbīs est fundus.**

Dative *sum* Nominative

Latin Dative pronoun (*vōbīs*) = English Subject (“You [all]”)

Latin Nominative noun (*fundus*) = English Direct Object (“farm”)

*sum, esse (est)* = “have”

#### English Translation

**You (all) have a farm.**

## Recapitulāta

I) When translating a Dative of Possession, the noun or pronoun in the dative case acts as the \_\_\_\_\_ of the English sentence, the noun in the nominative case acts as the English \_\_\_\_\_, and we translate the form of *sum, esse* as \_\_\_\_\_.

II) Provide the dative singular and plural forms of the First Declension noun *puella, puellae* (“girl”).

Dative singular: \_\_\_\_\_ Dative plural: \_\_\_\_\_

III) Provide the dative singular and plural forms of the Second Declension masculine noun *puer, pueri* (“boy”).

Dative singular: \_\_\_\_\_ Dative plural: \_\_\_\_\_

IV) Provide the dative singular and plural forms of the Second Declension neuter noun *templum, templi* (“temple”).

Dative singular: \_\_\_\_\_ Dative plural: \_\_\_\_\_

## Grammatica XXVII

### Present Tense of *possum, posse*

#### \*Objectives\*

- Recognize *possum* as a compound of *sum*.
- Conjugate and translate *possum* in the present tense.
- Define the process of assimilation.

You have already become familiar with one irregular verb so far in our study of Latin: the being verb *sum, esse*. Now it is time to tackle yet another with the irregular verb *possum, posse* (“I am able, to be able”). Fortunately, there are several similarities between *sum* and *possum* that you have probably already been able to recognize.

Look closely and you will see that *sum* is buried within the word *possum*, and this is no coincidence. The very oldest form of *possum* actually used to be *potis sum*, but the form shortened to one compound form over time. This also means that conjugating *possum* will be much the same as conjugating *sum*, so let’s first refresh our memory of what *sum, esse* looks like in the present tense.

<b>sum, esse – I am, to be</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>sum = I am</b>	<b>sumus = We are</b>
<i>Second Person</i>	<b>es = You are</b>	<b>estis = You (all) are</b>
<i>Third Person</i>	<b>est = He/she/it is</b>	<b>sunt = They are</b>

Now that we have reexamined the forms of *sum, esse* in the present tense, we will take a look at the present tense of *possum, posse* and see if we can start seeing the similarities between these two highly irregular verbs.

<b>possum, posse – I am able, to be able</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>possum</b>	<b>possumus</b>
<i>Second Person</i>	<b>potes</b>	<b>potestis</b>
<i>Third Person</i>	<b>potest</b>	<b>possunt</b>

If we investigate the forms of *sum* and *possum* side-by-side, we can see that their forms are essentially identical, with only the “prefix” *pot(s)-* placed before the conjugated form of *sum* to produce the conjugated form of *possum*.

	<u><i>sum, esse</i></u>	<u><i>possum, posse</i></u>
First Person Singular	<u><b>sum</b></u>	pos <u><b>sum</b></u>
Second Person Singular	<u><b>es</b></u>	pot <u><b>es</b></u>
Third Person Singular	<u><b>est</b></u>	pot <u><b>est</b></u>
First Person Plural	<u><b>sumus</b></u>	pos <u><b>sumus</b></u>
Second Person Plural	<u><b>estis</b></u>	pot <u><b>estis</b></u>
Third Person Plural	<u><b>sunt</b></u>	pos <u><b>sunt</b></u>

Remember how we said that the oldest form of *possum* was actually *potis sum*? We know that *sum* means “I am,” and the *potis* is actually an adjective meaning “able.” Put them together, and we have “I am able.” As we mentioned earlier, the two words eventually meshed into one; however, when the Romans prefixed *potis* (*pot-*) to *sum*, some changes occurred.

Notice that the prefixed *pot-* is not spelled the same in each form. When a vowel follows the prefix, the “t” remains (e.g. *potest*). When the consonant “s” follows it, though, the “t” becomes another “s” through a process called **assimilation**, or the modification of one letter in relation to another to improve the flow of the word. The Romans considered it easier and probably more pleasing to pronounce *possum* as opposed to *potsum*. Take a moment to pronounce *possum* with both spellings to see what sort of differences assimilation can bring to a word.

### Translating *possum* in the Present Tense

Since *possum* is actually *potis* (“able”) and *sum* (“I am”) put together, it stands to reason that we can translate *possum* as “I am able,” *potes* as “you are able,” etc. Nevertheless, we can just as easily and accurately use the English auxiliary verb “can.” For instance, we might translate *potestis* as “you (all) are able” or “you (all) can” and *possumus* as “we are able” or “we can.”

## Recapitulāta

I) The irregular verb *possum, posse* is a compound of what two words?

\_\_\_\_\_ and \_\_\_\_\_

**II) What do we call the modification of one letter in relation to another to improve the flow of the word?**

---

**III) Conjugate *sum, esse* in all forms of the present tense. In the parentheses, write either the *pot-* or *pos-* that we would use to conjugate *possum, posse* in the present tense.**

	Singular	Plural
<i>First Person</i>	(     )	(     )
<i>Second Person</i>	(     )	(     )
<i>Third Person</i>	(     )	(     )

**IV) Aside from the phrase “able to,” what English auxiliary verb do we commonly use to translate *possum* in the present tense?**

---

## Grammatica XXVIII

### Complementary Infinitives

#### \*Objectives\*

- **Define a complementary infinitive.**
- **Identify Latin verbs that commonly appear with complementary infinitives.**
- **Translate verbal phrases using complementary infinitives.**

Plenty of verbs in English use other verbs to complete their meanings. For instance, modal verbs like “might,” “should,” “would,” or “can” have to be used together with other verbs or else we have no context for what they mean.

If I were to walk into class and simply say “You should” or “I can,” you would have no clue what is that you should do or what I can do. However, if I were to say “You should study vocabulary” or “I can bake bread;” then, you would know that I am advising or instructing you to study your vocabulary or that I have the ability to bake bread.

In the phrases “should study” and “can bake,” the verbs “study” and “bake” are what we call **complementary infinitives** – verbs with no subjects of their own that complete the meaning of another verb. Infinitives in Latin are used the same way, and some of the verbs we have learned over the past couple of weeks require the use of complementary infinitives to complete their meanings, as well.

#### Latin Infinitives

We have identified Latin infinitives to this point as those forms of a verb that end in *-re*: for example, *amāre*, *vidēre*, *laudāre*, or *studēre*. Beyond using them to form the stems of our verbs for conjugation, though, we really have not used them for much else. Now that we are exploring Latin verbs that take complementary infinitives, these infinitives will become even more useful.

#### Latin Verbs taking Complementary Infinitives

Like English modal verbs such as “might,” “should,” or “can,” there are certain verbs in Latin that need a complementary infinitive to complete their meaning in a specific context. One of the most commonly seen of these verbs is *possum*, and we can remember that it needs a complementary infinitive because we can translate *possum* as “I can,” and “can” in English also needs a complementary infinitive. Similarly, the verb *dēbeō* might be translated as “I owe;” however, another very common way of translating it appears as “I should,” and “should” in



English also requires a complementary infinitive. *Soleō* (“I am accustomed”) also typically takes a complementary infinitive, and we can also translate *soleō* as “I am used to,” which might at times sound a little better with complementary infinitives.

### Translating Complementary Infinitives

When we have translated Latin infinitives in the past, we have always used an English **infinitive phrase**: a verb with no subject combined with the function word “to.” For instance, we translate the first two principal parts of the verb *amō, amāre* as “I love, **to** love” or of *videō, vidēre* as “I see, **to** see.”

When we translate complementary infinitives, however, leaving the function word “to” in the translation would be confusing. Take for example *vidēre possum*. If we translated this phrase as “I can **to** see,” it would not make much sense. Therefore, we typically leave out the “to” when translating complementary infinitives.

One of the few exceptions to this concept is with *soleō* (“I am accustomed”), but “to” functions a little differently here. We would typically say that someone is accustomed or used **to doing** something, so, we might translate *epistulās scribere solēs* as “you are used **to writing** letters.” *Soleō*, then, is easier to translate with “to” and the participial (“-ing”) form of the verb.

### Exemplōrum Grātiā

**studēre** vocābulīs *dēbētis*. **studēre** = Complementary Infinitive

*You (all) should study the vocabulary.*  
(*Studēre* uses the dative case [*vocābulīs*] as its object.)

**pānem possum coquere**. **coquere** = Complementary Infinitive

*I can bake bread.*

agricola agrōs **irrigāre solet**. **irrigāre** = Complementary Infinitive

*The farmer is used to watering the fields.*

## Recapitulāta

**I) What is a verb with no subject of its own that completes the meaning of another verb called? \_\_\_\_\_**

**II) What are some examples of Latin verbs that will commonly take a complementary infinitive?**

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

**III) True or False? We always keep the function word “to” as part of the infinitive phrase when translating complementary infinitives.**

\_\_\_\_\_

## Grammatica XXIX

### Third Declension Nouns

#### *Masculine and Feminine*

#### \*Objectives\*

- **Identify nouns of the Third Declension.**
- **Memorize endings used to decline masculine and feminine Third Declension nouns.**

Since we have done considerable work with nouns of the First and Second Declensions, it is now finally time to try our hand at Third Declension nouns. A wide array of Latin nouns belongs to the Third Declension, and this is because – as we will see – the Third Declension permits a variety of different endings in the nominative singular. In fact, Third Declension nouns have forms ending in *a, e, ī, ō, y, c, l, n, r, s, t, x*, or in some combination of these (e.g. *-tās*).

It is with nouns of the Third Declension that we really see the importance of using the genitive singular form of a noun to find the stem to which we add all other case endings. With that having been said, let's take a look at all of the case endings used for masculine and feminine nouns of the Third Declension; then, we will see one fully declined to demonstrate the importance of finding the right stem.

#### Third Declension Endings (M/F)

Case	Singular	Plural
Nominative	<b>Various</b>	<b>-ēs</b>
Genitive	<b>-is</b>	<b>-um</b>
Dative	<b>-ī</b>	<b>-ibus</b>
Accusative	<b>-em</b>	<b>-ēs</b>
Ablative	<b>-e</b>	<b>-ibus</b>

Notice that the word “various” stands in for the wide variety of nominative singular endings found in Third Declension nouns. This variety also produces a number of different noun stems, many of which vary considerably from their nominative singular forms. Take *homō, hominis* (“human”) for instance, where the final *-ō* is replaced with an *-in-* in the stem. If we do not find the noun stem from the genitive singular form (*hominis*), we would probably end up with only *hom-* as a stem, but this would be incorrect.

To find our stems for Third Declension nouns, we follow the same procedure we put in place with nouns of the First and Second Declensions. We first locate the genitive singular form of the noun (e.g. *hominis*). We then remove the genitive singular ending – which for Third Declension is *-is* – to reveal the noun’s stem that we can use with all other case endings (*homin-*). You can find *homō, hominis* fully declined in the chart below. Even though some Third Declension nouns may have nominative singular forms that are quite close to their actual stems (e.g. *amor, amōris*) never forget to follow our method of using the genitive singular so as to avoid any future confusion.

<b><i>homō, hominis</i> - human</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>homō</b>	<b><u>hominēs</u></b>
Genitive	<b><u>hominis</u></b>	<b><u>hominum</u></b>
Dative	<b><u>hominī</u></b>	<b><u>hominibus</u></b>
Accusative	<b><u>hominem</u></b>	<b><u>hominēs</u></b>
Ablative	<b><u>homine</u></b>	<b><u>hominibus</u></b>

## Gender in Third Declension

Nouns of the Third Declension may be either masculine, feminine, or neuter. There is also a considerable amount of Third Declension nouns that are classified as “common” (c.) gender, which is not a proper grammatical gender in and of itself.

Rather, nouns of common gender are actually considered either masculine or feminine depending on the context in which they appear.

The endings displayed in this lesson are used for Third Declension nouns that are either masculine or feminine (or common). Third Declension neuter nouns use a slightly different set of endings and will be discussed in a lesson of their own.

## Recapitulāta

**I) True or False? We can use the nominative singular form of Third Declension nouns to find their stems. \_\_\_\_\_**

**II) List the endings used to decline masculine and feminine nouns of the Third Declension.**

Case	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

## Grammatica XXX

### Identifying Gender of Third Declension Nouns

#### \*Objective\*

- **Distinguish between masculine and feminine nouns of the Third Declension.**

Since the Third Declension uses the same set of endings for both masculine and feminine nouns, it can sometimes be a little tricky to tell what gender a Third Declension noun is just by looking at it. It also does not help that the Third Declension hosts such a wide variety of endings for nominative singular forms. Nevertheless, even amongst this assortment of endings, there are some general patterns to how these nominative singular forms relate to gender.

#### Masculine Endings: *-ōs*, *-or*, *-es*, and *-ex*

Most Third Declension nouns ending in *-ōs*, *-or*, *-es*, or *-ex* will be masculine in gender. Those ending in *-or* will often have a *t* preceding the *-or*, making the resulting ending *-tor* (e.g. *senātor* or *ōrātor*). However, *amor*, *amōris* is also a good example of a Third Declension masculine noun ending in *-or* without the *t*.

#### Feminine Endings: *-ō*, *-ās*, *-ūs*, and *-x*

The gender of Third Declension nouns ending in *-ō*, *-ās*, *-ūs*, or *-x* is typically feminine. As with the *t* found with the *-or* ending for masculine nouns, each of these feminine endings often appears with another characteristic letter. The endings *-ō* and *-x* both frequently feature an *i* immediately preceding them – only short before *-ō* (e.g. *ōrātīō*) and long before *-x* (e.g. *nūtrīx*). Like the *-or* ending for masculine nouns, the *-ās* or *-ūs* endings for feminine nouns often appear with a *t*, as in *cīvītās* or *senectūs*.

### Exceptions

As we have already found with conventions of language, there will always be exceptions to every “rule.” This especially occurs when we discuss the gender of Latin nouns. We always made it a point to say that *most* First Declension nouns are feminine and that Second Declension *-us*, *-ī* nouns are *typically* masculine because there are certain (often important) exceptions to these conventions (e.g. *nauta* [First Declension masculine] or *ulmus* [Second Declension feminine]).

We encounter the same sorts of exceptions when we consider the genders of Third Declension nouns. For instance, most nouns ending in *-or* are masculine, but *arbor*, *arbōris* (“tree”) is feminine; while, *marmor*, *marmōris* (“marble”) is actually neuter. Similarly, nouns ending in *-ō* are usually feminine; however, *pugiō*, *pugiōnis*

("dagger") and *ōrdō, ordinis* ("order") are both masculine. When situations such as these arise, we can memorize the genders of these nouns or simply consult a dictionary.

## Recapitulāta

**I) List the nominative singular endings typically associated with masculine nouns of the Third Declension.**

i) \_\_\_\_\_                      iii) \_\_\_\_\_  
ii) \_\_\_\_\_                     iv) \_\_\_\_\_

**II) List the nominative singular endings typically associated with feminine nouns of the Third Declension.**

i) \_\_\_\_\_                      iii) \_\_\_\_\_  
ii) \_\_\_\_\_                     iv) \_\_\_\_\_

**III) True or False? Unlike First and Second Declension nouns, there are no exceptions to the conventions of gender in Third Declension.**

\_\_\_\_\_

## Grammatica XXXI

### Third Declension Neuter Nouns

#### \*Objectives\*

- **Memorize endings used to decline Third Declension neuter nouns.**
- **Distinguish Third Declension neuter nouns from masculine and feminine nouns of the same declension.**

We have seen that feminine and masculine nouns of the Third Declension use the same set of endings to decline them. This helps separate them from neuter nouns of the Third Declension since neuter nouns will use a different set of endings. Nevertheless, Third Declension neuter nouns are declined in exactly the same way as masculine and feminine nouns of the same declension, and the differences between their endings are not as many as you might expect.

<b>Third Declension Neuter Endings</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>Various</b>	<b>-<u>a</u></b>
Genitive	<b>-is</b>	<b>-um</b>
Dative	<b>-ī</b>	<b>-ibus</b>
Accusative	<b><u>Various</u></b>	<b>-<u>a</u></b>
Ablative	<b>-e</b>	<b>-ibus</b>

### Declining Third Declension Neuter Nouns

As we mentioned before, the differences between the endings used for Third Declension neuter nouns and those used for masculine and feminine nouns of the same declension are not as numerous as you might think, but it is nonetheless important to note what those differences are.

***Accusative singular:*** Since the nominative and accusative forms of any neuter noun of any declension are always the same, the accusative singular ending listed



for Third Declension neuter nouns is “various” because it will be the same as that used for nominative singular, which encompasses a variety of possible endings.

***Nominative and Accusative plural:*** As always, neuter nominative and accusative forms are the same, including in their plural manifestations. Another familiar aspect of declining neuter nouns in the Third Declension is that they use a short *a* for nominative and accusative plural as we saw in Second Declension.

Aside from these differences, Third Declension neuter nouns are declined using the same steps as Third Declension feminine or masculine nouns, as we can see in the chart below.

<b><i>tempus, temporis – time</i></b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b><i>tempus</i></b>	<b><i>tempora</i></b>
Genitive	<b><i>temporis</i></b>	<b><i>temporum</i></b>
Dative	<b><i>temporī</i></b>	<b><i>temporibus</i></b>
Accusative	<b><i>tempus</i></b>	<b><i>tempora</i></b>
Ablative	<b><i>tempore</i></b>	<b><i>temporibus</i></b>

### **Recognizing Third Declension Neuter Nouns**

All nouns of the Third Declension have a wide variety of nominative singular endings available to them; however, as we saw with feminine and masculine nouns, there are certain patterns to these endings that can help us identify a Third Declension noun’s gender. This applies to Third Declension neuter nouns, as well.

***-ur and -us:*** Third Declension nouns ending with *-ur* (e.g. *ebur, murmur, rōbur*) or *-us* (e.g. *corpus, tempus, vulnus*) in the nominative singular are typically neuter.

**-t- and -d- Stems:** Nouns of the Third Declension that have a “t” or a “d” in their stems lose that letter in their nominative singular forms and are usually neuter in gender (e.g. *lac*, *lactis* and *cor*, *cordis*). Many of these nominative singular forms are characterized by having only one syllable (e.g. *lac* and *cor*).

**Liquid Stems:** Similarly, Third Declension nouns featuring a double liquid (“l” or “r”) in their stems lose the second liquid in their nominative singular forms (e.g. *fār*, *farris* and *mel*, *mellis*) and are typically neuter. As with the previous types of nouns, many of these types of Third Declension neuters have monosyllabic nominative singular forms (e.g. *fār* and *mel*).

## Recapitulāta

**I) List the case and number of the endings for Third Declension neuter nouns that differ from those that are masculine or feminine. Then, provide the Third Declension neuter ending.**

i) Case: \_\_\_\_\_  
 Number: \_\_\_\_\_ Ending: \_\_\_\_\_

ii) Case: \_\_\_\_\_  
 Number: \_\_\_\_\_ Ending: \_\_\_\_\_

iii) Case: \_\_\_\_\_  
 Number: \_\_\_\_\_ Ending: \_\_\_\_\_

**II) Identify the convention from those listed below that applies to each vocabulary term and that helps to distinguish it as neuter.**

**1) Nominative singular ending in -ur or -us**

**2) Stems ending in -t- or -d-**

**3) Liquid stems**

i) *fār*, *farris*

**Which convention of gender in Third Declension applies to this noun?**

\_\_\_\_\_

ii) *ebur*, *eboris*

**Which convention of gender in Third Declension applies to this noun?**

\_\_\_\_\_

iii) *lac, lactis*

**Which convention of gender in Third Declension applies to this noun?**

---

iv) *tempus, temporis*

**Which convention of gender in Third Declension applies to this noun?**

---

v) *mel, mellis*

**Which convention of gender in Third Declension applies to this noun?**

---

vi) *cor, cordis*

**Which convention of gender in Third Declension applies to this noun?**

---

vii) *rōbur, rōboris*

**Which convention of gender in Third Declension applies to this noun?**

---

viii) *corpus, corporis*

**Which convention of gender in Third Declension applies to this noun?**

---

ix) *murmur, murmuris*

**Which convention of gender in Third Declension applies to this noun?**

---

x) *vulnus, vulneris*

**Which convention of gender in Third Declension applies to this noun?**

---

## Grammatica XXXII

### Third Declension Neuter Nouns II

#### *-men* and *-ma*

#### \*Objectives\*

- Further distinguish Third Declension neuter nouns from masculine and feminine nouns of the same declension.
- Recall methods for declining Third Declension neuter nouns.

During our introduction to Third Declension neuter nouns in our last grammar lesson, we saw that there are certain ways to distinguish neuter nouns from masculine or feminine nouns of the Third Declension. We will learn two more important methods of telling neuter nouns apart from other genders of the Third Declension in this lesson.

#### Nominative Singular in *-men*

One extremely important convention of gender in the Third Declension to remember is the concept that most nouns ending with *-men* in the nominative singular are neuter. Nouns of this type will have genitive singular forms ending in *-minis*, making their stems *-min-*.

You will encounter many examples of such nouns throughout your Latin education, so it is very helpful to memorize this paradigm. Third Declension neuter nouns of this type also include –

*agmen, agminis* – army/troop line  
*carmen, carminis* – song/poem  
*fulmen, fulminis* – lightning/thunderbolt  
*lūmen, lūminis* – light/eye (poetic)  
*ōmen, ōminis* – omen

#### Greek Neuters: *-ma, -matis*

Another common type of Third Declension neuter nouns that we will find is a group of nouns ending in *-ma* in the nominative singular. The genitive singular forms of these nouns will end in *-matis*, giving them the stem *-mat-*.

Latin Third Declension neuter nouns of this sort actually began as Greek neuter nouns, and many of them have resulted in noteworthy English derivatives, including –

*emblēma, emblēmatis* – emblem

*glaucōma, glaucōmatis* – glaucoma (a clouding of the eye’s vitreous body)

*idiōma, idiōmatis* – idiom/language

*paradīgma, paradīgmatis* – paradigm

*prisma, prismatis* – prism

### Declining Third Declension Neuter Nouns: *-men* and *-ma*

Third Declension neuter nouns with nominative singular forms ending in *-men* or *-ma* decline in the same way as all other Third Declension neuter nouns that we have encountered so far, and we find their stems using the same methods as any other Latin noun. An example of such a Third Declension neuter noun has been fully declined below, with special attention paid to forms marking it as distinctly neuter.

<i>nōmen, nōminis</i> – “name”		
Case	Singular	Plural
Nominative	<u>nōmen</u>	<u>nōmina</u>
Genitive	<u>nōminis</u>	<u>nōminum</u>
Dative	<u>nōminī</u>	<u>nōminibus</u>
Accusative	<u>nōmen</u>	<u>nōmina</u>
Ablative	<u>nōmine</u>	<u>nōminibus</u>

### Recapitulāta

I) True or False? Third Declension neuter nouns beginning with *-men* or *-ma* in the nominative singular are declined differently than other Third Declension neuter nouns. \_\_\_\_\_

II) Third Declension neuter nouns ending in *-ma* in the nominative singular originally belonged to what language? \_\_\_\_\_

## Grammatica XXXIII

### Prepositions and their Objects II

#### *in, sub, subter, and super*

#### \*Objectives\*

- **Memorize the four prepositions that can have either accusative or ablative objects.**
- **Explore the differences in translating *in, sub, subter, and super* with objects of different cases.**

We have learned so far that each preposition requires its objects to be in either the accusative or the ablative case. For the majority of prepositions, only one of these cases can be used for their objects, and we must memorize which case is used with each preposition. There are four prepositions, however, that can have their objects in *either* the accusative *or* the ablative case: *in, sub, subter, and super*.

As with all the other prepositions, though, this does not mean that the ablative and accusative cases can simply be used interchangeably for the objects of *in, sub, subter, or super*. In fact, the appearance of the objects of these four prepositions in either the ablative or the accusative case can have significant effects on the meaning of the prepositions themselves.

#### **Translating *in, sub, subter, and super*: Accusative vs. Ablative Objects**

If we look closely at how we translate these four prepositions, we notice that their meanings change depending on whether their objects are in the accusative case or in the ablative case. As we saw in our previous discussion on prepositions, a good general rule of thumb is that objects in the ablative case tend to indicate a stationary position or a static state; whereas, those in the accusative case demonstrate some manner of motion, whether actual or figurative. Let's examine each of the four prepositions to see how these concepts are reflected in how we translate them according to the case used for their objects.

#### **Ablative**

**in templō** – *in the temple*

**sub astrīs** – *under the stars*

**subter mēnsā** – *beneath the table*

#### **Accusative**

**in templum** – *into the temple*

**sub astra** – *up to the stars*

**subter mēnsam** – *along the underside of the table*

**super terrā** – upon *the earth*

**super terram** – above *the earth*

## Recapitulāta

I) Which case usually illustrates a stationary position or a static state, particularly with the prepositions *in*, *sub*, *subter*, and *super*?

