

A PRIMER IN LATIN MORPHOLOGY
ACCORDING TO
'THE STEM METHOD'



FRESHMAN LANGUAGE
FALL 2017

38.1 Latin Nouns: Endings

	NOM	GEN	DAT	ACC	ABL
Common Endings					
Sg.	-s / — ^a N: -m / —	-i/-s	-i	-m N: -m / —	— / -e
Pl.	-i / -es N: -a	-um	-is / -bus	-s N: -a	-is / -bus

Endings by Stem Type - Singular

-a	a-	a-(i→)e	a-(i→)e	a-m	a-
-o	(o→)u-s N: (o→)u-m	ϕ-i	o-ŷ	(o→)u-m	o-
-e	e-s	e-i	e-i	e-m	e-
-u	u-s N: u-	u-s	u-i N: u-ŷ	u-m N: u-	u-
C	C-s ^b N: C-	C-is	C-i	C-em N: C-	C-e
-i	i-s / ŷs N: ŷ / (i→)e-	i-s	ŷi	ŷem N: ŷ / (i→)e-	ŷe ^c N: i-

Endings by Stem Type - Plural

-a	a-(i→)e	a-rum	ϕ-is	a-s	ϕ-is
-o	ϕ-i N: ϕ-a	o-rum	ϕ-is	o-s N: ϕ-a	ϕ-is
-e	e-ϕs	e-rum	e-bus	e-s	e-bus
-u	u-ϕs N: u-a	u-um	ŷ-ibus	u-s N: u-a	ŷ-ibus
C	C-es N: C-a	C-um	C-ibus	C-es N: C-a	C-ibus
-i	ŷes N: i-a	i-um	i-bus	ŷes N: i-a	i-bus

^aThe notation “-s / —” means that this form either takes the ending -s or remains as the bare stem.

^bLiquids (*l, r*) reject the -s (*amor-* → *amor*). Dentals (*d, t*) drop out before -s (*aestat-* → *aestas*). Usually -n drops out and the -s is lost (*leon-* → *leo*).

^cIn the ablative singular adjectives always use the bare stem, even when modifying masculine and feminine nouns: *leone gravi*.

A PRIMER IN LATIN MORPHOLOGY
ACCORDING TO “THE STEM METHOD”

Contents

Introduction	vii
First Reading: Aristotle	xvii
Second Reading: St. Augustine	xix
Third Reading: Flannery O'Connor	xxi
1 Alphabet and Pronunciation	1
2 Nominal and Verbal Sentences	9
3 Nouns, Case	11
4 *Reading: Saint Thomas Aquinas	19
5 The Genitive Case	21
6 The Nominative Case; e-Stem and u-Stem Nouns	23
7 Nominative Case: Consonant Stem Nouns	31
8 Nominative Case: i-Stem Nouns	35
9 Nominative Case: o-Stem and a-Stem Nouns	41
10 Double Stem and Ambiguous Stem Nouns	47

CONTENTS

11 o- and a-Stem Adjectives	51
12 i-Stem and Consonant Stem Adjectives	55
13 The Past, Present, and Future of <i>est</i> and <i>sunt</i>	61
14 The Progressive Indicative System of <i>sum</i> , <i>esse</i>	65
15 Compounds from <i>sum</i> , <i>esse</i> ; *Reading: Descartes	69
16 The Ablative Case	75
17 The Subjunctive Mood	81
18 The Subjunctive of <i>sum</i> , <i>esse</i>	85
19 Independent Uses of Moods; Infinitive	91
20 Mixed Verbs and the Perfect System of <i>sum</i>	97
21 Overview of the Latin Verbal System	103
22 The Common Progressive Temporal Formants	115
23 <i>eo</i> , <i>ire</i> , <i>ii (ivi)</i> , <i>itum</i>	119
24 The Accusative Case	123
25 *Readings: Newton and St. Augustine	131
26 <i>do</i> , <i>dare</i> , <i>dedi</i> , <i>datum</i> and the Dative Case	135
27 <i>fero</i> , <i>ferre</i> , <i>tuli</i> , <i>(t)latum</i>	143
28 Voice, Progressive Passive System	149
29 Middle Voice and Deponents, Perfect Passive	153
30 <i>possum</i> , <i>posse</i> , <i>potui</i> ; Complementary Infinitive	157
31 <i>volo</i> , <i>nolo</i> , <i>malo</i>	163

CONTENTS

32 Remaining Root Verbs	169
33 Long Vowel Verbs; Perfect Stem	175
34 ě-Stem Conjugation; Formation of the Prog. Stem	183
35 The Imperative Mood	191
36 Participles	195
37 Pronouns	205
38 *Review of Noun Formation	213
39 *Poetry; <i>Animula vagula blandula</i>	217
40 *Readings	219
A Appendix: Vocabulary Lists	223

Introduction

Why Another New Method of Teaching Latin

The method of teaching Latin now common in schools involves presenting the student with various lists—paradigms and glossaries, lists of the uses of the ablative or the genitive, and so on—and expecting him to avail himself of these lists in the act of reading or, more likely, of translating Latin texts. Sometimes he must also use such lists to translate into Latin. This method does almost nothing to help the student move from those lists to the acts of reading and translating. Those of us who have learned to read Latin each have our ways of bridging this gap.