---

II) Which case typically demonstrates some manner of motion, whether actual or figurative?

---

## Grammatica XXXIV

### Expressions of Place and Time

### Ablative and Accusative Cases

#### \*Objective\*

- **Recognize special uses of the ablative and accusative cases in expressions of place and time.**

So far, we have talked about the use of the accusative and ablative cases as objects of prepositions. We have also discussed how the ablative case typically indicates a stationary position or a static state and how the accusative case demonstrates some manner of change or motion – especially toward something. All of these concepts will be very important in helping us understand special uses of the ablative and accusative cases in expressions of place and time.

### Expressions of Place

#### Ablative

##### *Place Where*

Nouns and adjectives in the ablative case as objects of the prepositions *in* (“in/on”) or *sub* (“under/below”) tell us where something is or where an action is taking place. For this reason, instead of labeling such ablatives as simply objects of a preposition, we can be more specific by identifying this use of the ablative case as what we call the **Ablative of Place Where**.

*in hortō*  
in the garden

*sub mēnsīs*  
under the tables

##### *Place from Which*

Similarly, the prepositions *ab* (“from/away from”), *ex* (“from/out of”), and *dē* (“down from”) use the ablative case for their objects. When their object is a location of some sort, though, we can again be more specific by saying that these objects are actually examples of the **Ablative of Place from Which**.

*ab ōrīs*  
from the shores

*ē silvā*  
out of the forest

*dē tectō*  
down from the roof



## Accusative

### *Place to Which*

The prepositions *ad* (“to/towards”) and *in* (“into/onto”) also give us a special use for their accusative objects when those objects are a location. Rather than saying this type of accusative is just an object of a preposition, we can further identify it as an **Accusative of Place to Which**.

*ad flūmen*  
to the river

*in aquās*  
into the waters

### *Extent of Space*

The accusative case can also be used without a preposition to indicate length or distance. We call this special use of the case the **Accusative of Extent of Space**. The idea that the accusative case often describes a sense of motion or change relates to the Accusative of Extent of Space in that we would have to move or change position in order to measure the lengths or distances described.

When we are talking about length, the accusative is often seen with adjectives like *altus*, *-a*, *-um* (“high/tall”) or *lātus*, *-a*, *-um* (“wide/broad”). The adjectives themselves will not necessarily be in the accusative case since they have to agree with the nouns they modify in gender, number, and case. However, the measurement being used (e.g. *pēs*, *pedis* – “foot”) will be an Accusative of Extent of Space.

This special use of the accusative case will also be seen in expressions of distance. In these instances, we will often translate the Accusative of Extent of Space with the English preposition “for” even though there is no Latin preposition present in the expression (e.g. “for fifteen miles”).

*vallum trēs et trīgintā pedēs altum*  
a wall thirty-three feet high

*quīndecim mīlia*  
for fifteen miles

## Expressions of Time

The uses of the ablative and accusative cases in expressions of time are closely related to their usage in expressions of place. The expressions of place are more literal relationships of static position (ablative) or motion (accusative); whereas, the expressions of time are more figurative.

**Ablative*****Time When***

Like the Accusative of Extent of Space, the **Ablative of Time When** typically appears without a Latin preposition. Nevertheless, we often translate such expressions using the English prepositions “on” or “at.”

***prīmā lūce***  
at first light (dawn)

**Accusative*****Duration***

The so-called **Accusative of Duration** resembles the Accusative of Extent of Space in that it describes some sort of movement – only of time. Again, we will find a noun in the accusative case without a preposition in Latin; however, we will translate these expressions with the English preposition “for.”

***ūnam hōram***  
for one hour

**Recapitulāta**

Identify each special use of the accusative and ablative cases in the following expressions of place and time.

Ablative of Place Where	Ablative of Place from Which	Ablative of Time When
Accusative of Place to Which	Accusative of Extent of Space	Accusative of Duration

I) *trēs annōs* – “for three years”

\_\_\_\_\_

II) *ē Rōmā* – “out of Rome”

\_\_\_\_\_

III) *ad fōrum* – “to the marketplace”

\_\_\_\_\_

IV) *vīgintī mīlia* – “for twenty miles”

\_\_\_\_\_

V) *in templō* – “in the temple”

\_\_\_\_\_

VI) *hōrā tertiā* – “at the third hour”

\_\_\_\_\_

## Grammatica XXXV

### Imperfect Tense of *possum, posse*

#### \*Objectives\*

- Recall forms of *sum, esse* in the imperfect tense.
- Recall the formation of *possum, posse* from *potis* and *sum*.
- Conjugate *possum, posse* in the imperfect tense.
- Apply concepts of the imperfect tense to translate *possum, posse*.

We have already worked with the Latin verb *possum, posse* (“I am able, to be able”) in the present tense, so now it is time to see how we conjugate it in the imperfect tense. Since the being verb *sum, esse* is an integral part of *possum*, we will first review the forms of *sum, esse* in the imperfect tense.

<b><i>sum, esse</i> – I am, to be (Imperfect Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>eram</b>	<b>erāmus</b>
<i>Second Person</i>	<b>erās</b>	<b>erātis</b>
<i>Third Person</i>	<b>erat</b>	<b>erant</b>

### Conjugating *possum, posse* in the Imperfect Tense

You may recall that *possum* originally began life as a combination of the Latin adjective *potis* (“able”) and *sum* (“I am”). This meant that we had to contend with **assimilation**, or the modification of one letter in relation to another to improve the flow of a word, when conjugating the present tense of *possum*. This is because the stem *pot-* from *potis* is assimilated into an “s” before forms of *sum* beginning with the same letter in present tense. However, with no forms of *sum* starting with “s” in the imperfect tense, we do not have to worry about assimilation when conjugating imperfect-tense forms of *possum*! This means all forms of *possum* in the imperfect tense will feature the *pot-* stem, as we can see in the chart below.

	Singular	Plural
<i>First Person</i>	<b><u>poteram</u></b>	<b><u>poterāmus</u></b>
<i>Second Person</i>	<b><u>poterās</u></b>	<b><u>poterātis</u></b>
<i>Third Person</i>	<b><u>poterat</u></b>	<b><u>poterant</u></b>

### Translating *possum, posse* in the Imperfect Tense

We have seen through our translation of other verbs in the imperfect tense that this tense describes *ongoing or habitual action in the past*. This gives us a few options when translating *possum* in the imperfect tense.

One safe bet for translating *poteram*, for instance, would be “I used to be able”, and “she used to be able” would also be a good translation for *poterat*. While “they were able” or “they could” may sound like one-time events, these are still acceptable ways of translating *poterant* since the concept of having an ability of some sort often implies an ongoing or continuous state rather than a past completed action (i.e. perfect tense).

### Recapitulāta

#### I) Conjugate *possum, posse* in all forms of the imperfect tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

#### II) Translate the imperfect-tense forms *possum, posse*.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XXXVI

### Ablative of Separation

#### \*Objective\*

- **Recognize specific uses of the ablative case with prepositions, verbs, and adjectives to express separation.**

Thus far, we have only really worked with the ablative case as a possibility for nouns that are objects of prepositions. This function of the ablative, though, easily leads us to the discovery of a very specific use of the case, known as the **ablative of separation**.

We noted when we first began working with Latin noun cases that the ablative had “various uses,” and the uses for this case are certainly many and varied. Nevertheless, all of the different functions of the ablative case fall within three broad categories: separative, instrumental, and locative.

The ablative of separation of course falls under the first category, which we might also call the “ablative proper” since even the case’s name indicates some sense of separation (*ablātum* = “**carried off**”). In this lesson, we will explore the uses of the ablative of separation with the prepositions, verbs, and adjectives with which they are typically found.

#### With Prepositions

As mentioned earlier, we are familiar at this point with the use of the ablative case as the object of a preposition. Take for instance the prepositions *ā/ab*, *ē/ex*, *dē*, and *sine*. We know that each of these prepositions requires the noun that is its object to be in the ablative case.

Nouns in the ablative case that are the objects of these prepositions can also be further categorized as ablatives of separation. Identifying this use of the ablative of separation becomes especially apparent when we consider the definitions of these prepositions: *ā/ab* = “**from,**” *ē/ex* = “**from/out of,**” *dē* = “**down from,**” and *sine* = “**without.**”

The prepositions *ā/ab*, *ē/ex*, and *dē* often indicate an actual physical separation, as in the phrases *dē fenestrā* (“**down from the window**”) or *Trōīae...ab ōrīs* (“**from the shores of Troy**” *Aeneid* I.1). We can see that something being thrown “down from the window” results in a very real separation of the item from the window itself. We also know that Aeneas physically departed “from the shores of Troy” in order to make his way to Italy.

The use of the ablative of separation with the preposition *sine* represents another way of identifying this use of the ablative, also sometimes known as the “ablative of deprivation.” For example, anyone who has ever had to go “**without**

**sleep” (*sine somnō*)** will know what it means to be sleep-deprived. The so-called “ablative of deprivation” with *sine*, then, demonstrates more of a metaphorical separation (i.e. an insomniac’s separation from sleep) than the physical separation seen with other prepositions.

### With Verbs

As with the prepositions we just discussed, there will be certain verbs whose definitions will make it obvious that the ablative of separation should be used with them. Verbs that have meanings indicating **removal** (e.g. *levāre*), **freedom** (e.g. *liberāre*), **absence** (e.g. *abesse*), **deprivation** (e.g. *privāre*), or **lack** (e.g. *carere*) will usually be seen with an ablative of separation. Take for instance the phrase ***dolore levāre*** (“**to relieve from pain**”).

Some of these verbs will actually be compounds of other verbs with the prepositions mentioned above, such as ***abesse*** (“**to be absent**”) or ***abdūcere*** (“**to lead away**”). When the meaning of a verb such as these is intended to represent a literal (physical) separation, the preposition found in the compound will typically be duplicated – ***agricola ab aquā vaccās abdūcit*** (“**The farmer leads the cows away from the water**”). However, if we use these types of verbs in more of a figurative or metaphorical sense, the ablative of separation alone without a preposition will usually be used, as in ***senātor colloquiō aberat*** (“**The senator was absent from the conversation**”).

### With Adjectives

In a similar way to the verbs we just discussed, adjectives expressing **freedom** or **lack** will also appear with an ablative of separation. Such adjectives will also usually appear with just a noun in the ablative case without any prepositions. Examples of these types of constructions would include phrases such as ***cibō cassus*** (“**deprived of food**”), ***servitūte solūtus*** (“**free from servitude**”), and ***timōre vacuus*** (“**empty of [without] fear**”).

## Recapitulāta

**I) Which four prepositions are typically used with the ablative of separation (include definitions)?**

i) \_\_\_\_\_

**Definition:** \_\_\_\_\_

ii) \_\_\_\_\_

**Definition:** \_\_\_\_\_

iii) \_\_\_\_\_

**Definition:** \_\_\_\_\_

iv) \_\_\_\_\_

**Definition:** \_\_\_\_\_

**II) The ablative of separation is often used with these types of verbs. Provide an example of each.**

i) \_\_\_\_\_

**Example:** \_\_\_\_\_

ii) \_\_\_\_\_

**Example:** \_\_\_\_\_

iii) \_\_\_\_\_

**Example:** \_\_\_\_\_

iv) \_\_\_\_\_

**Example:** \_\_\_\_\_

v) \_\_\_\_\_

**Example:** \_\_\_\_\_

**III) The ablative of separation can appear with adjectives of these types, typically without a preposition. Provide an example of each**

i) \_\_\_\_\_

**Example:** \_\_\_\_\_

ii) \_\_\_\_\_

**Example:** \_\_\_\_\_

## Grammatica XXXVII

### Future Tense of *possum, posse*

#### \*Objectives\*

- Recall forms of *sum, esse* in the future tense.
- Recall the formation of *possum, posse* from *potis* and *sum*.
- Conjugate *possum, posse* in the future tense.
- Translate *possum, posse* in the future tense.

We have worked with the Latin irregular verb *possum, posse* (“I am able, to be able”) in the present tense, as well as in the imperfect tense. Now, it is finally time to see how we conjugate it in the future tense. As we discussed while working with *possum* in the imperfect tense, the being verb *sum, esse* is an integral part of *possum*, so it only makes sense that we first review the forms of *sum, esse* in the future tense before conjugating *possum* in the same.

<b><i>sum, esse</i> – I am, to be (Future Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>erō</b>	<b>erimus</b>
<i>Second Person</i>	<b>eris</b>	<b>eritis</b>
<i>Third Person</i>	<b>erit</b>	<b>erunt</b>

#### Conjugating *possum, posse* in the Future Tense

We should be familiar by now with the fact that *possum* originally began life as a combination of the Latin adjective *potis* (“able”) and *sum* (“I am”). This meant that we had to contend with **assimilation**, or the modification of one letter in relation to another to improve the flow of a word, when conjugating the present tense of *possum*. However, since there were no forms of *sum* starting with “s” in the imperfect tense, we did not have to worry about assimilation when conjugating *possum* in the imperfect.

We will observe the same situation when conjugating *possum* in the future tense since no forms of *sum* begin with “s” in the future, either. Therefore, all forms of *possum* in the future tense will also feature the *pot-* stem, as we saw with the imperfect tense and as we can see in the chart below.



	Singular	Plural
<i>First Person</i>	<b><u>poterō</u></b>	<b><u>poterimus</u></b>
<i>Second Person</i>	<b><u>poteris</u></b>	<b><u>poteritis</u></b>
<i>Third Person</i>	<b><u>poterit</u></b>	<b><u>poterunt</u></b>

### Translating *possum, posse* in the Future Tense

When we were translating forms of *possum* in other tenses, we actually had a decent variety of options available to us. For instance, the present tense *possunt* could be translated as “they are able” or “they can;” whereas, the imperfect tense *poteram* might be translated as “I was able,” “I used to be able,” or even “I could.”

Considering that the words “will” and “can” are both auxiliaries in English and then cannot be placed together, we will not have as many options for translating *possum* in the future tense as we have had available to us with other tenses. Luckily, the future tense is fairly straightforward to translate, anyway, so translating *poteris* as “you will be able” or *poterimus* as “we are going to be able” should not present us with any serious difficulties.

## Recapitulāta

### I) Conjugate *possum, posse* in all forms of the future tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

### II) Translate the future-tense forms of *possum, posse*.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XXXVIII

### Complementary Infinitives II

#### Personal and Impersonal Verbs

##### \*Objectives\*

- **Expand the concept of using complementary infinitives.**
- **Define impersonal verbs.**
- **Distinguish between personal and impersonal verbs.**
- **Recognize the use of the dative case with impersonal verbs.**

We have talked before how certain verbs (e.g. *possum*, *dēbeō*, *soleō*) not only allow but often require another verb to complete their meaning. These unconjugated verbs without any independent subjects of their own are what we call **complementary infinitives**. In truth, the subjects of these complementary infinitives are the same subjects as the finite verbs whose meaning they complete. In the case of *possum cantāre*, for instance, the subject of *cantāre* is “I” because it is the subject of *possum*. In other words, complementary infinitives complete the meaning of a finite verb by helping to provide further information about the actions of the finite verb’s subject.

Aside from the three verbs with which we have used complementary infinitives so far, there are many others that can and typically should utilize a complementary infinitive to complete their meanings. These include **verbs of forgetting, remembering, learning, teaching (*doceō*), daring (*audeō*), hesitating (*haereō*), starting (*incohō*), and stopping (*cessō*)**, as well as a host of other verbs.

#### Impersonal Verbs

All of the verbs we have seen thus far have been what we might consider “personal verbs,” meaning they are capable of having discrete, identifiable subjects. This also means that personal verbs can appear in any combination of person and number like *poterant* (Third Person plural), *amābō* (First Person singular), or *solēbātis* (Second Person plural).

There are some verbs, though, that have no personal subjects and so appear only in the Third Person singular. These verbs are known as **impersonal verbs**. Because these verbs have no personal subjects (i.e. “I,” “you,” “he,” “she,” “we,” “they”), they are typically translated with the highly impersonal “it” as their subject.

Frequently encountered examples of impersonal verbs in Latin include *libet* (“It is pleasant”) and *licet* (“It is permitted”). You might have already noticed that these

verbs not only lack a personal subject but also desperately need something to complete the sense of what is pleasant or permitted. This is why verbs like *libet* and *licet* will almost always appear in conjunction with a complementary infinitive to finish their meaning.

Even though these impersonal verbs appear only in the Third Person singular, there is no restriction on what tense may be used with them. For example, both *libet* and *licet* have forms in the imperfect (*libēbat* and *licēbat*) and the future tenses (*libēbit* and *licēbit*). Nevertheless, you will note that, while they are in different tenses, forms such as *libēbat* or *licēbit* are still solely found in the Third Person singular.

### Dative with Impersonal Verbs

Since impersonal verbs lack any personal subjects, you will not see verbs like *libet* or *licet* with a noun in the nominative case acting as their subjects. Instead, such verbs will often appear with nouns in the dative case to express **to or for whom the assertion is true**. This use of the dative is really just an extension of its use as an indirect object because it expresses a similar relationship between the verb's assertion and the noun in the dative case. Just to see exactly how this works, let's take a look at a couple examples of *libet* and *licet* used in concert with a complementary infinitive and a noun in the dative case.

<i>Nōn licet <u>discipulīs</u> in lūdō <b>dormīre</b>.</i>	It is not permitted for
Dative noun    Complementary Infinitive	students to sleep in school.

<i>Libēbat <u>patrī</u> per silvam <b>ambulāre</b>.</i>	It was pleasant for the
Dative noun    Complementary Infinitive	father to walk through the forest.

Because this kind of construction can sometimes become a bit clunky or unwieldy in English, there are alternatives to translating these types of sentences, as well. For example, the first sentence could also be translated as “Students are not permitted to sleep in school;” while, the second we might construe as “The father was pleased to walk through the forest.” In both cases, we have used the noun in the dative case as the subject in our English translations, converting the Latin impersonal verbs into an English personal expression.

## Recapitulāta

**I) List the types of personal verbs that commonly take a complementary infinitive. Provide an example of each.**

i) \_\_\_\_\_ **Example:** \_\_\_\_\_

ii) \_\_\_\_\_ **Example:** \_\_\_\_\_

iii) \_\_\_\_\_ **Example:** \_\_\_\_\_

iv) \_\_\_\_\_ **Example:** \_\_\_\_\_

v) \_\_\_\_\_ **Example:** \_\_\_\_\_

vi) \_\_\_\_\_ **Example:** \_\_\_\_\_

vii) \_\_\_\_\_ **Example:** \_\_\_\_\_

viii) \_\_\_\_\_ **Example:** \_\_\_\_\_

**II) What do we call verbs that have no personal subjects and so appear only in the Third Person singular? \_\_\_\_\_  
Provide two examples of such verbs, along with their definitions.**

i) \_\_\_\_\_ **Definition:** \_\_\_\_\_

ii) \_\_\_\_\_ **Definition:** \_\_\_\_\_

**III) A noun or pronoun in this case is used with such verbs to express to or for whom the assertion of the verb is true. \_\_\_\_\_**

## Grammatica XXXIX

### Third Conjugation Verbs

#### Present Tense

#### \*Objectives\*

- **Recognize Third Conjugation verbs by their infinitives.**
- **Identify peculiarities in conjugating verbs of the Third Conjugation.**
- **Conjugate and translate Third Conjugation verbs in the present tense.**

We have recognized verbs of the First and Second Conjugations by looking for their infinitives and we can do the same with Third Conjugation verbs. Where First Conjugation verbs have a long *a* in their infinitives (e.g. *amāre*) and Second Conjugation verbs have a long *e* in theirs (e.g. *vidēre*), verbs of the Third Conjugation have a short *e* as part of their infinitives (e.g. *agere*). Nevertheless, present infinitives of Third Conjugation verbs will still end in *-re*. Having a short vowel in their infinitives, though, is just one of the characteristics that sets this group of Latin verbs apart from the others.

#### Peculiarities of Third Conjugation Verbs

Even Fourth Conjugation verbs (e.g. *audīre*) will have a long vowel as part of their infinitives, so Third Conjugation verbs are on their own when it comes to the short *e* found in their present infinitives. This difference also affects how we will work with them when it comes to conjugating.

Technically, we find the stem of Third Conjugation verbs in the same way we do with all the others – by removing the *-re* from their infinitive. This would mean that the stem of the Third Conjugation verb *agō*, *agere* would be *age-* after we remove the *-re* from *agere*. However, the present tense forms of Third Conjugation verbs are actually more easily formed if we remove the entire *-ere* from the infinitive, leaving us for instance with *ag-* rather than *age-*.

This method of finding the stem for Third Conjugation verbs makes for a smoother process when conjugating them in the present tense. That is because instead of maintaining the characteristic vowel (*e* for Third Conjugation) from the infinitive in their conjugated forms as First (*amat*) and Second Conjugation (*vidēmus*) do, verbs of the Third Conjugation largely feature a short *i* in their present tense forms. The *e* that would normally be a part of their stems is actually reserved for the future tense, which we will see a little later. For this reason, the phrase “**i’s in the present; e’s in the future**” is often used to help students distinguish and recall the forms of Third Conjugation verbs in the present and future tenses.

## Conjugating Third Conjugation Verbs in Present Tense

We mentioned earlier that removing the entire *-ere* from the infinitive is the easiest way to begin forming the present tense of Third Conjugation verbs. For First Person singular, the usual *-ō* personal ending will be added directly to the remaining stem. For example, if we remove the *-ere* from *agere* to give us *ag-*, we will then add *-ō* directly to the *ag-* to form the First Person singular *agō*.

The short *i* that we talked about before will appear before the personal endings *-s* (*agis*), *-t* (*agit*), *-mus* (*agimus*), and *-tis* (*agitis*). However, the final peculiarity to note about verbs of the Third Conjugation in the present is that they will feature a *u* before the Third Personal plural personal ending *-nt* (*agunt*). Let's take a look at another Third Conjugation verb in the chart below to see how all of these forms will appear when we fully conjugate such a verb in the present tense.

<b><i>mittō, mittere</i> – I send, to send</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>mittō</b>	<b>mitt<u>imus</u></b>
<i>Second Person</i>	<b>mitt<u>is</u></b>	<b>mitt<u>itis</u></b>
<i>Third Person</i>	<b>mitt<u>it</u></b>	<b>mitt<u>unt</u></b>

## Recapitulāta

I) What three letters are found at the end of the infinitives of Third Conjugation verbs? \_\_\_\_\_

II) What phrase do we use to remember what vowels are found in the present-tense endings of Third Conjugation verbs?

---

III) Conjugate the Third Conjugation verb *scrībō, scrībere* (“I write, to write”) in the present tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

IV) Translate the present-tense forms of *scrībō, scrībere* (“I write, to write”) above.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XL

### Ablatives of Accompaniment and Manner

#### \*Objective\*

- **Recognize the use of the ablative case to express accompaniment and manner.**

We recently learned a special use of the ablative case in expressing separation, and it is now time to explore two new uses of this versatile case. Since they often appear with the preposition *cum* (“with”), though, Ablatives of Accompaniment and Manner demonstrate quite a different relationship than separation.

#### Ablative of Accompaniment

The **Ablative of Accompaniment** illustrates *with whom* or *in whose company* an action or state of being occurs. It stands to reason, then, that the preposition *cum* is commonly found with this use of the ablative, as we see in the example below.

*cum amīcīs maneō.*  
I am staying **with friends**.

Although it is true that *cum* takes an ablative noun or pronoun as its object (O.P.), we can be more specific when identifying such an ablative by labelling it as an Ablative of Accompaniment.

#### Accompaniment and Pronouns

When *cum* is used with the ablative forms of personal pronouns (i.e. *mē*, *tē*, *nōbīs*, or *vōbīs*), it does not come before its object as a preposition typically does. Instead, the ablative pronoun falls before *cum* and is affixed to it as a single word, giving us the forms *mēcum*, *tēcum*, *nōbīscum*, or *vōbīscum*.

#### Accompaniment and Verbs

We saw previously that the Ablative of Separation can often appear without a preposition when used with certain verbs, and the same is true for the Ablative of Accompaniment. Verbs such as *miscēre* (“to mix”) and *iungere* (“to join”) can often employ the Ablative of Accompaniment without using a preposition, such as in the following example.

*marītum uxōre iungit.*  
He is joining the husband **with (his) wife**.



Nevertheless, *cum* can still always be used with these verbs, and it is often a personal choice of the writer to include or to omit the preposition.

### Ablative of Manner

We express the manner or way in which an action is performed using the **Ablative of Manner**. The preposition *cum* is found again with this usage, with an abstract noun as its object.

*convīvās cum cīvilitāte salūtābimus.*

We will greet the guests **with courtesy**.

Since the ablative case in general and the Ablative of Manner in particular carry an adverbial sense, we can often translate an Ablative of Manner as a simple English adverb. For instance, we might translate the sentence above as “We will greet the guests **courteously**.”

As with the Ablative of Accompaniment, an Ablative of Manner can sometimes be encountered without the preposition *cum*. This is particularly true when the abstract noun in the ablative case is modified or limited by an adjective.

*magnā celeritāte ambulābās.*

You used to walk **with great speed**.

Just like an Ablative of Manner that does include the preposition, though, we can often translate these phrases with English adverbs, as in the example “You used to walk **very quickly**.”

### Recapitulāta

I) Which use of the ablative case illustrates with whom or in whose company an action or state of being occurs? \_\_\_\_\_

II) Which use of the ablative expresses the manner or way in which something is done? \_\_\_\_\_

III) What preposition is commonly found with these uses of the ablative?  
\_\_\_\_\_

IV) Give two examples of verbs that can express accompaniment without the use of a preposition.

i) \_\_\_\_\_

ii) \_\_\_\_\_

## Grammatica XLI

### Third Declension Nouns

#### Pure *i*-stems

#### \*Objectives\*

- **Memorize endings used to decline Pure *i*-stem Third Declension nouns.**
- **Recognize Pure *i*-stems by their nominative singular forms.**

We discovered while working with masculine and neuter nouns of the Second Declension that certain types of nouns can use slightly different sets of endings to decline them but still be part of the same declension. We have also found similar slight alterations between the endings used for masculine and feminine or neuter nouns of the Third Declension. Now, we will learn another set of small changes as we investigate a special class of Third Declension nouns known as **Pure *i*-stems**.

The Third Declension nouns we have encountered thus far belong to a class called “Consonant Stems,” and we should now remind ourselves of the endings we use with them so that we might more easily recognize the differences found with Pure *i*-stems.

<b>Third Declension Consonant Stem Endings</b>				
	<i>Masculine/Feminine</i>		<i>Neuter</i>	
<b>Case</b>	<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>Various</b>	<b>-ēs</b>	<b>Various</b>	<b>-a</b>
Genitive	<b>-is</b>	<b>-um</b>	<b>-is</b>	<b>-um</b>
Dative	<b>-ī</b>	<b>-ibus</b>	<b>-ī</b>	<b>-ibus</b>
Accusative	<b>-em</b>	<b>-ēs</b>	<b>Various</b>	<b>-a</b>
Ablative	<b>-e</b>	<b>-ibus</b>	<b>-e</b>	<b>-ibus</b>

With these Consonant Stem endings fresh in our minds, let's begin learning how we will recognize and decline Pure *i*-stem nouns.

## Masculine and Feminine Pure *i*-stems

As the name suggests, Pure *i*-stem nouns appeared in their earliest forms with the letter “i” as part of their stems. An “s” was then typically added to that stem to form the nominative singular of these nouns, which leads us to one of the most surefire ways to recognize masculine and feminine Pure *i*-stems.

Feminine and masculine Pure *i*-stems are easily recognizable because they are **parisyllabic**, meaning they contain the same number of syllables in their nominative and genitive singular forms. Considering the ending used for Third Declension nouns in the genitive singular and how the nominative singular of Pure *i*-stems was originally formed, this also means that the nominative and genitive singular forms of masculine and feminine Pure *i*-stems are *exactly the same*. Take for instance the nouns *nāvis*, *nāvis* (f. “ship”), *pānis*, *pānis* (m. “bread”), and *cīvis*, *cīvis* (c. “citizen”).

Despite what their name and the earliest methods of declining them imply, however, we will still form the stems of Pure *i*-stems in the same way we have all other nouns – by removing the genitive singular ending from the genitive singular. This is just to standardize the procedure for declining nouns and essentially transfers the “i” from the stem to the endings, as we can see below.

Third Declension Pure <i>i</i> -stem Endings (M/F)		
Case	Singular	Plural
Nominative	<b>-<u>i</u>s</b>	<b>-<u>e</u>s</b>
Genitive	<b>-<u>i</u>s</b>	<b>-<u>i</u>um</b>
Dative	<b>-<u>i</u></b>	<b>-<u>i</u>bus</b>
Accusative	<b>-<u>e</u>m (-<u>i</u>m)</b>	<b>-<u>i</u>s (-<u>e</u>s)</b>
Ablative	<b>-<u>i</u></b>	<b>-<u>i</u>bus</b>

If we compare the endings for Consonant Stems to those used for Pure *i*-stems, we will obviously find the letter “i” abundantly in the latter. Most notably, we will see that the accusative singular ending is sometimes *-im*, the ablative singular is *-ī*, the genitive plural is *-ium*, and the accusative plural is *-īs*, though *-ēs* may sometimes appear there, as well.

## Neuter Pure *i*-stems

Neuter Pure *i*-stem nouns are perhaps even more readily recognizable because we need look only at their nominative singular forms instead of comparing them with the genitive singular. Third Declension neuter nouns ending with *-e*, *-al*, and *-ar* in the nominative singular can be identified as Pure *i*-stems.

Of course, since they are neuter, the accusative singular of these nouns will also end with one of the three possibilities mentioned. We will see in the following chart, though, that the ablative singular ending will also be *-ī* like that used for masculine and feminine nouns, as well as that every plural ending for neuter Pure *i*-stems will contain the letter “i.”

<b>Third Declension Pure <i>i</i>-stem Endings (Neuter)</b>		
<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>-e/-al/-ar</b>	<b>-<u>ia</u></b>
Genitive	<b>-is</b>	<b>-<u>ium</u></b>
Dative	<b>-<u>ī</u></b>	<b>-ibus</b>
Accusative	<b>-e/-al/-ar</b>	<b>-<u>ia</u></b>
Ablative	<b>-<u>ī</u></b>	<b>-ibus</b>

### *Notā bene*

Third Declension *i*-stems were a form and concept often confused by the Romans themselves, so you should never feel inadequate in your Latin abilities if you find them somewhat challenging. Various writers over many centuries utilized different forms of these nouns, and the forms you find in the work of one author at one time may not appear in the works of another during some other period. For

example, the accusative singular ending in *-im* is usually found in some of the very oldest Latin texts, but there are some nouns that will still use it (notably *sitis* “thirst”) even in later periods. At the end of the day, you need only recognize that, if you are having difficulty figuring out what form to use, a Roman probably did, too.

## Recapitulāta

**I) We can easily identify masculine or feminine Pure *i*-stems because they are \_\_\_\_\_, meaning they have the same number of syllables in their nominative and genitive singular forms.**

**II) True or False? The nominative and genitive singular forms of masculine and feminine Pure *i*-stems will not only have the same number of syllables but will also have the exact same forms. \_\_\_\_\_**

**III) What are the three endings for the nominative singular that we can use to recognize neuter Pure *i*-stems?**

i) \_\_\_\_\_      ii) \_\_\_\_\_      iii) \_\_\_\_\_

**IV) List the endings used to decline masculine and feminine Pure *i*-stem nouns. Be sure to include alternate endings for the accusative case.**

Case	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

**V) List the endings used to decline neuter Pure *i*-stem nouns. Be sure to include all possible endings for the nominative/accusative singular.**

<b>Case</b>	<b>Singular</b>	<b>Plural</b>
Nominative		
Genitive		
Dative		
Accusative		
Ablative		

## Grammatica XLII

### Third Declension Adjectives

#### \*Objectives\*

- **Recognize the three types of Third Declension adjectives.**
- **Apply knowledge of declining Pure *i*-stem nouns to the declension of Third Declension adjectives.**

Until now, we have worked with only First and Second Declension adjectives and have become rather familiar with their forms. This familiarity will certainly help us to a certain extent as we now strive to familiarize ourselves with the forms and declension of Third Declension adjectives.

As their name suggests, Third Declension adjectives utilize the same endings as Third Declension nouns – just as First and Second Declension adjectives use the same endings as First and Second Declension nouns. To be more specific, though, Third Declension adjectives generally employ the endings used by Pure *i*-stem nouns, which we can review below.

<b>Third Declension Adjective Endings</b>				
	<i>Masculine/Feminine</i>		<i>Neuter</i>	
<b>Case</b>	<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b>Various</b>	<b>-ēs</b>	<b>Various</b>	<b>-ia</b>
Genitive	<b>-is</b>	<b>-ium</b>	<b>-is</b>	<b>-ium</b>
Dative	<b>-ī</b>	<b>-ibus</b>	<b>-ī</b>	<b>-ibus</b>
Accusative	<b>-em</b>	<b>-īs (-ēs)</b>	<b>Various</b>	<b>-ia</b>
Ablative	<b>-ī</b>	<b>-ibus</b>	<b>-ī</b>	<b>-ibus</b>

There are three categories of Third Declension adjectives: those with three terminations, two terminations, and one termination. Due to this sort of variety of adjectives, we can see that “Various” has entered the set of endings again for the nominative singular of all genders, as well as for the accusative singular of neuter

nouns. We will examine each of these categories individually in this lesson, followed by a complete declension of a two-termination and a one-termination Third Declension adjective.

## Three-Termination Adjectives

Three-termination adjectives of the Third Declension (e.g. *celer, celeris, celere*) feature different nominative singular forms for each gender much like First and Second Declension adjectives (e.g. *bonus, -a, -um*). However, the masculine nominative singular – typically ending in *-er* – is the only masculine form that differs from those used for feminine adjectives, so their declension is actually comparable to that of two-termination adjectives, which we will examine momentarily.

Three-termination adjectives are also similar to the First and Second Declension adjectives we have seen in that we will look to the feminine nominative singular form (e.g. *celeris*) to find the adjective's stem by removing the feminine nominative singular ending.

## Two-Termination Adjectives

Third Declension adjectives with two terminations (e.g. *levis, leve*) function similarly to Third Declension nouns in that there is a single set of endings shared by masculine and feminine adjectives (including nominative singular) along with one used for those neuter in gender.

When we examine the dictionary or vocabulary entry for adjectives with two terminations, then, we will find the masculine/feminine nominative singular first (e.g. *levis*), followed by the neuter nominative singular (e.g. *leve*). In the case of two-termination adjectives, it is this neuter nominative singular form that we will use to find their stems by removing the *-e* characteristic to neuter adjectives of this type.

## One-Termination Adjectives

Adjectives with only one termination (e.g. *audāx*) are unique even among other adjectives of the Third Declension because they use the same single form for all genders in the nominative singular. In all other forms, one-termination adjectives will decline much like those with two terminations, using one set of endings for masculine and feminine genders and one for neuter.

Finding the stem of Third Declension adjectives with one termination can be tricky if we are not provided with the adjective's genitive singular form (e.g. *audācis*). However, whether looking for these adjectives in a dictionary or in your vocabulary lists, you will always be provided with this form and will use it to discern the adjective's stem in the same way you would the stem of a noun – by removing the genitive singular ending from the genitive singular form.



## Two- and One-Termination Adjective Declension

As we mentioned earlier, Third Declension adjectives with three terminations differ from two-termination adjectives only in the masculine nominative singular in the way we decline them. The same could really be said for one-termination adjectives, but it will be beneficial to see an example of such an adjective fully featuring the same form for all genders in the nominative singular.

Another important reason to see an adjective with one termination fully declined is that these adjectives are more akin to Consonant Stem nouns than to Pure *i*-stems, so adjectives of this type will sometimes feature the *-e* we are used to seeing with Consonant Stems in the ablative singular; nevertheless, the ablative singular in *-ī* familiar to *i*-stems is more commonly seen.

<b>Two-Termination Adjective Paradigm – <i>brevis, breve</i></b>				
	<i>Masculine/Feminine</i>		<i>Neuter</i>	
Case	Singular	Plural	Singular	Plural
Nominative	<b>brevis</b>	<b>brevēs</b>	<b>breve</b>	<b>brevia</b>
Genitive	<b>brevis</b>	<b>brevium</b>	<b>brevis</b>	<b>brevium</b>
Dative	<b>brevī</b>	<b>brevibus</b>	<b>brevī</b>	<b>brevibus</b>
Accusative	<b>brevem</b>	<b>brevīs (brevēs)</b>	<b>breve</b>	<b>brevia</b>
Ablative	<b>brevī</b>	<b>brevibus</b>	<b>brevī</b>	<b>brevibus</b>

<b>One-Termination Adjective Paradigm – <i>fēlīx</i></b>				
	<i>Masculine/Feminine</i>		<i>Neuter</i>	
<b>Case</b>	<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Nominative	<b><u>fēlīx</u></b>	<b>fēlīcēs</b>	<b><u>fēlīx</u></b>	<b>fēlīcia</b>
Genitive	<b>fēlīcis</b>	<b>fēlīcium</b>	<b>fēlīcis</b>	<b>fēlīcium</b>
Dative	<b>fēlīcī</b>	<b>fēlīcibus</b>	<b>fēlīcī</b>	<b>fēlīcibus</b>
Accusative	<b>fēlīcem</b>	<b>fēlīcīs (fēlīcēs)</b>	<b>fēlīx</b>	<b>fēlīcia</b>
Ablative	<b>fēlīcī (<u>fēlīce</u>)</b>	<b>fēlīcibus</b>	<b>fēlīcī (<u>fēlīce</u>)</b>	<b>fēlīcibus</b>

### Recapitulāta

I) The endings used to decline Third Declension adjectives most closely resemble the endings used for what group of nouns?

\_\_\_\_\_

II) List the three types of Third Declension adjectives and provide an example of each.

i) \_\_\_\_\_ Example: \_\_\_\_\_

ii) \_\_\_\_\_ Example: \_\_\_\_\_

iii) \_\_\_\_\_ Example: \_\_\_\_\_

III) True or False? The genitive singular forms of some Third Declension adjectives will have to be provided in vocabulary lists or dictionary entries in order to find their stems. \_\_\_\_\_

## Grammatica XLIII

### Third Declension Nouns

#### Mixed *i*-stems

#### \*Objectives\*

- Recall endings used to decline Consonant Stems and Pure *i*-stems and apply them to Mixed *i*-stems.
- Identify Mixed *i*-stems from their nominative singular forms.
- Decline a Mixed *i*-stem noun.

Now that we have talked about Consonant Stem and Pure *i*-stem nouns, it is time to discuss the third and final group of Third Declension nouns: Mixed *i*-stems. As their name suggests, Mixed *i*-stems are declined with endings used with both Consonant Stems and Pure *i*-stems. Luckily for us, though, knowing when to use which set of endings is made easy by one simple rule. As you can see in the chart that follows, Mixed *i*-stem nouns will use Consonant-Stem endings in the singular (most importantly the *-e* for ablative singular) and Pure *i*-stem endings in the plural.

Since there is only one neuter Mixed *i*-stem noun (*os*, *ossis* – “bone”), there is no need to memorize an entirely separate set of endings for Mixed *i*-stem neuter nouns. Instead, you will see that our chart contains only the endings used for both masculine and feminine nouns.

	<i>Masculine/Feminine</i>	
Case	Singular (Consonant Stem)	Plural (Pure <i>i</i> -stem)
<i>Nominative</i>	<b>Various</b>	<b>-ēs</b>
<i>Genitive</i>	<b>-is</b>	<b>-ium</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-em</b>	<b>-īs (-ēs)</b>
<i>Ablative</i>	<b>-e</b>	<b>-ibus</b>

As with all other nouns, we will use the genitive singular forms of Mixed *i*-stems to find our stems for declining in other forms. The nominative singular forms of Mixed *i*-stems, however, will also be important in helping us identify these types of nouns.

### Identifying Mixed *i*-stem Nouns

The nominative singular forms of Third Declension nouns have often helped us determine what gender the nouns are and, with Mixed *i*-stem nouns, they will help us tell them apart from Consonant Stems or Pure *i*-stems.

#### Ending in *-ēs*

Third Declension nouns ending with *-ēs* in the nominative singular are Mixed *i*-stems. Examples of such nouns include *clādēs*, *clādis* (“disaster/ruin”), *mōlēs*, *mōlis* (“weight/difficulty”), and *nūbēs*, *nūbis* (“cloud”).

#### Monosyllables with *-s* or *-x* after a Consonant

If the nominative singular form of a Third Declension noun is monosyllabic (consisting of only one syllable) and ends in *-s* or *-x* with a consonant immediately preceding it, it will be a Mixed *i*-stem. The nouns *arx*, *arcis* (“citadel/stronghold”), *pōns*, *pontis* (“bridge”), and *urbs*, *urbis* (“city”) are notable examples of this type of Mixed *i*-stem that are seen frequently in Latin texts.

#### Polysyllables ending in *-ns* or *-rs*

Third Declension nominative singular forms consisting of more than one syllable and ending in *-ns* or *-rs* are Mixed *i*-stems. Take for instance *cohors*, *cohortis* (“cohort”). Examples of such nouns ending in *-ns* like *sapiēns*, *sapientis* typically began life as present participles and so are often used as either nouns (*sapiēns* = “wise man/philosopher”) or adjectives (*sapiēns* = “wise”).

#### Monosyllables with *-s* or *-x* after a Vowel

There are only very few nouns that fit this category. They all have monosyllabic nominative singular forms that end in an *-s* or an *-x* that has a vowel immediately before it. The two examples of this that you have in your vocabulary this week are *nix*, *nivis* (“snow”) and *nox*, *noctis* (“night”). The only other Mixed *i*-stem nouns of this type are the following:

*dōs*, *dōtis* (f.) – “dowry”  
*fraus*, *fraudis* (f.) – “fraud”  
*glīs*, *glīris* (m.) – “dormouse”  
*līs*, *lītis* (f.) – “lawsuit”

*mās*, *maris* (m.) – “male/masculine”  
*mūs*, *mūris* (c.) – “mouse/rat”  
*strīx*, *strīgīs* (f.) – “screech owl/vampire”  
*vīs*, *vīris* (f.) – “force/strength”

## Recapitulāta

**I) Identify each Third Declension noun as Consonant Stem, Pure *i*-stem, or Mixed *i*-stem.**

i) vulpēs, vulpis

ii) pater, patris

iii) hostis, hostis

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iv) sedile, sedilis

v) mēns, mentis

vi) fulmen, fulminis

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

vii) sitis, sitis

viii) dolor, dolōris

ix) cohors, cohortis

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II) List the endings used to decline Mixed *i*-stem nouns.**

Case	<i>Masculine/Feminine</i>	
	Singular (Consonant Stem)	Plural (Pure <i>i</i> -stem)
<i>Nominative</i>		
<i>Genitive</i>		
<i>Dative</i>		
<i>Accusative</i>		
<i>Ablative</i>		

**III) Decline the Mixed *i*-stem noun *urbs, urbis* (f. – “city”).**

<b>Case</b>	<b>Singular</b>	<b>Plural</b>
<i>Nominative</i>		
<i>Genitive</i>		
<i>Dative</i>		
<i>Accusative</i>		
<i>Ablative</i>		

## Grammatica XLIV

### Third Conjugation

### Future Tense

#### \*Objectives\*

- Differentiate between the personal endings used for Third Conjugation verbs in the future tense and those used for verbs of First and Second Conjugations.
- Conjugate Third Conjugation verbs in the future tense.
- Translate Third Conjugation verbs in the future tense.

Like conjugating in the imperfect tense, forming the future tense of First and Second Conjugation verbs was simplified by the fact that both groups of verbs used the same personal endings (i.e. *-bō, -bis, -bit*, etc.). As we will often see, though, verbs of the Third Conjugation are just a little bit different.

#### Third Conjugation Personal Endings – Future Tense

	Singular	Plural
<i>First Person</i>	<b>-am</b>	<b>-ēmus</b>
<i>Second Person</i>	<b>-ēs</b>	<b>-ētis</b>
<i>Third Person</i>	<b>-et</b>	<b>-ent</b>

When we were learning to conjugate Third Conjugation verbs in the present tense, we mentioned that the phrase “**i’s in the present; e’s in the future**” would come in handy in helping us remember how these verbs would look in the present and future tenses. We can see now that we have the Third Conjugation future-tense endings in front of us, that the letter “e” is present in most of their forms.

The First-Person singular ending (*-am*) is peculiar in a couple of different ways. First of all, it is the only one of the future-tense endings for Third Conjugation that does not feature the characteristic “e.” Secondly, instead of a long “o” (*-ō*) that we are used to seeing even with other future-tense endings (i.e. *-bō*) in

the First Person singular, we find here an “m.” We did mention, however, when we were learning imperfect-tense endings for First and Second Conjugations that letter “m” would also frequently appear as a First Person singular ending (e.g. *-bam*), and here in the future tense of Third Conjugation verbs is just another example of this.

Perhaps the most important concept to remember, though, about future-tense endings for verbs of the Third Conjugation is that they are quite different from the endings we have seen for this tense before. Nowhere do they feature the characteristic *-bi-* pattern we are used to seeing with First and Second Conjugations, so the phrase “**i’s in the present; e’s in the future**” really will be a great and necessary tool in helping us recall what future forms look like for Third Conjugation verbs.

### Conjugating Third Conjugation Verbs in the Future Tense

We have usually found the stem for conjugating verbs by removing the final *-re* from their infinitives. Nevertheless, as we said with present-tense forms of Third Conjugation verbs, it is actually easier to remove the entire *-ere* from the infinitive to find the conjugation stems of these verbs. Take for example the Third Conjugation verb *discō, discere*. To conjugate this verb in the future tense, we should remove the *-ere* from the infinitive *discere* to give us the stem *disc-*. We then add the future-tense endings given above to conjugate it in each of its forms, which we can find below.

	Singular	Plural
<i>First Person</i>	<b>discam</b>	<b>discēmus</b>
<i>Second Person</i>	<b>discēs</b>	<b>discētis</b>
<i>Third Person</i>	<b>discet</b>	<b>discent</b>

### Translating Third Conjugation Verbs in the Future Tense

One important way that Third Conjugation verbs are like others in the future tense is the way in which we translate them. We will still employ the English auxiliary “will” in most cases, so, just as *amābō* would be translated as “I will love,” we can translate *discam* as “I will learn.” We also previously mentioned that the phrase “going to” could be used to translate the future tense. Therefore, we might



also see *discipulus discet* translated as “the student is going to learn” or *discēmus* as “We are going to learn.”

## Recapitulāta

**I) List the personal endings used to conjugate Third Conjugation verbs in the future tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**II) Conjugate the Third Conjugation verb *intellegō, intellegere* in the future tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**III) Translate the future-tense forms of *intellegō, intellegere* above into English.**

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XLV

### Third Conjugation

### Imperfect Tense

#### \*Objectives\*

- Review conjugation of First and Second Conjugation verbs in the imperfect tense.
- Conjugate a Third Conjugation verb in the imperfect tense.
- Translate a Third Conjugation verb in the imperfect tense.

We have been getting used to the fact that Third Conjugation verbs are a little different to work with compared to the other verbs we have seen before. When we begin to conjugate Third Conjugation verbs in the imperfect tense, though, we can return to some sense of familiarity.

The steps to conjugate First and Second Conjugation verbs in the imperfect tense are simple and familiar: 1) locate the verb's infinitive, 2) remove the *-re* from the infinitive to find the verb's stem, and 3) add imperfect tense endings to the verb's stem. The endings we use for the imperfect tense follow the pattern *-bam*, *-bās*, *-bat*, etc.

So, to conjugate the First Conjugation verb *amō*, *amāre* and the Second Conjugation verb *videō*, *vidēre* in the imperfect tense, we would first locate their infinitives (*amāre* and *vidēre*). Next, we will remove the *-re* from each infinitive to find the verbs' stems (*amā-* and *vidē-*). Then, we add the imperfect tense endings to conjugate each verb as we can see in the following chart.

<b>First and Second Conjugation – Imperfect Tense</b>				
	<b>Singular</b>		<b>Plural</b>	
	<i>amō,</i> <i>amāre</i>	<i>videō,</i> <i>vidēre</i>	<i>amō,</i> <i>amāre</i>	<i>videō,</i> <i>vidēre</i>
<i>First Person</i>	<b>amābam</b>	<b>vidēbam</b>	<b>amābāmus</b>	<b>vidēbāmus</b>
<i>Second Person</i>	<b>amābās</b>	<b>vidēbās</b>	<b>amābātis</b>	<b>vidēbātis</b>
<i>Third Person</i>	<b>amābat</b>	<b>vidēbat</b>	<b>amābant</b>	<b>vidēbant</b>

## Conjugating Third Conjugation Verbs in the Imperfect Tense

Unlike the differences we found between how we conjugate First and Second Conjugation verbs and how we conjugate Third Conjugation verbs in the future tense, we will use exactly the same steps to form the imperfect tense of Third Conjugation verbs as we use for First and Second Conjugation verbs.

Let's use those steps we just saw above to conjugate the Third Conjugation verb *agō, agere* in the imperfect tense. First, we will locate the verb's infinitive, *agere*; then, we will remove the *-re* to give us the stem *age-*. One thing we need to keep in mind about Third Conjugation verbs in the imperfect tense, though, is that the typically short "e" in the stem of *agere* and other Third Conjugation verbs becomes long when we add the imperfect tense personal endings as we will find in the chart below.

<b><i>agō, agere</i> – I do/act, to do/act (Imperfect Tense)</b>		
	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>	<b>agēbam</b>	<b>agēbāmus</b>
<i>Second Person</i>	<b>agēbās</b>	<b>agēbātis</b>
<i>Third Person</i>	<b>agēbat</b>	<b>agēbant</b>

## Translating Third Conjugation Verbs in the Imperfect Tense

Just as we use the same steps to conjugate First, Second, or Third Conjugation verbs, we will also translate imperfect tense Third Conjugation verbs in the same way as others. Let's not forget that the imperfect tense indicates ongoing or habitual action in the past, so we might translate *agēbam* as "I was acting" or "I used to act."

## Recapitulāta

**I) Identify the stem used to conjugate each Third Conjugation verb in the imperfect tense.**

i) alō, alere      ii) cadō, cadere      iii) vīvō, vīvere      iv) solvō, solvere  
Stem: \_\_\_\_\_      Stem: \_\_\_\_\_      Stem: \_\_\_\_\_      Stem: \_\_\_\_\_

v) gerō, gerere      vi) fallō, fallere      vii) agō, agere      viii) āmittō, āmittere  
Stem: \_\_\_\_\_      Stem: \_\_\_\_\_      Stem: \_\_\_\_\_      Stem: \_\_\_\_\_

**II) List the personal endings used to conjugate Third Conjugation verbs in the imperfect tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**III) Conjugate the Third Conjugation verb *regō, regere* (“I rule, to rule”) in the imperfect tense.**

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**IV) Translate the imperfect-tense forms of *regō, regere* above into English.**

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Grammatica XLVI

### Third Conjugation

#### -iō Verbs – Present Tense

##### \*Objectives\*

- **Conjugate Third Conjugation -iō verbs in the present tense.**
- **Translate Third Conjugation -iō verbs in the present tense.**

At this point, we have worked with Third Conjugation verbs in the present, future, and imperfect tenses. The knowledge we have acquired on conjugating these verbs in these tenses will now prove invaluable as we explore a special group of Third Conjugation verbs known as “-iō verbs.”

These verbs take their name from their First Person singular present-tense forms – all of which end in -iō like *capiō* (“I capture”), *faciō* (“I make/do”), *fugiō* (“I flee”), *incipiō* (“I start”), and *sapiō* (“I taste”). We can still tell that these verbs belong to the Third Conjugation, though, if we inspect their infinitives, which have the short “e” before the -re characteristic of Third Conjugation: *capere* (“to capture”), *facere* (“to make/do”), *fugere* (“to flee”), *incipere* (“to start”), and *sapere* (“to taste”).

Although there is no “i” in their infinitives, **Third Conjugation -iō verbs will feature an “i” in all conjugated forms of the present, future, and imperfect tenses.** Otherwise, they conjugate exactly as other Third Conjugation verbs do.

### Conjugating and Translating -iō Verbs in the Present Tense

When we first started working with verbs of the Third Conjugation, we said that the phrase “**i’s in the present; e’s in the future**” would help us keep our endings straight that we use for these two tenses. The “i’s in the present” part of that phrase is especially true in the present-tense forms of -iō verbs.

With other Third Conjugation verbs, the only forms in the present tense that did not have an “i” in them were First Person singular (e.g. *agō*) and Third Person plural (e.g. *agunt*). With -iō verbs, however, **every** form will feature the letter “i.” That being said, we will still form the stems of -iō verbs by removing the -ere from the verb’s infinitive, to which we will add the following personal endings.

	Singular	Plural
<i>First Person</i>	<b>-iō</b>	<b>-imus</b>
<i>Second Person</i>	<b>-is</b>	<b>-itis</b>
<i>Third Person</i>	<b>-it</b>	<b>-iunt</b>

If we wanted to conjugate the Third Conjugation *-iō* verb *capiō, capere* in the present tense, then, we would remove the *-ere* from the infinitive *capere* to give us the stem *cap-*. To this stem we would then add the personal endings seen above to give us the following present tense forms.

<b><i>capiō, capere</i> – I capture, to capture</b>		
	Singular	Plural
<i>First Person</i>	<b>capiō</b>	<b>capimus</b>
<i>Second Person</i>	<b>capis</b>	<b>capitis</b>
<i>Third Person</i>	<b>capit</b>	<b>capiunt</b>

Despite the subtle differences between conjugating *-iō* verbs and other verbs of the Third Conjugation, there is no difference in how we translate these verbs in the present or any other tense. For instance, we can still translate *capimus* as “we capture” or as “we are capturing.”



## Recapitulāta

### I) Identify the stem of each Third Conjugation *-iō* verb.

i) capiō, capere

Stem: \_\_\_\_\_

ii) faciō, facere

Stem: \_\_\_\_\_

iii) fugiō, fugere

Stem: \_\_\_\_\_

iv) incipiō, incipere

Stem: \_\_\_\_\_

v) sapiō, sapere

Stem: \_\_\_\_\_

### II) List the personal endings used to conjugate *-iō* verbs in the present tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

### III) Conjugate the Third Conjugation *-iō* verb *faciō, facere* (I make/do, to make/do) in the present tense.

	Singular	Plural
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

**IV) Translate the present-tense forms of *faciō, facere* above into English.**

	<b>Singular</b>	<b>Plural</b>
<i>First Person</i>		
<i>Second Person</i>		
<i>Third Person</i>		

## Appendix I: Case Usages (Syntax)

Case	Syntax
<i>Nominative</i>	<ul style="list-style-type: none"> <li>• Subject Noun (SN)</li> <li>• Predicate Nouns &amp; Adjectives (Predicate Nominatives)</li> </ul>
<i>Genitive</i>	<ul style="list-style-type: none"> <li>• Possessive Noun Adjective (PNA)</li> <li>• Partitive Genitive</li> <li>• Objective Genitive</li> </ul>
<i>Dative</i>	<ul style="list-style-type: none"> <li>• Indirect Object (IO)</li> <li>• Dative of Possession (with <i>sum</i>)</li> <li>• Object of some Verbs</li> </ul>
<i>Accusative</i>	<ul style="list-style-type: none"> <li>• Direct Object (DO)</li> <li>• Object of Preposition (OP)</li> <li>• Accusative of Place to Which</li> <li>• Subject Accusative of Indirect Statement</li> <li>• Accusative of Extent of Space</li> <li>• Accusative of Duration of Time</li> </ul>
<i>Ablative</i>	<ul style="list-style-type: none"> <li>• Object of Preposition (OP)</li> <li>• Ablative of Separation</li> <li>• Ablative of Agent</li> <li>• Ablative of Means</li> <li>• Ablative of Place Where</li> <li>• Ablative of Place from Which</li> <li>• Ablative of Time When</li> <li>• Ablative of Source or Origin</li> </ul>
<i>Vocative</i>	<ul style="list-style-type: none"> <li>• Direct Address</li> </ul>

# Appendix II: Noun Declension

## First Declension

### First Declension Endings

	Singular	Plural
<i>Nominative</i>	<b>-a</b>	<b>-ae</b>
<i>Genitive</i>	<b>-ae</b>	<b>-ārum</b>
<i>Dative</i>	<b>-ae</b>	<b>-īs</b>
<i>Accusative</i>	<b>-am</b>	<b>-ās</b>
<i>Ablative</i>	<b>-ā</b>	<b>-īs</b>

### *terra, terrae (f.) – earth*

	Singular	Plural
<i>Nominative</i>	terra <u>a</u>	terrae <u>a</u>
<i>Genitive</i>	terrae <u>a</u>	terrā <u>rum</u>
<i>Dative</i>	terrae <u>a</u>	terr <u>is</u>
<i>Accusative</i>	terra <u>m</u>	terr <u>as</u>
<i>Ablative</i>	terr <u>a</u>	terr <u>is</u>

## Second Declension

### Second Declension Masculine Endings

	Singular	Plural
<i>Nominative</i>	<b>-us</b>	<b>-ī</b>
<i>Genitive</i>	<b>-ī</b>	<b>-ōrum</b>
<i>Dative</i>	<b>-ō</b>	<b>-īs</b>
<i>Accusative</i>	<b>-um</b>	<b>-ōs</b>
<i>Ablative</i>	<b>-ō</b>	<b>-īs</b>

### *deus, deī (m.) – god*

	Singular	Plural
<i>Nominative</i>	de <u>s</u>	de <u>i</u>
<i>Genitive</i>	de <u>i</u>	de <u>orum</u>
<i>Dative</i>	de <u>o</u>	de <u>is</u>
<i>Accusative</i>	de <u>m</u>	de <u>os</u>
<i>Ablative</i>	de <u>o</u>	de <u>is</u>

## Second Declension Masculine -er Nouns

*puer, puerī (m.) – boy (Keeps “e”)*    *liber, librī (m.) – book (Drops “e”)*

	Singular	Plural
<i>Nominative</i>	puer	puer <u>ī</u>
<i>Genitive</i>	puer <u>ī</u>	puer <u>orum</u>
<i>Dative</i>	puer <u>o</u>	puer <u>is</u>
<i>Accusative</i>	puer <u>um</u>	puer <u>os</u>
<i>Ablative</i>	puer <u>o</u>	puer <u>is</u>

	Singular	Plural
<i>Nominative</i>	liber	libr <u>ī</u>
<i>Genitive</i>	libr <u>ī</u>	libr <u>orum</u>
<i>Dative</i>	libr <u>o</u>	libr <u>is</u>
<i>Accusative</i>	libr <u>um</u>	libr <u>os</u>
<i>Ablative</i>	libr <u>o</u>	libr <u>is</u>

## Second Declension Neuter

### Second Declension Neuter Endings

	Singular	Plural
<i>Nominative</i>	<b>-um</b>	<b>-a</b>
<i>Genitive</i>	<b>-ī</b>	<b>-ōrum</b>
<i>Dative</i>	<b>-ō</b>	<b>-īs</b>
<i>Accusative</i>	<b>-um</b>	<b>-a</b>
<i>Ablative</i>	<b>-ō</b>	<b>-īs</b>

### *bellum, bellī (n.) – war*

	Singular	Plural
<i>Nominative</i>	bell <u>um</u>	bell <u>a</u>
<i>Genitive</i>	bell <u>ī</u>	bell <u>ōrum</u>
<i>Dative</i>	bell <u>ō</u>	bell <u>īs</u>
<i>Accusative</i>	bell <u>um</u>	bell <u>a</u>
<i>Ablative</i>	bell <u>ō</u>	bell <u>īs</u>

## Third Declension

### Consonant Stems

#### Consonant Stem Endings (M/F)

	Singular	Plural
<i>Nominative</i>	<b>Various</b>	<b>-ēs</b>
<i>Genitive</i>	<b>-is</b>	<b>-um</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-em</b>	<b>-ēs</b>
<i>Ablative</i>	<b>-e</b>	<b>-ibus</b>

#### *amor, amōris (m.) – love*

	Singular	Plural
<i>Nominative</i>	am <u>or</u>	am <u>ōrēs</u>
<i>Genitive</i>	am <u>ōris</u>	am <u>ōrum</u>
<i>Dative</i>	am <u>ōrī</u>	am <u>ōribus</u>
<i>Accusative</i>	am <u>ōrem</u>	am <u>ōrēs</u>
<i>Ablative</i>	am <u>ōre</u>	am <u>ōribus</u>

#### Consonant Stem Endings (Neuter) *carmen, carminis (n.) – song*

	Singular	Plural
<i>Nominative</i>	<b>Various</b>	<b>-a</b>
<i>Genitive</i>	<b>-is</b>	<b>-um</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>Various</b>	<b>-a</b>
<i>Ablative</i>	<b>-e</b>	<b>-ibus</b>

	Singular	Plural
<i>Nominative</i>	car <u>men</u>	car <u>mina</u>
<i>Genitive</i>	car <u>minis</u>	car <u>minum</u>
<i>Dative</i>	car <u>minī</u>	car <u>minibus</u>
<i>Accusative</i>	car <u>men</u>	car <u>mina</u>
<i>Ablative</i>	car <u>mine</u>	car <u>minibus</u>

## Pure *i*-stems

### Pure *i*-stem Endings (M/F)

	Singular	Plural
<i>Nominative</i>	<b>-is</b>	<b>-ēs</b>
<i>Genitive</i>	<b>-is</b>	<b>-ium</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-em/-im</b>	<b>-īs/-ēs</b>
<i>Ablative</i>	<b>-ī</b>	<b>-ibus</b>

### *nāvis, nāvis (f.) – ship*

	Singular	Plural
<i>Nominative</i>	<u>nāv<u>is</u></u>	<u>nāv<u>ēs</u></u>
<i>Genitive</i>	<u>nāv<u>is</u></u>	<u>nāv<u>ium</u></u>
<i>Dative</i>	<u>nāv<u>ī</u></u>	<u>nāv<u>ibus</u></u>
<i>Accusative</i>	<u>nāv<u>em</u>/nāv<u>im</u></u>	<u>nāv<u>īs</u>/nāv<u>ēs</u></u>
<i>Ablative</i>	<u>nāv<u>ī</u></u>	<u>nāv<u>ibus</u></u>

### Pure *i*-stem Endings (Neuter)

	Singular	Plural
<i>Nominative</i>	<b>-e/-al/-ar</b>	<b>-ia</b>
<i>Genitive</i>	<b>-is</b>	<b>-ium</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-e/-al/-ar</b>	<b>-ia</b>
<i>Ablative</i>	<b>-ī</b>	<b>-ibus</b>

### *mare, maris (n.) – sea*

	Singular	Plural
<i>Nominative</i>	<u>mar<u>e</u></u>	<u>mar<u>ia</u></u>
<i>Genitive</i>	<u>mar<u>is</u></u>	<u>mar<u>ium</u></u>
<i>Dative</i>	<u>mar<u>ī</u></u>	<u>mar<u>ibus</u></u>
<i>Accusative</i>	<u>mar<u>e</u></u>	<u>mar<u>ia</u></u>
<i>Ablative</i>	<u>mar<u>ī</u></u>	<u>mar<u>ibus</u></u>

## Mixed *i*-stems

### Mixed *i*-stem Endings (M/F)

	Singular (Consonant Stem)	Plural (Pure <i>i</i> - stem)
<i>Nominative</i>	<b>Various</b>	<b>-ēs</b>
<i>Genitive</i>	<b>-is</b>	<b>-ium</b>
<i>Dative</i>	<b>-ī</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-em</b>	<b>-īs/-ēs</b>
<i>Ablative</i>	<b>-e</b>	<b>-ibus</b>

### *urbs, urbis (f.) – city*

	Singular (Consonant Stem)	Plural (Pure <i>i</i> - stem)
<i>Nominative</i>	<u>urb<u>s</u></u>	<u>urb<u>ēs</u></u>
<i>Genitive</i>	<u>urb<u>is</u></u>	<u>urb<u>ium</u></u>
<i>Dative</i>	<u>urb<u>ī</u></u>	<u>urb<u>ibus</u></u>
<i>Accusative</i>	<u>urb<u>em</u></u>	<u>urb<u>īs</u>/urb<u>ēs</u></u>
<i>Ablative</i>	<u>urb<u>e</u></u>	<u>urb<u>ibus</u></u>

# Appendix III: Adjective Declension

## First and Second Declension Adjectives

### First and Second Declension Adjective Endings

	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Nominative</i>	<b>-us/-er</b>	<b>-a</b>	<b>-um</b>	<b>-ī</b>	<b>-ae</b>	<b>-a</b>
<i>Genitive</i>	<b>-ī</b>	<b>-ae</b>	<b>-ī</b>	<b>-ōrum</b>	<b>-ārum</b>	<b>-ōrum</b>
<i>Dative</i>	<b>-ō</b>	<b>-ae</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>
<i>Accusative</i>	<b>-um</b>	<b>-am</b>	<b>-um</b>	<b>-ōs</b>	<b>-ās</b>	<b>-a</b>
<i>Ablative</i>	<b>-ō</b>	<b>-ā</b>	<b>-ō</b>	<b>-īs</b>	<b>-īs</b>	<b>-īs</b>

### *meus, mea, meum* – my/mine

	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Nominative</i>	<b>me<u>us</u></b>	<b>me<u>a</u></b>	<b>me<u>um</u></b>	<b>me<u>ī</u></b>	<b>me<u>ae</u></b>	<b>me<u>a</u></b>
<i>Genitive</i>	<b>me<u>ī</u></b>	<b>me<u>ae</u></b>	<b>me<u>ī</u></b>	<b>me<u>ōrum</u></b>	<b>me<u>ārum</u></b>	<b>me<u>ōrum</u></b>
<i>Dative</i>	<b>me<u>ō</u></b>	<b>me<u>ae</u></b>	<b>me<u>ō</u></b>	<b>me<u>īs</u></b>	<b>me<u>īs</u></b>	<b>me<u>īs</u></b>
<i>Accusative</i>	<b>me<u>um</u></b>	<b>me<u>am</u></b>	<b>me<u>um</u></b>	<b>me<u>ōs</u></b>	<b>me<u>ās</u></b>	<b>me<u>a</u></b>
<i>Ablative</i>	<b>me<u>ō</u></b>	<b>me<u>ā</u></b>	<b>me<u>ō</u></b>	<b>me<u>īs</u></b>	<b>me<u>īs</u></b>	<b>me<u>īs</u></b>

### *liber, libera, liberum* – free (Keeps “e”)

	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Nominative</i>	<b>lib<u>er</u></b>	<b>lib<u>er</u><b>a</b></b>	<b>lib<u>er</u><b>um</b></b>	<b>lib<u>er</u><b>ī</b></b>	<b>lib<u>er</u><b>ae</b></b>	<b>lib<u>er</u><b>a</b></b>
<i>Genitive</i>	<b>lib<u>er</u><b>ī</b></b>	<b>lib<u>er</u><b>ae</b></b>	<b>lib<u>er</u><b>ī</b></b>	<b>lib<u>er</u><b>ōrum</b></b>	<b>lib<u>er</u><b>ārum</b></b>	<b>lib<u>er</u><b>ōrum</b></b>
<i>Dative</i>	<b>lib<u>er</u><b>ō</b></b>	<b>lib<u>er</u><b>ae</b></b>	<b>lib<u>er</u><b>ō</b></b>	<b>lib<u>er</u><b>īs</b></b>	<b>lib<u>er</u><b>īs</b></b>	<b>lib<u>er</u><b>īs</b></b>
<i>Accusative</i>	<b>lib<u>er</u><b>um</b></b>	<b>lib<u>er</u><b>am</b></b>	<b>lib<u>er</u><b>um</b></b>	<b>lib<u>er</u><b>ōs</b></b>	<b>lib<u>er</u><b>ās</b></b>	<b>lib<u>er</u><b>a</b></b>
<i>Ablative</i>	<b>lib<u>er</u><b>ō</b></b>	<b>lib<u>er</u><b>ā</b></b>	<b>lib<u>er</u><b>ō</b></b>	<b>lib<u>er</u><b>īs</b></b>	<b>lib<u>er</u><b>īs</b></b>	<b>lib<u>er</u><b>īs</b></b>

***noster, nostra, nostrum* – our/ours (Drops “e”)**

	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Nominative</i>	<u>noster</u>	<u>nostra</u>	<u>nostrum</u>	<u>nostrī</u>	<u>nostrae</u>	<u>nostra</u>
<i>Genitive</i>	<u>nostrī</u>	<u>nostrae</u>	<u>nostrī</u>	<u>nostrōrum</u>	<u>nostrārum</u>	<u>nostrōrum</u>
<i>Dative</i>	<u>nostrō</u>	<u>nostrae</u>	<u>nostrō</u>	<u>nostrīs</u>	<u>nostrīs</u>	<u>nostrīs</u>
<i>Accusative</i>	<u>nostrum</u>	<u>nostram</u>	<u>nostrum</u>	<u>nostrōs</u>	<u>nostrās</u>	<u>nostra</u>
<i>Ablative</i>	<u>nostrō</u>	<u>nostrā</u>	<u>nostrō</u>	<u>nostrīs</u>	<u>nostrīs</u>	<u>nostrīs</u>

**Third Declension Adjectives**

**Third Declension Adjective Endings**

	Singular		Plural	
	<i>Masc./Fem.</i>	<i>Neuter</i>	<i>Masc./Fem.</i>	<i>Neuter</i>
<i>Nominative</i>	<b>Various</b>	<b>Various</b>	<b>-ēs</b>	<b>-ia</b>
<i>Genitive</i>	<b>-is</b>	<b>-is</b>	<b>-ium</b>	<b>-ium</b>
<i>Dative</i>	<b>-ī</b>	<b>-ī</b>	<b>-ibus</b>	<b>-ibus</b>
<i>Accusative</i>	<b>-em</b>	<b>Various</b>	<b>-īs/-ēs</b>	<b>-ia</b>
<i>Ablative</i>	<b>-ī/-e*</b>	<b>-ī/-e*</b>	<b>-ibus</b>	<b>-ibus</b>

\* The *-e* ending for ablative singular is usually found only with one-termination adjectives.

**Three-termination Adjective: *celer, celeris, celere* – fast**

	Singular			Plural		
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Nominative</i>	<u>celer</u>	<u>celeris</u>	<u>celere</u>	<u>celerēs</u>	<u>celerēs</u>	<u>celeria</u>
<i>Genitive</i>	<u>celeris</u>	<u>celeris</u>	<u>celeris</u>	<u>celerium</u>	<u>celerium</u>	<u>celerium</u>
<i>Dative</i>	<u>celerī</u>	<u>celerī</u>	<u>celerī</u>	<u>celeribus</u>	<u>celeribus</u>	<u>celeribus</u>
<i>Accusative</i>	<u>celerem</u>	<u>celerem</u>	<u>celere</u>	<u>celerīs</u> ( <u>celerēs</u> )	<u>celerīs</u> ( <u>celerēs</u> )	<u>celeria</u>
<i>Ablative</i>	<u>celerī</u>	<u>celerī</u>	<u>celerī</u>	<u>celeribus</u>	<u>celeribus</u>	<u>celeribus</u>



**Two-termination Adjective: *omnis, omne* – every/all**

	Singular		Plural	
	<i>Masc./Fem.</i>	<i>Neuter</i>	<i>Masc./Fem.</i>	<i>Neuter</i>
<i>Nominative</i>	<b>omn<u>is</u></b>	<b>omne<u>e</u></b>	<b>omn<u>ēs</u></b>	<b>omn<u>ia</u></b>
<i>Genitive</i>	<b>omn<u>is</u></b>	<b>omn<u>is</u></b>	<b>omn<u>ium</u></b>	<b>omn<u>ium</u></b>
<i>Dative</i>	<b>omn<u>ī</u></b>	<b>omn<u>ī</u></b>	<b>omn<u>ibus</u></b>	<b>omn<u>ibus</u></b>
<i>Accusative</i>	<b>omn<u>em</u></b>	<b>omne<u>e</u></b>	<b>omn<u>īs</u></b> (omn <u>ēs</u> )	<b>omn<u>ia</u></b>
<i>Ablative</i>	<b>omn<u>ī</u></b>	<b>omn<u>ī</u></b>	<b>omn<u>ibus</u></b>	<b>omn<u>ibus</u></b>

**One-termination Adjective: *sapiēns* (gen. sing. = *sapientis*) – wise**

	Singular		Plural	
	<i>Masc./Fem.</i>	<i>Neuter</i>	<i>Masc./Fem.</i>	<i>Neuter</i>
<i>Nominative</i>	<b>sapi<u>ēns</u></b>	<b>sapi<u>ēns</u></b>	<b>sapient<u>ēs</u></b>	<b>sapient<u>ia</u></b>
<i>Genitive</i>	<b>sapient<u>is</u></b>	<b>sapient<u>is</u></b>	<b>sapient<u>ium</u></b>	<b>sapient<u>ium</u></b>
<i>Dative</i>	<b>sapient<u>ī</u></b>	<b>sapient<u>ī</u></b>	<b>sapient<u>ibus</u></b>	<b>sapient<u>ibus</u></b>
<i>Accusative</i>	<b>sapient<u>em</u></b>	<b>sapi<u>ēns</u></b>	<b>sapient<u>īs</u></b> (sapient <u>ēs</u> )	<b>sapient<u>ia</u></b>
<i>Ablative</i>	<b>sapient<u>e</u></b>	<b>sapient<u>e</u></b>	<b>sapient<u>ibus</u></b>	<b>sapient<u>ibus</u></b>

# Appendix IV: Principal Parts of Latin Verbs

Here, we will outline the forms and functions of all four principal parts so you will know what to do with them should you come across them in your vocabulary or in a dictionary entry. Specific forms for principal parts of verbs belonging to a certain conjugation will be discussed at the beginning of that conjugation's verb list.

## First Principal Part: Present Active Indicative

The first principal part of any verb will tell us what that verb looks like in the present active system. More specifically, this principal part represents the **First Person singular ("I")** form of most verbs in the present tense, so the first principal parts of regular verbs tend to end with the *-ō* personal ending characteristic of First Person.

In many ways, saying "I am doing something" (First Person singular, present active indicative) is the earliest and most basic type of phrase we learn in our own or any other language, so it makes sense that this form would be the first principal part of Latin verbs.

## Second Principal Part: Present Active Infinitive

We have become familiar with a regular verb's present active infinitive as that form of the verb that ends with *-re*, making identification of the second principal part incredibly easy. As we have seen time after time, the second principal part serves two important functions.

For one, the present active infinitive is used to find the stem of a verb for conjugating it in the **present system**, which encompasses the present, imperfect, and future tenses. Secondly, the second principal part helps us distinguish between verbs of First (*amāre*), Second (*vidēre*), Third (*agere*), or Fourth (*audīre*) conjugations.

## Third Principal Part: Perfect Active Indicative

The present, imperfect, and future tenses that we have discussed so far describe continuous or ongoing action and belong to what we call the "**present system**." The **perfect system** on the other hand describes completed action and consists of the perfect ("I have done"), pluperfect ("I had done"), and future perfect ("I will have done") tenses.

To conjugate verbs in these tenses of the perfect system, we use the third principal part to find its stem. This principal part is readily identified by the *-ī* ending used for the **First Person singular ("I")** form of most verbs in the perfect tense. This ending is then removed from third principal parts like *amāvī*, *vīdī*, *ēgī*, or *audīvī* to find the stems that we will use to conjugate these verbs in all forms of the perfect system.

You will notice that there is a considerable amount of variation between the third principal parts of different verbs. While there is no real way to account for this level of variety, there will be some patterns that apply to the perfect active indicative forms of verbs belonging to a particular conjugation, and we will discuss those patterns with each conjugation.

## Fourth Principal Part: Perfect Passive Participle

Sometimes referred to as the "supine," the fourth and final principal part of a Latin verb is what is known as its **perfect passive participle**. Like present participles, perfect passive

participles are **verbal adjectives**, meaning they can represent an action like a verb while also modifying a noun or pronoun like an adjective.

Take for instance the fourth principal part of *cremō, cremāre* (“I burn, to burn”), *cremātum*. We can use the fourth principal part as part of the conjugation of *cremāre* in the perfect tense and passive voice when we say that *templum ab hostibus cremātum est* (“The temple **was burnt** by the enemies.”). We might also see it used more as a simple adjective in the phrase *templum cremātum* (The **burnt** temple).

Since the fourth principal part deals with the passive voice, many intransitive verbs will not have a perfect passive participle at all, or it may be used impersonally when it does appear. The fourth principal parts of some other verbs will look considerably different from others because, for those few instances, it is not actually the perfect passive participle but instead some other participial form that has taken the spot of the fourth principal part.

## First Conjugation Verbs

The second principal part (present active infinitive) of First Conjugation verbs has become very familiar to us, and we might consider verbs of this conjugation to have some of the more regular patterns among their other principal parts, as well.

Most First Conjugation verbs will have third principal parts ending in *-āvī*; while, their fourth principal parts will typically end in *-ātus*. These patterns are so widespread among First Conjugation verbs that many Latin dictionaries will even leave out the third and fourth principal parts from a verb entry, finding their inclusion redundant after letting the reader know that the verb belongs to First Conjugation.

*ambulō<sup>1</sup>, ambulāre<sup>2</sup>, ambulāvī<sup>3</sup>, ambulātus<sup>4</sup>*

**I walk / to walk / I walked / was walked**

*amō<sup>1</sup>, amāre<sup>2</sup>, amāvī<sup>3</sup>, amātus<sup>4</sup>*

**I love / to love / I loved / was loved**

*arō<sup>1</sup>, arāre<sup>2</sup>, arāvī<sup>3</sup>, arātus<sup>4</sup>*

**I plow / to plow / I plowed / was plowed**

*cantō<sup>1</sup>, cantāre<sup>2</sup>, cantāvī<sup>3</sup>, cantātus<sup>4</sup>*

**I sing / to sing / I sang / was sung**

*cessō<sup>1</sup>, cessāre<sup>2</sup>, cessāvī<sup>3</sup>, cessātus<sup>4</sup>*

**I stop / to stop / I stopped / was stopped**

*clāmō<sup>1</sup>, clāmāre<sup>2</sup>, clāmāvī<sup>3</sup>, clāmātus<sup>4</sup>*

**I shout / to shout / I shouted / was shouted**

*cōgitō<sup>1</sup>, cōgitāre<sup>2</sup>, cōgitāvī<sup>3</sup>, cōgitātus<sup>4</sup>*

**I think / to think / I thought / was thought**

cremō<sup>1</sup>, cremāre<sup>2</sup>, cremāvī<sup>3</sup>, cremātus<sup>4</sup>

**I burn / to burn / I burned / was burnt**

creō<sup>1</sup>, creāre<sup>2</sup>, creāvī<sup>3</sup>, creātus<sup>4</sup>

**I create / to create / I created / was created**

cūrō<sup>1</sup>, cūrāre<sup>2</sup>, cūrāvī<sup>3</sup>, cūrātus<sup>4</sup>

**I care for / to care for / I cared for / was cared for**

dēdicō<sup>1</sup>, dēdicāre<sup>2</sup>, dēdicāvī<sup>3</sup>, dēdicātus<sup>4</sup>

**I dedicate / to dedicate / I dedicated / was dedicated**

dēmōnstrō<sup>1</sup>, dēmōnstrāre<sup>2</sup>, dēmōnstrāvī<sup>3</sup>, dēmōnstrātus<sup>4</sup>

**I show / to show / I showed / was shown**

dō<sup>1</sup>, dare<sup>2</sup>, dedī<sup>3\*</sup>, datus<sup>4</sup>

**I give / to give / I gave / was given**

dōnō<sup>1</sup>, dōnāre<sup>2</sup>, dōnāvī<sup>3</sup>, dōnātus<sup>4</sup>

**I bestow / to bestow / I bestowed / was bestowed**

*\*Dō, dare* is technically an irregular verb; however, it is not nearly as irregular as *sum, esse*. Nevertheless, its irregularity does give us the odd third principal part *dedī*.

fabricō<sup>1</sup>, fabricāre<sup>2</sup>, fabricāvī<sup>3</sup>, fabricātus<sup>4</sup>

**I build / to build / I built / was built**

flō<sup>1</sup>, flāre<sup>2</sup>, flāvī<sup>3</sup>, flātus<sup>4</sup>

**I blow / to blow / I blew / was blown**

flūctuō<sup>1</sup>, flūctuāre<sup>2</sup>, flūctuāvī<sup>3</sup>, flūctuātus<sup>4</sup>

**I toss / to toss / I tossed / was tossed**

gestō<sup>1</sup>, gestāre<sup>2</sup>, gestāvī<sup>3</sup>, gestātus<sup>4</sup>

**I wear / to wear / I wore / was worn**

incohō<sup>1</sup>, incohāre<sup>2</sup>, incohāvī<sup>3</sup>, incohātus<sup>4</sup>

**I begin / to begin / I began / was begun**

intrō<sup>1</sup>, intrāre<sup>2</sup>, intrāvī<sup>3</sup>, intrātus<sup>4</sup>

**I enter / to enter / I entered / was entered**

irrigō<sup>1</sup>, irrigāre<sup>2</sup>, irrigāvī<sup>3</sup>, irrigātus<sup>4</sup>

**I water / to water / I watered / was watered**

iuvō<sup>1</sup>, iuvāre<sup>2</sup>, iūvī<sup>3\*</sup>, iūtus<sup>4\*</sup>

**I help / to help / I helped / was helped**

labōrō<sup>1</sup>, labōrāre<sup>2</sup>, labōrāvī<sup>3</sup>, labōrātus<sup>4</sup>

**I work / to work / I worked / was worked**

laudō<sup>1</sup>, laudāre<sup>2</sup>, laudāvī<sup>3</sup>, laudātus<sup>4</sup>

**I praise / to praise / I praised / was praised**

levō<sup>1</sup>, levāre<sup>2</sup>, levāvī<sup>3</sup>, levātus<sup>4</sup>

**I relieve / to relieve / I relieved / was relieved**

liberō<sup>1</sup>, liberāre<sup>2</sup>, liberāvī<sup>3</sup>, liberātus<sup>4</sup>

**I free / to free / I freed / was freed**

nārrō<sup>1</sup>, nārrāre<sup>2</sup>, nārrāvī<sup>3</sup>, nārrātus<sup>4</sup>

**I tell / to tell / I told / was told**

nāvigō<sup>1</sup>, nāvigāre<sup>2</sup>, nāvigāvī<sup>3</sup>, nāvigātus<sup>4</sup>

**I sail / to sail / I sailed / was sailed**

negō<sup>1</sup>, negāre<sup>2</sup>, negāvī<sup>3</sup>, negātus<sup>4</sup>

**I deny / to deny / I denied / was denied**

nuntiō<sup>1</sup>, nuntiāre<sup>2</sup>, nuntiāvī<sup>3</sup>, nuntiātus<sup>4</sup>

**I announce / to announce / I announced / was announced**

oppugnō<sup>1</sup>, oppugnāre<sup>2</sup>, oppugnāvī<sup>3</sup>, oppugnātus<sup>4</sup>

**I attack / to attack / I attacked / was attacked**

parō<sup>1</sup>, parāre<sup>2</sup>, parāvī<sup>3</sup>, parātus<sup>4</sup>

**I prepare / to prepare / I prepared / was prepared**

pōtō<sup>1</sup>, pōtāre<sup>2</sup>, pōtāvī<sup>3</sup>, pōtus<sup>4\*</sup>

**I drink / to drink / I drank / was drunk**

probō<sup>1</sup>, probāre<sup>2</sup>, probāvī<sup>3</sup>, probātus<sup>4</sup>

**I recommend / to recommend / I recommended / was recommended**

properō<sup>1</sup>, properāre<sup>2</sup>, properāvī<sup>3</sup>, properātus<sup>4</sup>

**I hurry / to hurry / I hurried / was hurried**

pugnō<sup>1</sup>, pugnāre<sup>2</sup>, pugnāvī<sup>3</sup>, pugnātus<sup>4</sup>

**I fight / to fight / I fought / was fought**

\*The third and fourth principal parts of *iuvō* evolved to their current forms to eliminate the string of “u”s the Romans would have used to spell them: i.e. **iūuāuī** and **iūuātum**.

putō<sup>1</sup>, putāre<sup>2</sup>, putāvī<sup>3</sup>, putātus<sup>4</sup>

**I think / to think / I thought / was thought**

rogō<sup>1</sup>, rogāre<sup>2</sup>, rogāvī<sup>3</sup>, rogātus<sup>4</sup>

**I ask / to ask / I asked / was asked**

salūtō<sup>1</sup>, salūtāre<sup>2</sup>, salūtāvī<sup>3</sup>, salūtātus<sup>4</sup>

**I greet / to greet / I greeted / was greeted**

satiō<sup>1</sup>, satiāre<sup>2</sup>, satiāvī<sup>3</sup>, satiātus<sup>4</sup>

**I satisfy / to satisfy / I satisfied / was satisfied**

spectō<sup>1</sup>, spectāre<sup>2</sup>, spectāvī<sup>3</sup>, spectātus<sup>4</sup>

**I watch / to watch / I watched / was watched**

spērō<sup>1</sup>, spērāre<sup>2</sup>, spērāvī<sup>3</sup>, spērātus<sup>4</sup>

**I hope / to hope / I hoped / was hoped**

stō<sup>1</sup>, stāre<sup>2</sup>, steti<sup>3\*</sup>, status<sup>4</sup>

**I stand / to stand / I stood / was stood**

verberō<sup>1</sup>, verberāre<sup>2</sup>, verberāvī<sup>3</sup>, verberātus<sup>4</sup>

**I beat / to beat / I beat / was beaten**

vocō<sup>1</sup>, vocāre<sup>2</sup>, vocāvī<sup>3</sup>, vocātus<sup>4</sup>

**I call / to call / I called / was called**

*\*Stō, stāre* was derived from the form *stāeō* of a Proto-Italic dialect. Its form originally made it Second Conjugation, but its pronunciation brought it into First Conjugation, giving us the strange third principal part compared to others in the First Conjugation.

## Second Conjugation Verbs

As we have seen for some time now, the *-ē-* found in the present active infinitives of Second Conjugation verbs makes it easy to identify their second principal parts. With verbs of the Second Conjugation, though, there will be much more variation in the appearance of their third and fourth principal parts than we saw with verbs of the First Conjugation.

We will find some general patterns, however, as the third principal parts of many Second Conjugation verbs end in *-uī (-vī)*, and many of their fourth principal parts ending in *-itus*.

audeō<sup>1</sup>, audēre<sup>2</sup>, ausus sum<sup>4\*</sup>

**I dare / to dare / I dared**

careō<sup>1</sup>, carēre<sup>2</sup>, caruī<sup>3</sup>, caritus<sup>4</sup>

**I lack / to lack / I lacked / was lacked**

*\*The term may not make much sense to you right now, but there are a few verbs like *audeō* that are known as “semi-deponent.” For us now, this means that they technically have no third principal part and so no perfect-tense stem.*

caveō<sup>1</sup>, cavēre<sup>2</sup>, cāvī<sup>3</sup>, cautus<sup>4</sup>

**I avoid / to avoid / I avoided / was avoided**

dēbeō<sup>1</sup>, dēbēre<sup>2</sup>, dēbuī<sup>3</sup>, dēbitus<sup>4</sup>

**I owe / to owe / I owed / was owed**

dēleō<sup>1</sup>, dēlēre<sup>2</sup>, dēlēvī<sup>3</sup>, dēlētus<sup>4</sup>

**I destroy / to destroy / I destroyed / was destroyed**

doceō<sup>1</sup>, docēre<sup>2</sup>, docuī<sup>3</sup>, doctus<sup>4</sup>

**I teach / to teach / I taught / was taught**

doleō<sup>1</sup>, dolēre<sup>2</sup>, doluī<sup>3</sup>, dolitus<sup>4</sup>

**I grieve / to grieve / I grieved / was grieved**

exerceō<sup>1</sup>, exercēre<sup>2</sup>, exercuī<sup>3</sup>, exercitus<sup>4</sup>

**I train / to train / I trained / was trained**

gaudeō<sup>1</sup>, gaudēre<sup>2</sup>, gāvīsus sum<sup>4\*</sup>

**I rejoice / to rejoice / I rejoiced**

habeō<sup>1</sup>, habēre<sup>2</sup>, habuī<sup>3</sup>, habitus<sup>4</sup>

**I have / to have / I had / was had**

haereō<sup>1</sup>, haerēre<sup>2</sup>, haesī<sup>3</sup>, haesus<sup>4</sup>

**I hesitate / to hesitate / I hesitated / (was stuck)\***

iubeō<sup>1</sup>, iubēre<sup>2</sup>, iussī<sup>3</sup>, iussus<sup>4</sup>

**I order / to order / I ordered / was ordered**

lūgeō<sup>1</sup>, lūgēre<sup>2</sup>, luxī<sup>3</sup>, luctus<sup>4</sup>

**I mourn / to mourn / I mourned / was mourned**

maneō<sup>1</sup>, manēre<sup>2</sup>, mānsī<sup>3</sup>, mansum<sup>4</sup>

**I remain / to remain / I remained / (there was a remaining)\***

miscēō<sup>1</sup>, miscēre<sup>2</sup>, miscuī<sup>3</sup>, mixtus<sup>4</sup>

**I mix / to mix / I mixed / was mixed**

moneō<sup>1</sup>, monēre<sup>2</sup>, monuī<sup>3</sup>, monitus<sup>4</sup>

**I warn / to warn / I warned / was warned**

\*Like *audeō*, *gaudeō* is a semi-deponent verb, so it technically has no third principal part.

\*We often translate *haerēre* as “to hesitate;” however, its most basic meaning is “to stick,” thus “hesitating” was seen as “sticking in place.” The present passive participle *haesum*, then, is best translated as “was stuck.”

**Cf. “adhere” and “adhesive”**

\*As we mentioned in the general discussion on fourth principal parts, some intransitive verbs will not have a perfect passive participle at all; while, some like *mansum* are used and translated impersonally.

mulgeō<sup>1</sup>, mulgēre<sup>2</sup>, mūlsī<sup>3</sup>, mulctus<sup>4</sup>

**I milk / to milk / I milked / was milked**

possideō<sup>1</sup>, possidēre<sup>2</sup>, possēdī<sup>3</sup>, possessus<sup>4</sup>

**I possess / to possess / I possessed / was possessed**

praebeō<sup>1</sup>, praebēre<sup>2</sup>, praebuī<sup>3</sup>, praebitus<sup>4</sup>

**I offer / to offer / I offered / was offered**

respondeō<sup>1</sup>, respondēre<sup>2</sup>, respondi<sup>3</sup>, respōnsus<sup>4</sup>

**I answer / to answer / I answered / was answered**

salveō<sup>1</sup>, salvēre<sup>2</sup>

**I am well / to be well**

sedeō<sup>1</sup>, sedēre<sup>2</sup>, sēdī<sup>3</sup>, sēssus<sup>4</sup>

**I sit / to sit / I sat / was set**

soleō<sup>1</sup>, solēre<sup>2</sup>, solitus sum<sup>4\*</sup>

**I am accustomed / to be accustomed / I was accustomed**

*\*Soleō is a semi-deponent verb like audeō and gaudeō, so it lacks a third principal part.*

studeō<sup>1</sup>, studēre<sup>2</sup>, studuī<sup>3</sup>

**I study / to study / I studied**

taceō<sup>1</sup>, tacēre<sup>2</sup>, tacuī<sup>3</sup>, tacitus<sup>4</sup>

**I am silent / to be silent / I was silent / was silenced**

teneō<sup>1</sup>, tenēre<sup>2</sup>, tenuī<sup>3</sup>

**I hold / to hold / I held**

terreō<sup>1</sup>, terrēre<sup>2</sup>, terruī<sup>3</sup>, territus<sup>4</sup>

**I frighten / to frighten / I frightened / was frightened**

*\*The fourth principal part of valeō is used almost exclusively as an adjective: valitus, -a, -um = “powerful.”*

valeō<sup>1</sup>, valēre<sup>2</sup>, valuī<sup>3</sup>, valitus<sup>4</sup>

**I am strong / to be strong / I was strong / powerful\***



videō<sup>1</sup>, vidēre<sup>2</sup>, vīdī<sup>3</sup>, vīsus<sup>4</sup>

**I see / to see / I saw / (seemed)\***

\*In the passive voice, we usually translate forms of *videō* as “seem” instead of “see.” Consider how something that “**is seen**” (passive voice) in a particular way “seems” that way.

## Third Conjugation Verbs

As we have seen in every other experience with Third Conjugation, verbs in this group will have the most differences compared to verbs of other conjugations. They will even display more differences compared to other Third Conjugation verbs, particularly when it comes to the wide variety of third and fourth principal parts. The one real unifying factor for verbs of the Third Conjugation, then, is that their present active infinitives (second principal part) will look the same.

abdūcō<sup>1</sup>, abdūcere<sup>2</sup>, abdūxī<sup>3</sup>, abductus<sup>4</sup>

**I lead away / to lead away / I led away / was led away**

accipiō<sup>1</sup>, accipere<sup>2</sup>, accēpī<sup>3</sup>, acceptus<sup>4</sup>

**I accept / to accept / I accepted / was accepted**

agō<sup>1</sup>, agere<sup>2</sup>, ēgī<sup>3</sup>, āctus<sup>4</sup>

**I do / to do / I did / was done**

alō<sup>1</sup>, alere<sup>2</sup>, aluī<sup>3</sup>, altus<sup>4</sup>

**I nourish / to nourish / I nourished / was nourished**

āmittō<sup>1</sup>, āmittere<sup>2</sup>, āmīsī<sup>3</sup>, āmissus<sup>4</sup>

**I send away / to send away / I sent away / was sent away**

cadō<sup>1</sup>, cadere<sup>2</sup>, cecidī<sup>3</sup>, cāsum<sup>4</sup>

**I fall / to fall / I fell / (there was a falling)\***

\*Like *maneō*, intransitive verbs such as *cadō* are often used impersonally in the passive voice. The fourth principal part *cāsum* even became its own noun (*cāsus*) to describe “a falling.”

capiō<sup>1</sup>, capere<sup>2</sup>, cēpī<sup>3</sup>, captus<sup>4</sup>

**I capture / to capture / I captured / was captured**

cernō<sup>1</sup>, cernere<sup>2</sup>, crēvī<sup>3</sup>, crētus<sup>4</sup>

**I decide / to decide / I decided / was decided**

cognōscō<sup>1</sup>, cognōscere<sup>2</sup>, cognōvī<sup>3</sup>, cognitus<sup>4</sup>

**I recognize / to recognize / I recognized / was recognized**

crēdō<sup>1</sup>, crēdere<sup>2</sup>, crēdidī<sup>3</sup>, crēditus<sup>4</sup>

**I trust / to trust / I trusted / was trusted**

dēfendō<sup>1</sup>, dēfendere<sup>2</sup>, dēfendī<sup>3</sup>, dēfēnsus<sup>4</sup>

**I defend / to defend / I defended / was defended**

dīcō<sup>1</sup>, dīcere<sup>2</sup>, dīxī<sup>3</sup>, dīctus<sup>4</sup>

**I say / to say / I said / was said**

discō<sup>1</sup>, discere<sup>2</sup>, didici<sup>3</sup>

**I learn / to learn / I learned**

dūcō<sup>1</sup>, dūcere<sup>2</sup>, dūxī<sup>3</sup>, ductus<sup>4</sup>

**I lead / to lead / I led / was led**

effugiō<sup>1</sup>, effugere<sup>2</sup>, effūgī<sup>3</sup>, effugitūrus<sup>4\*</sup>

**I escape / to escape / I escaped / about to escape\***

faciō<sup>1</sup>, facere<sup>2</sup>, fēcī<sup>3</sup>, factus<sup>4</sup>

**I make / to make / I made / was made**

fallō<sup>1</sup>, fallere<sup>2</sup>, fefellī<sup>3</sup>, falsus<sup>4</sup>

**I deceive / to deceive / I deceived / was deceived**

fluō<sup>1</sup>, fluere<sup>2</sup>, fluxī<sup>3</sup>, fluctus<sup>4</sup> (fluxus<sup>4</sup>)\*

**I flow / to flow / I flowed / was (over)flowed\***

fodiō<sup>1</sup>, fodere<sup>2</sup>, fōdī<sup>3</sup>, fōssus<sup>4</sup>

**I dig / to dig / I dug / was dug**

fugiō<sup>1</sup>, fugere<sup>2</sup>, fūgī<sup>3</sup>, fugitūrus<sup>4\*</sup>

**I flee / to flee / I fled / about to flee\***

fundō<sup>1</sup>, fundere<sup>2</sup>, fūdī<sup>3</sup>, fūsus<sup>4</sup>

**I pour / to pour / I poured / was poured**

gerō<sup>1</sup>, gerere<sup>2</sup>, gessī<sup>3</sup>, gestus<sup>4</sup>

**I wage / to wage / I waged / was waged**

iaciō<sup>1</sup>, iacere<sup>2</sup>, iēcī<sup>3</sup>, iactus<sup>4</sup>

**I throw / to throw / I threw / was thrown**

incipiō<sup>1</sup>, incipere<sup>2</sup>, incēpī<sup>3</sup>, inceptus<sup>4</sup>

**I start / to start / I started / was started**

intellegō<sup>1</sup>, intellegere<sup>2</sup>, intellēgī<sup>3</sup>, intellēctus<sup>4</sup>

**I understand / to understand / I understood / was understood**

*\*Fluō* has an alternate fourth principal part. Either *fluctus* or *fluxus* may be used depending on the author's preference. Also, this principal part is often translated as "overflowed" since the verb is intransitive.

\*The fourth principal part *fugitūrus* (compare *effugitūrus*) is not actually a perfect passive participle. Instead, it is actually the **future active participle** of the intransitive verb *fugiō*, which we usually translate with the phrase "about to."

interdicō<sup>1</sup>, interdīcere<sup>2</sup>, interdīxī<sup>3</sup>, interdīctus<sup>4</sup>

**I forbid / to forbid / I forbade / was forbidden**

legō<sup>1</sup>, legere<sup>2</sup>, lēgī<sup>3</sup>, lēctus<sup>4</sup>

**I read / to read / I read / was read**

mittō<sup>1</sup>, mittere<sup>2</sup>, mīsī<sup>3</sup>, missus<sup>4</sup>

**I send / to send / I sent / was sent**

neglegō<sup>1</sup>, neglegere<sup>2</sup>, neglēgī<sup>3</sup>, neglēctus<sup>4</sup>

**I neglect / to neglect / I neglected / was neglected**

plaudō<sup>1</sup>, plaudere<sup>2</sup>, plausī<sup>3</sup>, plausus<sup>4</sup>

**I applaud / to applaud / I applauded / was applauded**

pōnō<sup>1</sup>, pōnere<sup>2</sup>, posuī<sup>3</sup>, positus<sup>4</sup>

**I place / to place / I placed / was placed**

prōmittō<sup>1</sup>, prōmittere<sup>2</sup>, prōmīsī<sup>3</sup>, prōmissus<sup>4</sup>

**I promise / to promise / I promised / was promised**

rapiō<sup>1</sup>, rapere<sup>2</sup>, rapuī<sup>3</sup>, raptus<sup>4</sup>

**I seize / to seize / I seized / was seized**

regō<sup>1</sup>, regere<sup>2</sup>, rēxī<sup>3</sup>, rēctus<sup>4</sup>

**I rule / to rule / I ruled / was ruled**

sapiō<sup>1</sup>, sapere<sup>2</sup>, sapivī<sup>3</sup>

**I taste / to taste / I tasted**

scribō<sup>1</sup>, scribere<sup>2</sup>, scripsī<sup>3</sup>, scriptus<sup>4</sup>

**I write / to write / I wrote / was written**

solvō<sup>1</sup>, solvere<sup>2</sup>, solvī<sup>3</sup>, solūtus<sup>4</sup>

**I release / to release / I released / was released**

trahō<sup>1</sup>, trahere<sup>2</sup>, trāxī<sup>3</sup>, tractus<sup>4</sup>

**I drag / to drag / I dragged / was dragged**

vertō<sup>1</sup>, vertere<sup>2</sup>, vertī<sup>3</sup>, versus<sup>4</sup>

**I turn / to turn / I turned / was turned**

vincō<sup>1</sup>, vincere<sup>2</sup>, vīcī<sup>3</sup>, victus<sup>4</sup>

**I conquer / to conquer / I conquered / was conquered**

vīvō<sup>1</sup>, vīvere<sup>2</sup>, vīxī<sup>3</sup>, vīctus<sup>4</sup>

**I live / to live / I lived / was lived**

## Fourth Conjugation Verbs

As we saw with the other conjugations, the second principal parts (present active infinitives) of Fourth Conjugation verbs will be standard throughout this group of verbs. Thankfully, Fourth Conjugation also offers us some general patterns for third and fourth principal parts.

Verbs of the Fourth Conjugation will often have third principal parts ending in *-īvī* and fourth principal parts ending in *-ītus*. However, we have learned that these patterns do not apply to every verb of a particular conjugation, and the same can certainly be said for verbs of the Fourth Conjugation.

adveniō<sup>1</sup>, advenīre<sup>2</sup>, advēnī<sup>3</sup>, adventum<sup>4\*</sup>

**I arrive / to arrive / I arrived / (there was an arrival)\***

audiō<sup>1</sup>, audīre<sup>2</sup>, audīvī<sup>3</sup>, audītus<sup>4</sup>

**I hear / to hear / I heard / was heard**

comperiō<sup>1</sup>, comperīre<sup>2</sup>, comperī<sup>3</sup>, compertus<sup>4</sup>

**I discover / to discover / I discovered / was discovered**

custodiō<sup>1</sup>, custodīre<sup>2</sup>, custodīvī<sup>3</sup>, custōditus<sup>4</sup>

**I guard / to guard / I guarded / was guarded**

dormiō<sup>1</sup>, dormīre<sup>2</sup>, dormīvī<sup>3</sup>, dormītus<sup>4</sup>

**I sleep / to sleep / I slept / was asleep**

inveniō<sup>1</sup>, invenīre<sup>2</sup>, invēnī<sup>3</sup>, inventus<sup>4</sup>

**I find / to find / I found / was found**

mūniō<sup>1</sup>, mūnīre<sup>2</sup>, mūnīvī<sup>3</sup>, mūnītus<sup>4</sup>

**I fortify / to fortify / I fortified / was fortified**

nesciō<sup>1</sup>, nescīre<sup>2</sup>, nescīvī<sup>3</sup>, nescītus<sup>4</sup>

**I do not know / to not know / I did not know / was not known**

saliō<sup>1</sup>, salīre<sup>2</sup>, saluī<sup>3</sup>, saltus<sup>4</sup>

**I jump / to jump / I jumped / was jumped**

sciō<sup>1</sup>, scīre<sup>2</sup>, scīvī<sup>3</sup>, scītus<sup>4</sup>

**I know / to know / I knew / was known**

sentiō<sup>1</sup>, sentīre<sup>2</sup>, sēnsī<sup>3</sup>, sensus<sup>4</sup>

**I feel / to feel / I felt / was felt**

serviō<sup>1</sup>, servīre<sup>2</sup>, servīvī<sup>3</sup>, servitus<sup>4</sup>

**I serve / to serve / I served / was served**

veniō<sup>1</sup>, venire<sup>2</sup>, vēnī<sup>3</sup>, ventum<sup>4</sup>

**I come / to come / I came / (it happened)\***

vinciō<sup>1</sup>, vincīre<sup>2</sup>, vīnxī<sup>3</sup>, vīctus<sup>4</sup>

**I bind / to bind / I bound / was bound**

\*Since *veniō* is an intransitive verb, we will translate its fourth principal part impersonally. This could be done by simply saying “there was a coming,” but we can also apply the phrase “it happened.” Think about how an event that “happened” might also be described as “**having come** about.” We will apply a similar concept to the fourth principal part of *adveniō* – *adventum* = “there was an arrival.”

## Impersonal Verbs

The first and third principal parts of impersonal verbs will look somewhat different from the first and third principal parts of the personal verbs we have seen. This is because impersonal verbs only appear in the **Third Person singular** form.

Since the first and third principal parts of other verbs usually show us the First Person singular form, first principal parts (e.g. *libet* and *licet*) and third principal parts (e.g. *libuit* and *licuit*) of impersonal verbs will differ in that they are in the Third Person. Nevertheless, these principal parts of impersonal verbs will still correspond to the same system as those used with personal verbs – first principal part = present system, and third principal part = perfect system.

libet<sup>1</sup>, libēre<sup>2</sup>, libuit<sup>3</sup>, libitus est

**It is pleasant / to be pleasant / it was pleasant / has been pleasant**

licet<sup>1</sup>, licēre<sup>2</sup>, licuit<sup>3</sup>

**It is permitted / to be permitted / it was permitted**

## Irregular Verbs

It should be no surprise that the principal parts of irregular verbs might appear drastically different from the principal parts of regular verbs. The numbers still correspond to the same principal part as any other verb, though, and the *-ī* ending characteristic of the third principal part is still shared even by irregular verbs (cf. *potuī* and *fuī*). As with all other forms of irregular verbs, however, it is simply best to memorize these principal parts as opposed to applying a formula to them that might work in a regular conjugation.

absum<sup>1</sup>, abesse<sup>2</sup>, āfuī<sup>3</sup>, āfutūrus<sup>4\*</sup>

**I am absent / to be absent / I was absent / (about to be absent)\***

adsum<sup>1</sup>, adesse<sup>2</sup>, adfuī<sup>3</sup>, adfutūrus<sup>4\*</sup>

**I am present / to be present / I was present / (about to be present)\***

dēsum<sup>1</sup>, dēesse<sup>2</sup>, dēfuī<sup>3</sup>, dēfutūrus<sup>4\*</sup>

**I fail / to fail / I failed / (about to fail)\***

possum<sup>1</sup>, posse<sup>2</sup>, potuī<sup>3</sup>

**I am able / to be able / I was able**

praesum<sup>1</sup>, praesesse<sup>2</sup>, praefuī<sup>3</sup>, praefutūrus<sup>4\*</sup>

**I preside over / to preside over / I presided over / (about to preside over)\***

prōsum<sup>1</sup>, prōdesse<sup>2</sup>, prōfuī<sup>3</sup>, prōfutūrus<sup>4\*</sup>

**I benefit / to benefit / I benefited / (about to benefit)\***

subsum<sup>1</sup>, subesse<sup>2</sup>, subfuī<sup>3</sup>, subfutūrus<sup>4\*</sup>

**I am near / to be near / I was near / (about to be near)\***

sum<sup>1</sup>, esse<sup>2</sup>, fuī<sup>3</sup>, futūrus<sup>4\*</sup>

**I am / to be / I was / (about to be)\***

supersum<sup>1</sup>, superesse<sup>2</sup>, superfuī<sup>3</sup>, superfutūrus<sup>4\*</sup>

**I survive / to survive / I survived / (about to survive)\***

\*As we saw with *fugiō*, the fourth principal part of *sum* is not a perfect passive participle, but rather the verb's future active participle. *Futūrus* is then translated with the same "about to" phrase we saw earlier in the translation "about to be."

# Appendix V: Verb Conjugation – Present System

## First Conjugation

### Present Active Endings

	Singular	Plural
<i>First Person</i>	<b>-ō</b>	<b>-mus</b>
<i>Second Person</i>	<b>-s</b>	<b>-tis</b>
<i>Third Person</i>	<b>-t</b>	<b>-nt</b>

### *laudāre* – to praise

	Singular	Plural
<i>First Person</i>	laud <u>ō</u>	laud <u>āmus</u>
<i>Second Person</i>	laud <u>ās</u>	laud <u>ātis</u>
<i>Third Person</i>	laud <u>at</u>	laud <u>ant</u>

### Imperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-bam</b>	<b>-bāmus</b>
<i>Second Person</i>	<b>-bās</b>	<b>-bātis</b>
<i>Third Person</i>	<b>-bat</b>	<b>-bant</b>

### *levāre* – to relieve

	Singular	Plural
<i>First Person</i>	lev <u>ābam</u>	lev <u>ābāmus</u>
<i>Second Person</i>	lev <u>ābās</u>	lev <u>ābātis</u>
<i>Third Person</i>	lev <u>ābat</u>	lev <u>ābant</u>

### Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-bō</b>	<b>-bimus</b>
<i>Second Person</i>	<b>-bis</b>	<b>-bitis</b>
<i>Third Person</i>	<b>-bit</b>	<b>-bunt</b>

### *amāre* – to love

	Singular	Plural
<i>First Person</i>	am <u>ābō</u>	am <u>ābimus</u>
<i>Second Person</i>	am <u>ābis</u>	am <u>ābitis</u>
<i>Third Person</i>	am <u>ābit</u>	am <u>ābunt</u>

### Present Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-or</b>	<b>-mur</b>
<i>Second Person</i>	<b>-ris</b>	<b>-minī</b>
<i>Third Person</i>	<b>-tur</b>	<b>-ntur</b>

### *creāre* – to create

	Singular	Plural
<i>First Person</i>	cre <u>or</u>	cre <u>āmur</u>
<i>Second Person</i>	cre <u>āris</u>	cre <u>āminī</u>
<i>Third Person</i>	cre <u>ātur</u>	cre <u>antur</u>

### Imperfect Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-bar</b>	<b>-bāmur</b>
<i>Second Person</i>	<b>-bāris</b>	<b>-bāminī</b>
<i>Third Person</i>	<b>-bātur</b>	<b>-bantur</b>

### *cūrāre* – to care for

	Singular	Plural
<i>First Person</i>	cūr <u>ābar</u>	cūr <u>ābāmur</u>
<i>Second Person</i>	cūr <u>ābāris</u>	cūr <u>ābāminī</u>
<i>Third Person</i>	cūr <u>ābātur</u>	cūr <u>ābantur</u>

## Future Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-bor</b>	<b>-bimur</b>
<i>Second Person</i>	<b>-beris</b>	<b>-biminī</b>
<i>Third Person</i>	<b>-bitur</b>	<b>-buntur</b>

## *iuvāre* – to help

	Singular	Plural
<i>First Person</i>	<u>iuvābor</u>	<u>iuvābimur</u>
<i>Second Person</i>	<u>iuvāberis</u>	<u>iuvābiminī</u>
<i>Third Person</i>	<u>iuvābitur</u>	<u>iuvābuntur</u>

## Second Conjugation

### Present Active Endings

	Singular	Plural
<i>First Person</i>	<b>-ō</b>	<b>-mus</b>
<i>Second Person</i>	<b>-s</b>	<b>-tis</b>
<i>Third Person</i>	<b>-t</b>	<b>-nt</b>

### *vidēre* – to see

	Singular	Plural
<i>First Person</i>	<u>videō</u>	<u>vidēmus</u>
<i>Second Person</i>	<u>vidēs</u>	<u>vidētis</u>
<i>Third Person</i>	<u>videt</u>	<u>vident</u>

### Imperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-bam</b>	<b>-bāmus</b>
<i>Second Person</i>	<b>-bās</b>	<b>-bātis</b>
<i>Third Person</i>	<b>-bat</b>	<b>-bant</b>

### *habēre* – to have

	Singular	Plural
<i>First Person</i>	<u>habēbam</u>	<u>habēbāmus</u>
<i>Second Person</i>	<u>habēbās</u>	<u>habēbātis</u>
<i>Third Person</i>	<u>habēbat</u>	<u>habēbant</u>

### Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-bō</b>	<b>-bimus</b>
<i>Second Person</i>	<b>-bis</b>	<b>-bitis</b>
<i>Third Person</i>	<b>-bit</b>	<b>-bunt</b>

### *studēre* – to study

	Singular	Plural
<i>First Person</i>	<u>studēbō</u>	<u>studēbimus</u>
<i>Second Person</i>	<u>studēbis</u>	<u>studēbitis</u>
<i>Third Person</i>	<u>studēbit</u>	<u>studēbunt</u>

### Present Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-or</b>	<b>-mur</b>
<i>Second Person</i>	<b>-ris</b>	<b>-minī</b>
<i>Third Person</i>	<b>-tur</b>	<b>-ntur</b>

### *dēlēre* – to destroy

	Singular	Plural
<i>First Person</i>	<u>dēleor</u>	<u>dēlēmur</u>
<i>Second Person</i>	<u>dēlēris</u>	<u>dēlēminī</u>
<i>Third Person</i>	<u>dēlētur</u>	<u>dēlentur</u>



## Imperfect Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-bar</b>	<b>-bāmur</b>
<i>Second Person</i>	<b>-bāris</b>	<b>-bāminī</b>
<i>Third Person</i>	<b>-bātur</b>	<b>-bantur</b>

## *miscēre* – to mix

	Singular	Plural
<i>First Person</i>	<u>miscēbar</u>	<u>miscēbāmur</u>
<i>Second Person</i>	<u>miscēbāris</u>	<u>miscēbāminī</u>
<i>Third Person</i>	<u>miscēbātur</u>	<u>miscēbantur</u>

## Future Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-bor</b>	<b>-bimur</b>
<i>Second Person</i>	<b>-beris</b>	<b>-biminī</b>
<i>Third Person</i>	<b>-bitur</b>	<b>-buntur</b>

## *iubēre* – to order

	Singular	Plural
<i>First Person</i>	<u>iubēbor</u>	<u>iubēbimur</u>
<i>Second Person</i>	<u>iubēberis</u>	<u>iubēbiminī</u>
<i>Third Person</i>	<u>iubēbitur</u>	<u>iubēbuntur</u>

## Third Conjugation

### Present Active Endings

	Singular	Plural
<i>First Person</i>	<b>-ō</b>	<b>-imus</b>
<i>Second Person</i>	<b>-is</b>	<b>-itis</b>
<i>Third Person</i>	<b>-it</b>	<b>-unt</b>

### *agere* – to do/act

	Singular	Plural
<i>First Person</i>	<u>agō</u>	<u>agimus</u>
<i>Second Person</i>	<u>agis</u>	<u>agitis</u>
<i>Third Person</i>	<u>agit</u>	<u>agunt</u>

### Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-am</b>	<b>-ēmus</b>
<i>Second Person</i>	<b>-ēs</b>	<b>-ētis</b>
<i>Third Person</i>	<b>-et</b>	<b>-ent</b>

### *cadere* – to fall

	Singular	Plural
<i>First Person</i>	<u>cadam</u>	<u>cadēmus</u>
<i>Second Person</i>	<u>cadēs</u>	<u>cadētis</u>
<i>Third Person</i>	<u>cadet</u>	<u>cadent</u>

### Imperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-ēbam</b>	<b>-ēbāmus</b>
<i>Second Person</i>	<b>-ēbās</b>	<b>-ēbātis</b>
<i>Third Person</i>	<b>-ēbat</b>	<b>-ēbant</b>

### *dīcere* – to say

	Singular	Plural
<i>First Person</i>	<u>dīcēbam</u>	<u>dīcēbāmus</u>
<i>Second Person</i>	<u>dīcēbās</u>	<u>dīcēbātis</u>
<i>Third Person</i>	<u>dīcēbat</u>	<u>dīcēbant</u>

## Present Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-or</b>	<b>-mur</b>
<i>Second Person</i>	<b>-ris</b>	<b>-minī</b>
<i>Third Person</i>	<b>-tur</b>	<b>-ntur</b>

## *crēdere* – to trust

	Singular	Plural
<i>First Person</i>	<u>crēdor</u>	<u>crēdimur</u>
<i>Second Person</i>	<u>crēderis</u>	<u>crēdiminī</u>
<i>Third Person</i>	<u>crēditur</u>	<u>crēduntur</u>

## Future Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-ar</b>	<b>-ēmur</b>
<i>Second Person</i>	<b>-ēris</b>	<b>-ēminī</b>
<i>Third Person</i>	<b>-ētur</b>	<b>-entur</b>

## *dūcere* – to lead

	Singular	Plural
<i>First Person</i>	<u>dūcar</u>	<u>dūcēmur</u>
<i>Second Person</i>	<u>dūcēris</u>	<u>dūcēminī</u>
<i>Third Person</i>	<u>dūcētur</u>	<u>dūcentur</u>

## Imperfect Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-ēbar</b>	<b>-ēbāmur</b>
<i>Second Person</i>	<b>-ēbāris</b>	<b>-ēbāminī</b>
<i>Third Person</i>	<b>-ēbātur</b>	<b>-ēbantur</b>

## *alere* – to nourish

	Singular	Plural
<i>First Person</i>	<u>alēbar</u>	<u>alēbāmur</u>
<i>Second Person</i>	<u>alēbāris</u>	<u>alēbāminī</u>
<i>Third Person</i>	<u>alēbātur</u>	<u>alēbantur</u>

## Third Conjugation -iō

### Present Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iō</b>	<b>-imus</b>
<i>Second Person</i>	<b>-is</b>	<b>-itis</b>
<i>Third Person</i>	<b>-it</b>	<b>-iunt</b>

### *capere* – to capture

	Singular	Plural
<i>First Person</i>	<u>cap<i>ī</i>ō</u>	<u>cap<i>ī</i>mus</u>
<i>Second Person</i>	<u>cap<i>ī</i>s</u>	<u>cap<i>ī</i>tis</u>
<i>Third Person</i>	<u>cap<i>ī</i>t</u>	<u>cap<i>ī</i>unt</u>

### Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iam</b>	<b>-iēmus</b>
<i>Second Person</i>	<b>-iēs</b>	<b>-iētis</b>
<i>Third Person</i>	<b>-iet</b>	<b>-ient</b>

### *facere* – to make/do

	Singular	Plural
<i>First Person</i>	<u>fac<i>ī</i>am</u>	<u>fac<i>ī</i>ēmus</u>
<i>Second Person</i>	<u>fac<i>ī</i>ēs</u>	<u>fac<i>ī</i>ētis</u>
<i>Third Person</i>	<u>fac<i>ī</i>et</u>	<u>fac<i>ī</i>ent</u>

## Imperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iēbam</b>	<b>-iēbāmus</b>
<i>Second Person</i>	<b>-iēbās</b>	<b>-iēbātis</b>
<i>Third Person</i>	<b>-iēbat</b>	<b>-iēbant</b>

## *sapere* – to taste

	Singular	Plural
<i>First Person</i>	sapi <u>iēbam</u>	sapi <u>iēbāmus</u>
<i>Second Person</i>	sapi <u>iēbās</u>	sapi <u>iēbātis</u>
<i>Third Person</i>	sapi <u>iēbat</u>	sapi <u>iēbant</u>

## Present Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-ior</b>	<b>-imur</b>
<i>Second Person</i>	<b>-eris</b>	<b>-imini</b>
<i>Third Person</i>	<b>-itur</b>	<b>-iuntur</b>

## *iacere* – to throw

	Singular	Plural
<i>First Person</i>	iac <u>ior</u>	iac <u>imur</u>
<i>Second Person</i>	iac <u>eris</u>	iac <u>imini</u>
<i>Third Person</i>	iac <u>itur</u>	iac <u>iuntur</u>

## Future Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-iar</b>	<b>-iēmur</b>
<i>Second Person</i>	<b>-iēris</b>	<b>-iēmini</b>
<i>Third Person</i>	<b>-iētur</b>	<b>-ientur</b>

## *rapere* - to seize

	Singular	Plural
<i>First Person</i>	rap <u>iar</u>	rap <u>iēmur</u>
<i>Second Person</i>	rap <u>iēris</u>	rap <u>iēmini</u>
<i>Third Person</i>	rap <u>iētur</u>	rap <u>ientur</u>

## Imperfect Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-iēbar</b>	<b>-iēbāmur</b>
<i>Second Person</i>	<b>-iēbāris</b>	<b>-iēbāmini</b>
<i>Third Person</i>	<b>-iēbātur</b>	<b>-iēbantur</b>

## *fodere* – to dig

	Singular	Plural
<i>First Person</i>	fodi <u>iēbar</u>	fodi <u>iēbāmur</u>
<i>Second Person</i>	fodi <u>iēbāris</u>	fodi <u>iēbāmini</u>
<i>Third Person</i>	fodi <u>iēbātur</u>	fodi <u>iēbantur</u>

## Fourth Conjugation

### Present Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iō</b>	<b>-īmus</b>
<i>Second Person</i>	<b>-īs</b>	<b>-ītis</b>
<i>Third Person</i>	<b>-it</b>	<b>-iunt</b>

### *audire* – to hear

	Singular	Plural
<i>First Person</i>	audi <u>ō</u>	audi <u>īmus</u>
<i>Second Person</i>	audi <u>īs</u>	audi <u>ītis</u>
<i>Third Person</i>	audi <u>it</u>	audi <u>iunt</u>

## Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iam</b>	<b>-iēmus</b>
<i>Second Person</i>	<b>-iēs</b>	<b>-iētis</b>
<i>Third Person</i>	<b>-iet</b>	<b>-ient</b>

## *dormīre* – to sleep

	Singular	Plural
<i>First Person</i>	<b>dormiam</b>	<b>dormiēmus</b>
<i>Second Person</i>	<b>dormiēs</b>	<b>dormiētis</b>
<i>Third Person</i>	<b>dormiet</b>	<b>dormient</b>

## Imperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-iēbam</b>	<b>-iēbāmus</b>
<i>Second Person</i>	<b>-iēbās</b>	<b>-iēbātis</b>
<i>Third Person</i>	<b>-iēbat</b>	<b>-iēbant</b>

## *sciīre* – to know

	Singular	Plural
<i>First Person</i>	<b>sciēbam</b>	<b>sciēbāmus</b>
<i>Second Person</i>	<b>sciēbās</b>	<b>sciēbātis</b>
<i>Third Person</i>	<b>sciēbat</b>	<b>sciēbant</b>

## Present Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-or</b>	<b>-mur</b>
<i>Second Person</i>	<b>-ris</b>	<b>-minī</b>
<i>Third Person</i>	<b>-tur</b>	<b>-ntur</b>

## *mūnīre* – to fortify

	Singular	Plural
<i>First Person</i>	<b>mūnior</b>	<b>mūnimur</b>
<i>Second Person</i>	<b>mūnīris</b>	<b>mūnīminī</b>
<i>Third Person</i>	<b>mūnītur</b>	<b>mūniuntur</b>

## Future Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-iar</b>	<b>-iēmur</b>
<i>Second Person</i>	<b>-iēris</b>	<b>-iēminī</b>
<i>Third Person</i>	<b>-iētur</b>	<b>-ientur</b>

## *vincīre* – to bind

	Singular	Plural
<i>First Person</i>	<b>vinciar</b>	<b>vinciēmur</b>
<i>Second Person</i>	<b>vinciēris</b>	<b>vinciēminī</b>
<i>Third Person</i>	<b>vinciētur</b>	<b>vincientur</b>

## Imperfect Passive Endings

	Singular	Plural
<i>First Person</i>	<b>-iēbar</b>	<b>-iēbāmur</b>
<i>Second Person</i>	<b>-iēbāris</b>	<b>-iēbāminī</b>
<i>Third Person</i>	<b>-iēbātur</b>	<b>-iēbantur</b>

## *servīre* – to serve

	Singular	Plural
<i>First Person</i>	<b>serviēbar</b>	<b>serviēbāmur</b>
<i>Second Person</i>	<b>serviēbāris</b>	<b>serviēbāminī</b>
<i>Third Person</i>	<b>serviēbātur</b>	<b>serviēbantur</b>

# Appendix V.ii: Verb Conjugation – Perfect System

## Perfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-ī</b>	<b>-imus</b>
<i>Second Person</i>	<b>-istī</b>	<b>-istis</b>
<i>Third Person</i>	<b>-it</b>	<b>-ērunt</b>

*rogō, rogāre, rogāvī, rogātus* – to ask

	Singular	Plural
<i>First Person</i>	rogāv <u>ī</u>	rogāv <u>imus</u>
<i>Second Person</i>	rogāv <u>istī</u>	rogāv <u>istis</u>
<i>Third Person</i>	rogāv <u>it</u>	rogāv <u>ērunt</u>

## Pluperfect Active Endings

	Singular	Plural
<i>First Person</i>	<b>-eram</b>	<b>-erāmus</b>
<i>Second Person</i>	<b>-erās</b>	<b>-erātis</b>
<i>Third Person</i>	<b>-erat</b>	<b>-erant</b>

*taceō, tacēre, tacuī, tacitus* – to be silent

	Singular	Plural
<i>First Person</i>	tacue <u>ram</u>	tacue <u>rāmus</u>
<i>Second Person</i>	tacue <u>rās</u>	tacue <u>rātis</u>
<i>Third Person</i>	tacue <u>rat</u>	tacue <u>rant</u>

## Future Active Endings

	Singular	Plural
<i>First Person</i>	<b>-erō</b>	<b>-erimus</b>
<i>Second Person</i>	<b>-eris</b>	<b>-eritis</b>
<i>Third Person</i>	<b>-erit</b>	<b>-erint</b>

*mittō, mittere, mīsī, missus* – to send

	Singular	Plural
<i>First Person</i>	mīser <u>ō</u>	mīser <u>imus</u>
<i>Second Person</i>	mīser <u>is</u>	mīser <u>itis</u>
<i>Third Person</i>	mīser <u>it</u>	mīser <u>int</u>

## Perfect Passive forms of *sum*

	Singular	Plural
<i>First Person</i>	<b>sum</b>	<b>sumus</b>
<i>Second Person</i>	<b>es</b>	<b>estis</b>
<i>Third Person</i>	<b>est</b>	<b>sunt</b>

## Pluperfect Passive forms of *sum*

	Singular	Plural
<i>First Person</i>	<b>eram</b>	<b>erāmus</b>
<i>Second Person</i>	<b>erās</b>	<b>erātis</b>
<i>Third Person</i>	<b>erat</b>	<b>erant</b>

## Future Perfect Passive forms of *sum*

	Singular	Plural
<i>First Person</i>	<b>erō</b>	<b>erimus</b>
<i>Second Person</i>	<b>eris</b>	<b>eritis</b>
<i>Third Person</i>	<b>erit</b>	<b>erunt</b>

## Examples: Perfect System Passive

### Perfect Passive: *sentio*, *sentire*, *sensī*, *sensus* – to feel

	Singular	Plural
<i>First Person</i>	<i>sensus, -a, -um sum</i>	<i>sensī, -ae, -a sumus</i>
<i>Second Person</i>	<i>sensus, -a, -um es</i>	<i>sensī, -ae, -a estis</i>
<i>Third Person</i>	<i>sensus, -a, -um est</i>	<i>sensī, -ae, -a sunt</i>

### Pluperfect Passive: *canto*, *cantare*, *cantāvī*, *cantātus* – to sing

	Singular	Plural
<i>First Person</i>	<i>cantātus, -a, -um eram</i>	<i>cantātī, -ae, -a erāmus</i>
<i>Second Person</i>	<i>cantātus, -a, -um erās</i>	<i>cantātī, -ae, -a erātis</i>
<i>Third Person</i>	<i>cantātus, -a, -um erat</i>	<i>cantātī, -ae, -a erant</i>

### Future Perfect Passive: *doceo*, *docere*, *docuī*, *doctus* – to teach

	Singular	Plural
<i>First Person</i>	<i>doctus, -a, -um erō</i>	<i>doctī, -ae, -a erimus</i>
<i>Second Person</i>	<i>doctus, -a, -um eris</i>	<i>doctī, -ae, -a eritis</i>
<i>Third Person</i>	<i>doctus, -a, -um erit</i>	<i>doctī, -ae, -a erunt</i>

## Appendix V.iii: Verb Conjugation – Irregular Verbs

### Present Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>sum</b>	<b>sumus</b>
<i>Second Person</i>	<b>es</b>	<b>estis</b>
<i>Third Person</i>	<b>est</b>	<b>sunt</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>possum</b>	<b>possumus</b>
<i>Second Person</i>	<b>potes</b>	<b>potestis</b>
<i>Third Person</i>	<b>potest</b>	<b>possunt</b>

### Imperfect Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>eram</b>	<b>erāmus</b>
<i>Second Person</i>	<b>erās</b>	<b>erātis</b>
<i>Third Person</i>	<b>erat</b>	<b>erant</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>poteram</b>	<b>poterāmus</b>
<i>Second Person</i>	<b>poterās</b>	<b>poterātis</b>
<i>Third Person</i>	<b>poterat</b>	<b>poterant</b>

### Future Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>erō</b>	<b>erimus</b>
<i>Second Person</i>	<b>eris</b>	<b>eritis</b>
<i>Third Person</i>	<b>erit</b>	<b>erunt</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>poterō</b>	<b>poterimus</b>
<i>Second Person</i>	<b>poteris</b>	<b>poteritis</b>
<i>Third Person</i>	<b>poterit</b>	<b>poterunt</b>

### Perfect Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>fuī</b>	<b>fuimus</b>
<i>Second Person</i>	<b>fuistī</b>	<b>fuistis</b>
<i>Third Person</i>	<b>fuit</b>	<b>fuērunt</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>potuī</b>	<b>potuimus</b>
<i>Second Person</i>	<b>potuistī</b>	<b>potuistis</b>
<i>Third Person</i>	<b>potuit</b>	<b>potuērunt</b>

## Pluperfect Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>fueram</b>	<b>fuerāmus</b>
<i>Second Person</i>	<b>fuerās</b>	<b>fuerātis</b>
<i>Third Person</i>	<b>fuerat</b>	<b>fuerant</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>potueram</b>	<b>potuerāmus</b>
<i>Second Person</i>	<b>potuerās</b>	<b>potuerātis</b>
<i>Third Person</i>	<b>potuerat</b>	<b>potuerant</b>

## Future Perfect Tense

*sum, esse, fuī, futūrus* – to be

	Singular	Plural
<i>First Person</i>	<b>fuerō</b>	<b>fuerimus</b>
<i>Second Person</i>	<b>fueris</b>	<b>fueritis</b>
<i>Third Person</i>	<b>fuerit</b>	<b>fuerint</b>

*possum, posse, potuī* – to be able

	Singular	Plural
<i>First Person</i>	<b>potuerō</b>	<b>potuerimus</b>
<i>Second Person</i>	<b>potueris</b>	<b>potueritis</b>
<i>Third Person</i>	<b>potuerit</b>	<b>potuerint</b>



## Appendix V.iv: Verb Conjugation – Infinitives

### First Conjugation

*Present Active Infinitive*

**amāre** – to love

*Present Passive Infinitive*

**amārī** – to be loved

*Perfect Active Infinitive*

**amāvisse** – to have loved

### Second Conjugation

*Present Active Infinitive*

**docēre** – to teach

*Present Passive Infinitive*

**docērī** – to be taught

*Perfect Active Infinitive*

**docuisse** – to have taught

### Third Conjugation

*Present Active Infinitive*

**agere** – to do

*Present Passive Infinitive*

**agī** – to be done

*Perfect Active Infinitive*

**ēgisse** – to have done

### Fourth Conjugation

*Present Active Infinitive*

**audire** – to hear

*Present Passive Infinitive*

**audīrī** – to be heard

*Perfect Active Infinitive*

**audīvisse** – to have heard

### Irregular Verbs

*Present Active Infinitive*

**esse** – to be

*Perfect Active Infinitive*

**fuisse** – to have been

*Present Active Infinitive*

**posse** – to be able

*Perfect Active Infinitive*

**potuisse** – to have been able

# Glossa Latīna

## Part of Speech Key

**Adj.** = Adjective

**Adv.** = Adverb

**C** = Conjunction

**I** = Interjection

**N** = Noun

**Prep.** = Preposition

**Pro.** = Pronoun

**V** = Verb

## A

**ā/ab** *Prep.* – *with Ablative:* (away) from, by

**abdūcō, abdūcere, abdūxī, abductus** *V* – I lead away, to lead away, I led away, led away

**absum, abesse, āfuī, āfutūrus** *V* – I am absent, to be absent, I was absent, about to be absent

**acatus, acatī** *N (f.)* – boat

**accipiō, accipere, accēpī, acceptus** *V* – I accept, to accept, I accepted, accepted

**ācer, ācris, ācre** *Adj.* – sharp

**āctum, āctī** *N (n.)* – act, exploits (plural)

**ad** *Prep.* – *with Accusative:* to, toward, at

**adsum, adesse, adfuī, adfutūrus** *V* – I am present, to be present, I was present, about to be present

**adulēscētia, adulēscētiaē** *N (f.)* – youth

**adveniō, advenīre, advēnī, adventum** *V* – I arrive, to arrive, I arrived, there was an arrival (impersonal)

**aeger, aegra, aegrum** *Adj.* – sick, unsound

**aenigma, aenigmatīs** *N (n.)* – riddle

**aequus, -a, -um** *Adj.* – equal, fair

**aestās, aestātis** *N* (f.) – summer

**aetās, aetātis** *N* (f.) – lifetime, age

**ager, agrī** *N* (m.) – field

**agmen, agminis** *N* (n.) – troop (group of soldiers)

**agō, agere, ēgī, āctus** *V* – I do, to do, I did, done

**agricola, agricolae** *N* (m.) – farmer

**āit, āiunt** *Defective Verb* – it says, they say; it claims, they claim

**alnus, alnī** *N* (f.) – alder tree

**alō, alere, aluī, altus** *V* – I nourish, to nourish, I nourished, nourished

**altar, altāris** *N* (n.) – altar

**altus, -a, -um** *Adj.* – high, tall, deep (sea)

**ambulō, ambulāre, ambulāvī, ambulātus** *V* – I walk, to walk, I walked, walked

**amīca, amīcae** *N* (f.) – friend (female)

**amīcitia, amīcitiae** *N* (f.) – friendship

**amīcus, -a, -um** *Adj.* – friendly

**amīcus, amīcī** *N* (m.) – friend (male)

**āmittō, āmittere, āmīsī, āmissus** *V* – I send away, to send away, I sent away, sent away

**amō, amāre, amāvī, amātus** *V* – I love, to love, I loved, loved

**amor, amōris** *N* (m.) – love

**anca, ancae** *N* (c.) – goose

**animal, animālis** *N* (n.) – animal

**ante** *Prep.* – *with Accusative*: before

**antīquus, -a, -um** *Adj.* – old, ancient

**aqua, aquae** *N (f.)* – water

**arānea, arāneae** *N (f.)* – spider

**arbor, arboris** *N (f.)* – tree

**arma, armōrum** *N (n. pl.)* – arms, weapons

**armiger, armigerī** *N (m.)* – squire

**arō, arāre, arāvī, arātus** *V* – I till, to till, I tilled, tilled

**ars, artis** *N (f.)* – art, skill

**arx, arcis** *N (f.)* – citadel, stronghold

**asinus, asinī** *N (m.)* – donkey

**asper, aspera, asperum** *Adj.* – harsh, bitter

**astrum, astrī** *N (n.)* – star

**āter, ātra, ātrum** *Adj.* – dark, gloomy

**athlēta, athlētae** *N (m.)* – athlete

**audāx (Genitive Singular = audācis)** *Adj.* – bold, daring, audacious

**audeō, audēre, ausus sum** *V* – I dare, to dare, I dared

**audiō, audīre, audīvī, audītus** *V* – I hear, to hear, I heard, heard

**aura, aurae** *N (f.)* – breeze

**aurīga, aurīgae** *N (m.)* – charioteer

**aut** *C* – or; **aut...aut** = either...or

**autem** *C* – however, on the other hand

**avārus, -a, -um** *Adj.* – greedy

**avia, aviae** *N (f.)* – grandmother

## **B**

**beātus, -a, -um** *Adj.* – fortunate, blessed

**bellum, bellī** *N (n.)* – war

**bene** *Adv.* – well

**bonus, -a, -um** *Adj.* – good

**brevis, breve** *Adj.* – short, brief

## **C**

**cadō, cadere, cecidī, cāsum** *V* – I fall, to fall, I fell, there was a falling (impersonal)

**caelum, caelī** *N (n.)* – sky

**caementa, caementōrum** *N (n. pl.)* – rubble

**calefaciō, calefacere, calefēcī, calefactus** *V* – I warm, to warm, I warmed, warmed

**canis, canis** *N (c.)* – dog

**cantō, cantāre, cantāvī, cantātus** *V* – I sing, to sing, I sang, sung

**caper, caprī** *N (m.)* – he-goat

**capiō, capere, cēpī, captus** *V* – I capture, to capture, I captured, captured

**capra, caprae** *N (f.)* – she-goat

**carcer, carceris** *N (m.)* – prison

**careō, carēre, caruī, caritus** *V* – I lack, to lack, I lacked, lacked

**cārus, -a, -um** *Adj.* – dear

**casa, casae** *N* (f.) – hut, cabin

**cassus, -a, -um** *Adj.* – deprived (of), devoid (of)

**causa, causae** *N* (f.) – cause, reason

**caveō, cavēre, cāvī, cautus** *V* – I avoid, to avoid, I avoided, avoided

**cēdrus, cēdrī** *N* (f.) – cedar tree

**celer, celeris, celere** *Adj.* – fast

**celeritās, celeritātis** *N* (f.) – speed

**cēlō, cēlāre, cēlāvī, cēlātus** *V* – I hide, to hide, I hid, hidden

**cēna, cēnae** *N* (f.) – dinner

**cerasus, cerasī** *N* (f.) – cherry tree

**cernō, cernere, crēvī, crētus** *V* – I decide, to decide, I decided, decided

**certus, -a, -um** *Adj.* – certain, reliable

**cervus, cervī** *N* (m.) – deer

**cessō, cessāre, cessāvī, cessātus** *V* – I stop, to stop, I stopped, stopped

**ceterus, -a, -um** *Adj.* – the other (singular), the rest (plural)

**cinis, cineris** *N* (m.) – ash, ember

**circum** *Prep.* – *with Accusative:* around

**cito** *Adv.* – quickly

**citrus, citrī** *N* (f.) – lemon tree

**cīvilitās, cīvilitātis** *N* (f.) – courtesy

**cīvis, cīvis** *N* (c.) – citizen

**clādēs, clādis** *N* (f.) – disaster, ruin

**clāmō, clāmāre, clāmāvī, clāmātus** *V* – I shout, to shout, I shouted, shouted

**clārō, clārāre, clārāvī, clārātus** *V* – I light up, to light up, I lit up, lit up

**clārus, -a, -um** *Adj.* – clear, famous

**clepta, cleptae** *N* (m.) – thief

**coepī, coepisse** *V* – I began, to have begun

**cōgitō, cōgitāre, cōgitāvī, cōgitātus** *V* – I think, to think, I thought, thought

**cognōscō, cognōscere, cognōvī, cognitus** *V* – I recognize, to recognize, I recognized, recognized

**cohors, cohortis** *N* (f.) – cohort (1/10 of a legion)

**collēga, collēgae** *N* (m.) – colleague

**colō, colere, coluī, cultus** *V* – I cultivate, to cultivate, I cultivated, cultivated

**color, colōris** *N* (m.) – color

**comperiō, comperīre, comperī, compertus** *V* – I discover, to discover, I discovered, discovered

**concors (Genitive Singular = concordis)** *Adj.* – peaceful, harmonious

**cōnsilium, cōnsiliī** *N* (n.) – advice

**cōnsul, cōnsulis** *N* (m.) – consul

**contentus, -a, -um** *Adj.* – content, satisfied

**contineō, continēre, continuī, contentus** *V* – I hold, to hold, I held, held

**convīva, convīvae** *N* (c.) – guest

**cor, cordis** *N* (n.) – heart

**corōna, corōnae** *N* (f.) – crown

**corpus, corporis** *N* (n.) – body

**crās** *Adv.* – tomorrow

**crēdō, crēdere, crēdidī, crēditus** *V* – I trust, to trust, I trusted, trusted; I believe, to believe, I believed, believed (*with Dative direct object*)

**creō, creāre, creāvī, creātus** *V* – I create, to create, I created, created

**cremō, cremāre, cremāvī, cremātus** *V* – I burn, to burn, I burned, burnt

**crīmen, crīminis** *N* (n.) – crime

**culpa, culpae** *N* (f.) – fault

**cultus, -a, -um** *Adj.* – cultivated; groomed, elegant

**cum** *Prep.* – *with Ablative*: with

**cūra, cūrae** *N* (f.) – care, concern

**cūrō, cūrāre, cūrāvī, cūrātus** *V* – I care for, to care for, I cared for, cared for

**custōdiō, custōdīre, custōdīvī, custōditus** *V* – I guard, to guard, I guarded, guarded

**custōs, custōdis** *N* (c.) – guard

## D

**dē** *Prep.* – *with Ablative*: down from, about

**dea, deae** *N* (f.) – goddess

**dēbeō, dēbere, dēbuī, dēbitus** *V* – I owe, to owe, I owed, owed; I should

**dēdicō, dēdicāre, dēdicāvī, dēdicātus** *V* – I dedicate, to dedicate, I dedicated, dedicated

**dēfendō, dēfendere, dēfendī, dēfēnsus** *V* – I defend, to defend, I defended, defended



**deinde** *Adv.* – afterward

**dēmōnstrō, dēmōnstrāre, dēmōnstrāvī, dēmōnstrātus** *V* – I show, to show, I showed, shown

**dēsūm, dēesse, dēfuī, dēfutūrus** *V* – I fail, to fail, I failed, about to fail (*with Dative of person disappointed or in + Ablative*)

**deus, deī** *N* (m.) – god

**dexter, dextra, dextrum** *Adj.* – right

**dīcō, dīcere, dīxī, dīctus** *V* – I say, to say, I said, said

**dictō, dictāre, dictāvī, dictātus** *V* – I dictate, to dictate, I dictated, dictated

**difficilis, difficile** *Adj.* – difficult

**discipula, discipulae** *N* (f.) – student (female)

**discipulus, discipulī** *N* (m.) – student (male)

**discō, discere, didicī** *V* – I learn, to learn, I learned

**diū** *Adv.* – for a long time, all day

**dīvitiae, dīvitiārum** *N* (f. pl.) – riches, wealth

**doceō, docēre, docuī, doctus** *V* – I teach, to teach, I taught, taught

**doctus, -a, -um** *Adj.* – learned

**dō, dare, dedī, datus** *V* – I give, to give, I gave, given

**doleō, dolēre, doluī, dolitus** *V* – I grieve, to grieve, I grieved, grieved

**dolor, dolōris** *N* (m.) – pain

**dominus, dominī** *N* (m.) – master

**domus, domī** *N* (f.) – home

**dōnō, dōnāre, dōnāvī, dōnātus** *V* – I bestow, to bestow, I bestowed, bestowed

**dōnum, dōnī** *N* (n.) – gift

**dormiō, dormīre, dormīvī, dormītus** *V* – I sleep, to sleep, I slept, asleep

**drāma, drāmatis** *N* (n.) – play

**dūcō, dūcere, dūxī, ductus** *V* – I lead, to lead, I led, led

**dulcis, dulce** *Adj.* – sweet, pleasant

**dum** *C* – while; *Adv.* – yet

**dūrus, -a, -um** *Adj.* – tough, hardened, durable

**dux, ducis** *N* (c.) – general, leader

## **E**

**ēlex** *Prep.* – *with Ablative*: from, out of

**ebur, eboris** *N* (n.) – ivory

**ēducō, ēducāre, ēducāvī, ēducātus** *V* – I educate, to educate, I educated, educated

**efflōrēscō, efflōrēscere, efflōruī** *V* – I bloom, to bloom, I bloomed

**effugiō, effugere, effūgī, effugitūrus** *V* – I escape, to escape, I escaped, about to escape

**ego** *Pro.* – I

**epistula, epistulae** *N* (f.) – letter (written communication)

**eques, equitis** *N* (m.) – knight

**equus, equī** *N* (m.) – horse

**et** *C* – and; **et...et** = both...and; *Adv.* – too, also, as well, even

**excellētia, excellētiaē** *N* (f.) – excellence

**excitō, excitāre, excitāvī, excitātus** *V* – I wake, to wake, I woke, woken

**exemplar, exemplāris** *N* (n.) – model

**exemplum, exemplī** *N* (n.) – example

**exerceō, exercēre, exercuī, exercitus** *V* – I train, to train, I trained, trained

**expōnō, expōnere, exposuī, expositus** *V* – I display, to display, I displayed, displayed

**extrā** *Prep.* – *with Accusative*: outside of, beyond

## **F**

**faber, fabrī** *N* (m.) – smith

**fabricō, fabricāre, fabricāvī, fabricātus** *V* – I build, to build, I built, built; I forge, to forge, I forged, forged

**fābula, fābulae** *N* (f.) – story

**facilis, facile** *Adj.* – easy

**faciō, facere, fēcī, factus** *V* – I make, to make, I made, made; I do, to do, I did, done

**factum, factī** *N* (n.) – deed

**fāgus, fāgī** *N* (f.) – beech tree

**fallō, fallere, fefellī, falsus** *V* – I deceive, to deceive, I deceived, deceived

**famula, famulae** *N* (f.) – servant (female)

**famulus, famulī** *N* (m.) – servant (male)

**fār, farris** *N* (n.) – meal (flour)

**fēlēs, fēlis** *N* (f.) – cat

**fēlīx** (*Genitive Singular* = *fēlīcis*) *Adj.* – happy, fortunate

**fēmina, fēminae** *N* (f.) – woman

**filia, filiae** *N* (f.) – daughter

**filius, filii** *N* (m.) – son

**fīnis, finis** *N* (m.) – end, boundary

**flamma, flammae** *N* (f.) – flame

**flō, flāre, flāvī, flatus** *V* – I blow, to blow, I blew, blown

**flōs, flōris** *N* (m.) – flower

**flūctuō, flūctuāre, flūctuāvī, flūctuātus** *V* – I toss, to toss, I tossed, tossed

**flūmen, flūminis** *N* (n.) – stream, river

**fluō, fluere, fluxī, fluctus (fluxus)** *V* – I flow, to flow, I flowed, (over)flowed

**fodiō, fodere, fōdī, fōssus** *V* – I dig, to dig, I dug, dug

**folium, foliī** *N* (n.) – leaf

**fortis, forte** *Adj.* – strong

**fortūna, fortūnae** *N* (f.) – fortune, luck

**fōrum, fōrī** *N* (n.) – public square (Forum)

**frāter, frātris** *N* (m.) – brother

**fraxinus, fraxinī** *N* (f.) – ash tree

**fugiō, fugere, fūgī, fugitūrus** *V* – I flee, to flee, I fled, about to flee

**fulmen, fulminis** *N* (n.) – lightning bolt

**fundō, fundere, fūdī, fūsus** *V* – I pour, to pour, I poured, poured

## G

**gallīna, gallīnae** *N* (f.) – hen

**gallus, gallī** *N* (m.) – rooster

**garrulus, -a, -um** *Adj.* – talkative

**gaudeō, gaudēre, gāvīsus sum** *V* – I rejoice, to rejoice, I rejoiced

**genus, generis** *N* (n.) – kind, type

**germāna, germānae** *N* (f.) – sister

**germānus, germānī** *N* (m.) – brother

**gerō, gerere, gessī, gestus** *V* – I wage, to wage, I waged, waged

**gestō, gestāre, gestāvī, gestātus** *V* – I wear, to wear, I wore, worn; I carry, to carry, I carried, carried

**gladius, gladii** *N* (m.) – sword

**Graecus, -a, -um** *Adj.* – Greek

**grammatista, grammatistae** *N* (m.) – grammarian

## H

**haereō, haerēre, haesī, haesus** *V* – I hesitate, to hesitate, I hesitated, stuck

**habeō, habēre, habuī, habitus** *V* – I have, to have, I had, had

**hasta, hastae** *N* (f.) – spear

**herī** *Adv.* – yesterday

**hīc** *Adv.* – here

**hiemō, hiemāre, hiemāvī, hiemātus** *V* – I spend the winter, to spend the winter, I spent the winter, wintered

**historia, historiae** *N* (f.) – history

**hodiē** *Adv.* – today

**homō, hominis** *N* (c.) – human

**hōra, hōrae** *N* (f.) – hour

**hortus, hortī** *N* (m.) – garden

**hostis, hostis** *N* (m.) – enemy (of the State); plural = The Enemy

**hūmānus, -a, -um** *Adj.* – human, kind

**humus, humī** *N* (f.) – ground

**hybrida, hybridae** *N* (c.) – hybrid

## I

**iaciō, iacere, iēcī, iactus** *V* – I throw, to throw, I threw, thrown

**iam** *Adv.* – already, by now

**igitur** *Adv.* – then, therefore

**ignis, ignis** *N* (m.) – fire

**immortālis, immortalē** *Adj.* – immortal

**in** *Prep.* – *with Ablative*: in, on; *with Accusative*: into, onto, against

**incipiō, incipere, incēpī, inceptus** *V* – I start, to start, I started, started

**incohō, incohāre, incohāvī, incohātus** *V* – I begin, to begin, I began, begun

**incola, incolae** *N* (c.) – resident

**inde** *Adv.* – thenceforth, from that time on

**ingenium, ingenī** *N* (n.) – character, innate talent

**inimīcus, inimīcī** *N* (m.) – (personal) enemy (male)

**īnsula, insulae** *N* (f.) – island

**intelligō, intellegere, intelligē, intelligētus** *V* – I understand, to understand, I understood, understood

**inter** *Prep.* – *with Accusative*: between, among

**intrō, intrāre, intrāvī, intrātus** *V* – I enter, to enter, I entered, entered

**inveniō, invenire, invēnī, inventus** *V* – I find, to find, I found, found

**irrigō, irrigāre, irrigāvī, irrigātus** *V* – I water, to water, I watered, watered

**iterum** *Adv.* – again

**iubeō, iubēre, iussī, iussus** *V* – I order, to order, I ordered, ordered

**iūcundus, -a, -um** *Adj.* – pleasant, agreeable

**iungō, iungere, iunxī, iunctus** *V* – I join, to join, I joined, joined

**iūs, iūris** *N* (n.) – law, justice

**iūstitia, iūstitiae** *N* (f.) – justice

**iuvō, iuvāre, iūvī, iūtus** *V* – I help, to help, I helped, helped

## **K**

**Kalendae, Kalendārum** *N* (f. pl.) – Kalends (first day of the month)

**Karthāgo, Karthāginis** *N* (f.) – Carthage

## **L**

**labōrō, labōrāre, labōrāvī, labōrātus** *V* – I work, to work, I worked, worked

**lac, lactis** *N* (n.) – milk

**Latīnus, -a, -um** *Adj.* – Latin

**latrō, latrāre, latrāvī, latrātus** *V* – I bark, to bark, I barked, barked

**lātus, -a, -um** *Adj.* – wide, broad

**laudō, laudāre, laudāvī, laudātus** *V* – I praise, to praise, I praised, praised

**legō, legere, lēgī, lēctus** *V* – I read, to read, I read, read

**legūmen, legūminis** *N* (n.) – bean

**lēx, lēgis** *N* (f.) – law

**levis, leve** *Adj.* – light

**levō, levāre, levāvī, levātus** *V* – I relieve, to relieve, I relieved, relieved

**liber, librī** *N* (m.) – book

**līber, lībera, līberum** *Adj.* – free

**līberō, līberāre, līberāvī, līberātus** *V* – I free, to free, I freed, freed

**libet** *V* (*impersonal*) – It is pleasant...

**licet** *V* (*impersonal*) – It is permitted...

**liquefaciō, liquefacere, liquefēcī, liquefactus** *V* – I melt, to melt, I melted, melted

**litterae, litterārum** *N* (f. pl.) – literature; **littera, litterae**: letter (alphabet)

**longus, -a, -um** *Adj.* – long

**lūgeō, lūgēre, luxī, luctus** *V* – I mourn, to mourn, I mourned, mourned

**lupa, lupae** *N* (f.) – she-wolf

**lupus, lupī** *N* (m.) – he-wolf

**lūx, lūcis** *N* (f.) – light

## **M**

**magister, magistrī** *N* (m.) – teacher (male)

**magistra, magistrae** *N* (f.) – teacher (female)



**magnus, -a, -um** *Adj.* – large, great

**mālum, māli** *N* (n.) – apple

**malus, -a, -um** *Adj.* – bad, evil

**mālus, māli** *N* (f.) – apple tree

**mandō, mandere, mandī, mansus** *V* – I chew, to chew, I chewed, chewed

**maneō, manēre, mānsī, mansum** *V* – I stay, to stay, I stayed, there was a staying  
(*impersonal*)

**mare, maris** *N* (n.) – sea

**marītus, marītī** *N* (m.) – husband

**māter, mātris** *N* (f.) – mother

**mathēmatica, mathēmaticae** *N* (f.) – mathematics

**medicus, medicī** *N* (m.) – doctor

**mel, mellis** *N* (n.) – honey

**mēnsa, mēnsae** *N* (f.) – table, desk

**meus, -a, -um** *Adj.* – my, mine

**mīles, mīlitis** *N* (c.) – soldier

**miscēō, miscēre, miscuī, mixtus** *V* – I mix, to mix, I mixed, mixed

**miser, misera, miserum** *Adj.* – miserable, wretched

**mittō, mittere, mīsī, missus** *V* – I send, to send, I sent, sent

**mōlēs, mōlis** *N* (f.) – weight, difficulty

**moneō, monēre, monuī, monitus** *V* – I warn, to warn, I warned, warned

**mōns, montis** *N* (m.) – mountain

**mora, morae** *N* (f.) – delay

**mors, mortis** *N* (f.) – death

**mortālis, mortāle** *Adj.* – mortal

**mōs, mōris** *N* (m.) – custom, habit

**mox** *Adv.* – soon

**mulgeō, mulgēre, mūlsī, mulctus** *V* – I milk, to milk, I milked, milked

**multus, -a, -um** *Adj.* – much (singular), many (plural)

**mundus, mundī** *N* (m.) – world

**mūniō, mūnīre, mūnīvī, mūnītus** *V* – I fortify, to fortify, I fortified, fortified

**murmur, murmuris** *N* (n.) – murmur

**mūs, mūris** *N* (c.) – mouse, rat

**mūsica, mūsicae** *N* (f.) – music

**mūtō, mūtāre, mūtāvī, mūtātus** *V* – I change, to change, I changed, changed

## **N**

**nam** *C* – for

**nārrō, nārrāre, nārrāvī, nārrātus** *V* – I tell, to tell, I told, told

**nauta, nautae** *N* (m.) – sailor

**nāvigō, nāvigāre, nāvigāvī, nāvigātus** *V* – I sail, to sail, I sailed, sailed

**nāvis, nāvis** *N* (f.) – ship

**nec/neque** *C* – and not; **nec...nec/neque...neque** = neither...nor

**neglegō, neglegere, neglēgī, neglectus** *V* – I neglect, to neglect, I neglected, neglected

**negō, negāre, negāvī, negātus** *V* – I deny, to deny, I denied, denied

**nepōs, nepōtis** *N* (c.) – grandchild

**nesciō, nescīre, nescīvī, nescītus** *V* – I do not know, not to know, I did not know, unknown

**nihil** *N* (n.) – nothing

**nix, nivis** *N* (f.) – snow

**nōmen, nōminis** *N* (n.) – name

**nōn** *Adv.* – not

**nōndum** *Adv.* – not...yet

**nonne** *Adv.* – Surely...

**nōs** *Pro.* – we

**noster, nostra, nostrum** *Adj.* – our, ours

**novus, -a, -um** *Adj.* – new

**nox, noctis** *N* (f.) – night; **mediā nocte** = “in the dead of night”

**nūllus, -a, -um** *Adj.* – none, no

**num** *Adv.* – Surely...not

**numquam** *Adv.* – never

**nunc** *Adv.* – now

**nuntiō, nuntiāre, nuntiāvī, nuntiātus** *V* – I announce, to announce, I announced, announced

**nūper** *Adv.* – recently

**nūtrīx, nūtrīcis** *N* (f.) – nurse

## O

**ob** *Prep.* – *with Accusative*: on account of, because of

**obtineō, obtinēre, obtinui, obtentus** *V* – I obtain, to obtain, I obtained, obtained

**ōdī, ōdisse** *V* – I hate, to hate

**odium, odiū** *N* (n.) – hatred

**odor, odōris** *N* (m.) – scent, aroma, smell

**odōrifer, odōrifera, odōriferum** *Adj.* – fragrant

**officium, officiū** *N* (n.) – duty

**ōlim** *Adv.* – once (upon a time)

**omnis, omne** *Adj.* – every (singular), all (plural)

**opprimō, opprimere, oppressi, oppressus** *V* – I oppress, to oppress, I oppressed, oppressed

**oppugnō, oppugnār, oppugnāvī, oppugnātus** *V* – I attack, to attack, I attacked, attacked

**opus, operis** *N* (n.) – work

**ōra, ōrae** *N* (f.) – bank, shore, coast

**ōrātiō, ōrātiōnis** *N* (f.) – speech

**ōrātor, ōrātōris** *N* (m.) – speaker

**ōrātrīx, ōrātrīcis** *N* (f.) – speaker (female), suppliant

**Orcus, Orcī** *N* (m.) – The Underworld

**ōs, ōris** *N* (n.) – mouth

**os, ossis** *N* (n.) – bone

**ovis, ovis** *N* (f.) – sheep

## **P**

**pācifer, pācifera, pāciferum** *Adj.* – peaceful

**pānis, pānis** *N* (m.) – bread

**pap̄yrus, pap̄yrī** *N* (f.) – papyrus, paper

**parō, parāre, parāvī, parātus** *V* – I prepare, to prepare, I prepared, prepared

**pars, partis** *N* (f.) – part, piece

**parvus, -a, -um** *Adj.* – little, small

**pater, patris** *N* (m.) – father

**patientia, patientiae** *N* (f.) – patience

**patria, patriae** *N* (f.) – fatherland

**paucī, -ae, -a** *Adj.* – few

**paulus, -a, -um** *Adj.* – little, not much

**pecūnia, pecūniae** *N* (f.) – money

**per** *Prep.* – *with Accusative:* through (space), during (time)

**perfuga, perfugae** *N* (m.) – refugee

**perpetuus, -a, -um** *Adj.* – perpetual

**pēs, pedis** *N* (m.) – foot

**piger, pigra, pigrum** *Adj.* – lazy

**pīrāta, pīrātae** *N* (m.) – pirate

**plaudō, plaudere, plausī, plausus** *V* – I applaud, to applaud, I applauded, applauded

**plōrō, plōrāre, plōrāvī, plōrātus** *V* – I weep, to weep, I weep, lamented

**poena, poenae** *N* (f.) – penalty

**Poenicus, -a, -um / Pūnicus, -a, -um** *Adj.* – Punic, Carthaginian

**poēta, poētae** *N* (m.) – poet

**poētica, poēticae** *N* (f.) – poetry

**pōnō, pōnere, posuī, positus** *V* – I place, to place, I placed, placed

**pōns, pontis** *N* (m.) – bridge

**populus, populī** *N* (m.) – people

**pōpulus, pōpulī** *N* (f.) – poplar tree

**porcus, porcī** *N* (m.) – pig

**possideō, possidēre, possēdī, possessus** *V* – I possess, to possess, I possessed, possessed

**possum, posse, potuī** *V* – I am able, to be able, I was able

**post** *Prep.* – *with Accusative:* after

**postmodo** *Adv.* – shortly, presently

**potēns (Genitive Singular = *potentis*)** *Adj.* – powerful

**pōtō, pōtāre, pōtāvī, pōtus** *V* – I drink, to drink, I drank, drunk

**praebeō, praebēre, praebuī, praebitus** *V* – I offer, to offer, I offered, offered

**praeclūdō, praeclūdere, praeclūsī, praeclūsus** *V* – I block, to block, I blocked, blocked

**praemium, praemiī** *N* (n.) – reward

**praesum, praeesse, praefuī, praefutūrus** *V* – I preside over, to preside over, I presided over, about to preside over (*with Dative*)

**premō, premere, pressī, pressus** *V* – I press, to press, I pressed, pressed

**prīmus, -a, -um** *Adj.* – first

**prīncipium, prīncipiī** *N* (n.) – beginning

**prīvō, prīvāre, prīvāvī, prīvātus** *V* – I deprive, to deprive, I deprived, deprived

**prō** *Prep.* – *with Ablative*: for (the sake of), on behalf of

**problēma, problēmatis** *N* (n.) – problem, puzzle

**probō, probāre, probāvī, probātus** *V* – I recommend, to recommend, I recommended, recommended

**prōdō, prōdere, prōdidī, prōditus** *V* – I produce, to produce, I produced, produced

**prōmittō, prōmittere, prōmīsī, prōmissus** *V* – I promise, to promise, I promised, promised

**properō, properāre, properāvī, properātus** *V* – I hurry, to hurry, I hurried, hurried

**prōsum, prōdesse, prōfuī, prōfutūrus** *V* – I benefit, to benefit, I benefited, about to benefit (*with Dative*)

**prōtinus** *Adv.* – shortly

**prūdentia, prūdentiae** *N* (f.) – prudence

**prūnus, prūnī** *N* (f.) – plum tree

**puella, puellae** *N* (f.) – girl

**puer, puerī** *N* (m.) – boy

**pugnō, pugnāre, pugnāvī, pugnātus** *V* – I fight, to fight, I fought, fought

**pulcher, pulchra, pulchrum** *Adj.* – beautiful, handsome

**putō, putāre, putāvī, putātus** *V* – I think (consider), to think, I thought, thought

## Q

**quā** *Adv.* – Where?

**quando** *Adv.* – When?

**quārē** *Adv.* – Why?

**-que** *Enclitic Particle* – and

**quid** *Pro.* – What?

**quis** *Pro.* – Who?

**quō** *Adv.* – Where to?

**quōmodo** *Adv.* – How?

**quoniam** *Adv.* – since, because

**quoque** *Adv.* – also, too

**quot** *Adj. (indeclinable)* – How many?

## R

**rapiō, rapere, rapuī, raptus** *V* – I seize, to seize, I seized, seized

**rārō** *Adv.* – rarely

**ratio, ratiōnis** *N (f.)* – reason, account

**rēgīna, rēgīnae** *N (f.)* – queen

**regō, regere, rēxī, rēctus** *V* – I rule, to rule, I ruled, ruled

**respondeō, respondēre, respondi, respōnsus** *V* – I answer, to answer, I answered,  
answered

**rēx, rēgis** *N (m.)* – king

**rōbor, rōboris** *N (n.)* – oak, strength



**rogō, rogāre, rogāvī, rogātus** *V* – I ask, to ask, I asked, asked

**Rōma, Rōmae** *N* (f.) – Rome

**Rōmānus, -a, -um** *Adj.* – Roman

**rūsticus, -a, -um** *Adj.* – rustic, rural

## S

**saepe** *Adv.* – often

**sagitta, sagittae** *N* (f.) – arrow

**salīō, salīre, saluī, saltus** *V* – I jump, to jump, I jumped, jumped

**salūber, salūbris, salūbre** *Adj.* – healthy

**salūtō, salūtāre, salūtāvī, salūtātus** *V* – I greet, to greet, I greeted, greeted

**salveō, salvēre** *V* – I am well, to be well

**salvus, -a, -um** *Adj.* – safe

**sānus, -a, -um** *Adj.* – healthy, sane

**sapiēns, sapientis** *N* (m.) – wise man, philosopher; *Adj.* – wise

**sapiō, sapere, sapīvī** *V* – I taste, to taste, I tasted; I experience, to experience, I experienced

**satiō, satiāre, satiāvī, satiātus** *V* – I satisfy, to satisfy, I satisfied, satisfied

**scelus, sceleris** *N* (n.) – crime, evil deed

**scientia, scientiae** *N* (f.) – knowledge

**sciō, scīre, scīvī, scītus** *V* – I know, to know, I knew, known

**scrība, scrībae** *N* (m.) – scribe

**scrībō, scrībere, scrīpsī, scrīptus** *V* – I write, to write, I wrote, written

**secundus, -a, -um** *Adj.* – second, next, favorable

**sed** *C* – but

**sedeō, sedēre, sēdī, sēssus** *V* – I sit, to sit, I sat, set

**sedile, sedilis** *N* (n.) – seat

**semper** *Adv.* – always

**senātor, senātōris** *N* (m.) – senator

**senectūs, senectūtis** *N* (f.) – old age

**senex, senis** *N* (m.) – old man; *Adj.* – old, elderly

**sentiō, sentīre, sēnsī, sensus** *V* – I sense, to sense, I sensed, sensed

**serva, servae** *N* (f.) – slave (female)

**serviō, servīre, servīvī, servitus** *V* – I serve, to serve, I served, served

**servitūs, servitūtis** *N* (f.) – slavery, servitude

**servus, servī** *N* (m.) – slave (male)

**sevērus, -a, -um** *Adj.* – severe, serious

**sīc** *Adv.* – thus, so (in this way)

**silva, silvae** *N* (f.) – forest

**sine** *Prep.* – *with Ablative*: without

**sinister, sinistra, sinistrum** *Adj.* – left

**sitis, sitis** *N* (f.) – thirst

**socius, socii** *N* (m.) – ally, companion (male)

**sōl, sōlis** *N* (m.) – sun; **sōlis ortū** = “at sunrise;” **sōlis occāsū** = “at sunset”

**soleō, solēre, solitus sum** *V* – I am accustomed, to be accustomed, I was accustomed

**solvō, solvere, solvī, solūtus** *V* – I release, to release, I released, released

**solūtus, -a, -um** *Adj.* – released (from), free (from)

**soror, sorōris** *N* (f.) – sister

**spectō, spectāre, spectāvī, spectātus** *V* – I watch, to watch, I watched, watched

**spērō, spērāre, spērāvī, spērātus** *V* – I hope, to hope, I hoped, hoped

**stō, stāre, stetī, status** *V* – I stand, to stand, I stood, stood

**studeō, studēre, studuī** *V* – I study, to study, I studied (*with Dative direct object*)

**Stygius, -a, -um** *Adj.* – Stygian (relating to the Rive Styx)

**sub** *Prep.* – *with Ablative*: under, below; *with Accusative*: up to (from below)

**subsum, subesse, subfuī, subfutūrus** *V* – I am near, to be near, I was near, about to be near (*with Dative*)

**subter** *Prep.* – *with Ablative*: underneath, beneath; *with Accusative*: along the underside of

**sum, esse, fuī, futūrus** *V* – I am, to be, I was, about to be

**super** *Prep.* – *with Ablative*: at, upon; *with Accusative*: above, over

**supersum, superesse, superfuī, superfutūrus** *V* – I survive, to survive, I survived, about to survive (*with Dative*)

**systema, systematis** *N* (n.) – system

## T

**tacitus, -a, -um** *Adj.* – silent

**tamen** *C* – nevertheless

**tandem** *Adv.* – at last, finally

**tangō, tangere, tetigī, tactus** *V* – I touch, to touch, I touched, touched

**tata, tata** *N* (m.) – “daddy” (children’s name for their father)

**taxus, taxi** *N* (f.) – yew tree

**tēctum, tēctī** *N* (n.) – roof

**tegō, tegere, tēxī, tēctus** *V* – I cover, to cover, I covered, covered

**templum, temple** *N* (n.) – temple

**tempus, temporis** *N* (n.) – time

**tenebrae, tenebrārum** *N* (f. pl.) – darkness, shades

**teneō, tenēre, tenuī** *V* – I hold, to hold, I held

**terra, terrae** *N* (f.) – earth

**terreō, terrēre, terruī, territus** *V* – I frighten, to frighten, I frightened, frightened

**tertius, -a, -um** *Adj.* – third

**thema, thematis** *N* (n.) – theme

**timor, timōris** *N* (m.) – fear

**trahō, trahere, trāxī, tractus** *V* – I drag, to drag, I dragged, dragged

**trāns** *Prep.* – with *Accusative*: across, over

**trīstis, trīste** *Adj.* – sad

**tū** *Pro.* – you (singular)

**tunc** *Adv.* – then, at that time

**turba, turbae** *N* (f.) – crowd

**turpis, turpe** *Adj.* – shameful

**tuus, -a, -um** *Adj.* – your, yours (singular)

**tyrannus, tyrannī** *N* (m.) – tyrant

## U

**ūllus, -a, -um** *Adj.* – any

**ulmus, ulmī** *N* (f.) – elm tree

**ultimus, -a, um** *Adj.* – last

**umbra, umbrae** *N* (f.) – shadow, ghost

**unda, undae** *N* (f.) – wave

**urbs, urbis** *N* (f.) – city

**uxor, uxōris** *N* (f.) – wife

## V

**vacuus, -a, -um** *Adj.* – empty (of)

**valeō, valēre, valuī, valitus** *V* – I am strong, to be strong, I was strong, powerful

**vēnātor, vēnātōris** *N* (m.) – hunter

**veniō, venire, vēnī, ventum** *V* – I come, to come, I came, it happened (impersonal)

**verberō, verberāre, verberāvī, verberātus** *V* – I beat, to beat, I beat, beaten

**verbum, verbī** *N* (n.) – word

**vēritās, vēritātis** *N* (f.) – truth

**vērnus, -a, -um** *Adj.* – (of) spring

**vertō, vertere, vertī, versus** *V* – I turn, to turn, I turned, turned

**vērus, -a, -um** *Adj.* – true, real

**vesper, vesperī** *N* (m.) – evening, west

**vester, vestra, vestrum** *Adj.* – your (plural)

**via, viae** *N* (f.) – road, street

**videō, vidēre, vīdī, vīsus** *V* – I see, to see, I saw, seemed

**vigilō, vigilāre, vigilāvī, vigilātus** *V* – I watch, to watch, I watched, watched

**vinciō, vincīre, vīnxī, vīnctus** *V* – I bind, to bind, I bound, bound

**vincō, vincere, vīcī, victus** *V* – I conquer, to conquer, I conquered, conquered

**vinculum, vinculī** *N* (n.) – chain

**vir, virī** *N* (m.) – man

**vīsitō, vīsitāre, vīsitāvī, vīsitātus** *V* – I visit, to visit, I visited, visited

**vīta, vītae** *N* (f.) – life

**vīvō, vīvere, vīxī, vīctus** *V* – I live, to live, I lived, lived

**vix** *Adv.* – hardly, barely, scarcely

**vocō, vocāre, vocāvī, vocātus** *V* – I call, to call, I called, called

**volūmen, volūminis** *N* (n.) – scroll, volume

**vōs** *Pro.* – you (plural)

**vōx, vōcis** *N* (f.) – voice

**vulnus, vulneris** *N* (n.) – wound

**vulpēs, vulpis** *N* (f.) – fox

# Glossa Supplēmentālis I

## *Numerī Cardinālēs*

Latin	Roman Numeral	Arabic Numeral
ūnus, -a, -um	I	1
duo, duae, duo	II	2
trēs, tria	III	3
quattuor	IV/IIII	4
quīnque	V	5
sex	VI	6
septem	VII	7
octō	VIII	8
novem	IX/VIIII	9
decem	X	10
ūndecim	XI	11
duodecim	XII	12
tredecim	XIII	13

quattuordecim	XIV/XIIII	14
quīndecim	XV	15
sēdecim	XVI	16
septendecim	XVII	17
duodēvīgintī	XVIII	18
ūndēvīgintī	XIX/XVIII	19
vīgintī	XX	20
ntī ūnus / ūnus et vīgintī	XXI	21
trīgintā	XXX	30
quadrāgintā	XL/XXXX	40
quīnquāgintā	L	50
sexāgintā	LX	60
septuāgintā	LXX	70
octōgintā	LXXX	80
nōnāgintā	XC/LXXXX	90



centum	C	100
centum ūnus	CI	101
ducentī, -ae, -a	CC	200
trecentī, -ae, -a	CCC	300
quadrigentī, -ae, -a	CCCC	400
quīngentī, -ae, -a	D	500
sescentī, -ae, -a	DC	600
septingentī, -ae, -a	DCC	700
octingentī, -ae, -a	DCCC	800
nōngentī	DCCCC	900
mīlle	M	1,000
duo mīlia	MM	2,000
duo mīlia vīgintī	MMXX	2,020
duo mīlia vīgintī ūnus/ duo mīlia ūnus et vīgintī	MMXXI	2,021

## Glossa Supplēmentālis II

### *Numerī Ūrdinālēs*

<b>Latin</b>	<b>English</b>
<b>Adj.</b> prīmus, -a, -um	first
<b>Adj.</b> secundus, -a, -um	second/next
<b>Adj.</b> tertius, -a, -um	third
<b>Adj.</b> quārtus, -a, -um	fourth
<b>Adj.</b> quīntus, -a, -um	fifth
<b>Adj.</b> sextus, -a, -um	sixth
<b>Adj.</b> septimus, -a, -um	seventh
<b>Adj.</b> octāvus, -a, -um	eighth
<b>Adj.</b> nōnus, -a, -um	ninth
<b>Adj.</b> decimus, -a, -um	tenth
<b>Adj.</b> ūndecimus, -a, -um	eleventh
<b>Adj.</b> duodecimus, -a, -um	twelfth