But many students do not bridge the gap. The paradigm remains a long list through which they trudge each time they encounter an accusative or ablative plural. The list of subjunctive uses remains in a state of confusion and is consulted erratically. The glossary becomes the end rather than the beginning of the student's vocabulary.

The “Stem Method” of teaching Latin morphology and syntax was worked out precisely to bridge such gaps. The study demanded for this task has led back to the actual principles of the language again and again. (Very often these were not those suggested in the standard primers and grammars.) Thus this method is appropriate for those who would study grammar as a liberal art. For the liberal art of grammar, as part of the trivium, is a “way into philosophy.” It is appropriate that the student begin to learn here how to resolve things to true, proper, and, when possible, scientific causes. And though these principles were found in very learned

books, encrusted with academic jargon, they demand little more than attention to the various letters of the alphabet and to the most fundamental ways in which we speak.

By resolving to such principles, whether in morphology or syntax,¹ the unity and order and the near absence of irregularity in the Latin language are brought home forcefully. For example, the student sees very easily that the progressive system of the word *sum, esse*, despite its apparent irregularity, is formed according to very determinate rules from the root *es-*. Again, almost all subjunctive usage in subordinate clauses can be traced back to its independent uses: the potential, the optative, and the jussive. Note here that most primers do not even teach all three of these independent uses and most teach independent usage after dependent usage.

The Stem Method and Speculative Grammar

At Thomas Aquinas College the language tutorial is principally devoted to the study of speculative grammar. It is natural to wonder how the stem method serves this end, but one should first wonder about what speculative grammar is. For grammar is by its nature an art, which means it is practical. Since the practical is divided against the speculative, the very idea of a “speculative art of grammar” should be puzzling. St. Thomas Aquinas explains the meaning of this and similar expressions thus. While the practical is always ordered to action, one may consider the principles of an art in a way that is more or less directly connected to the art to which they are ordered. The art of grammar aims at the construction of fitting sentences, but some grammatical principles may be considered in a way rather removed from constructing sentences. For example, the consideration of the nature of a noun or even predication will usually be separated from the consideration of any particular sentence. To speak of speculative grammar, then, is to speak of the most universal principles of sentences. The more proximate and particular the principles, the less their consideration can be considered speculative.

But it should not be thought that the most universal principles of grammar are found merely by abstracting from any particular language. For

¹Morphology is the study of the formation of words for use in sentences. Syntax is primarily the study of the order among words or the composition of words in a sentence.

example, the nature of a noun is a prime example of what would be considered by speculative grammar, and yet the nature of a noun is not altogether the same in Latin and in English. In Latin, adjectives are not a distinct part of speech from the noun, while in English they are. To be sure, the more universal the grammatical properties, the less they will be restricted to a single language, but at most a very few principles of grammar are completely universal.

Morphology is undoubtedly a part of grammar, for the inflection of words serves to signify the properties of words by which they are able to be constructed into a sentence. Yet morphological principles are usually restricted to a single language or perhaps a single family of languages. Moreover, the principles of morphology are much closer to the construction of particular sentences than more general principles of predication, the parts of speech, syntax, and so on. So, while morphology is by its nature less speculative than syntax, the stem method aims to study morphology in as speculative a manner as possible. While other methods of presenting Latin noun morphology present nouns as being composed of a “base” and an ending, for example, the stem method identifies the true stems from which nouns are formed. Similarly, the nominative plural of *filia* and *filius* are usually presented as having different endings, but the stem method shows that each is formed by adding the ending *-i* to the stem, noting at the same time that *-i* turns to *-e* after an *a*. The point is that the more common method of teaching Latin produces the correct forms—*filiae* and *filii*—but it does not allow you to accurately consider how those forms came to be or why they are what they are. The stem method aims to do that.

The stem method books move generally from less speculative matters—still considered in as speculative a manner as possible—to the more speculative. The first semester focuses on morphology, and in fact nearly all Latin forms are introduced during this time. The second semester changes the emphasis to syntax and reading. Reading Latin texts is preferred to exercises because the constructions of the Latin language are better appreciated in their natural context than in abstract and artificial exercises. More particular constructions, many of them specific to Latin, are the first syntactical matters to be considered. These include the various uses of the cases, constructions such as indirect statement or the passive periphrastic, and various uses of the subjunctive. The most universal considerations of grammar are the focus of the second year. Readings from St. Augustine, for example, raise questions about the nature of language and its place in

the development of man's reason. Martin of Denmark's *Tractatus de modis significandi* treats of the first and most universal principles of the art of grammar, the modes of being, of understanding, and of signifying.

Morphology in the Stem Method

The name of the stem method comes from its presentation of morphology. It has already been suggested, however, that the approach to teaching Latin in the stem method is new in more ways than simply in how morphology is taught. What more generally characterizes the whole stem method is the study of principles. While certain aspects of language are matters of complex historical development, and in some cases the reasons for things is simply unknown, there are very many matters where the principles are understood and the development of the language can be presented to the intelligent student without entering into details that are of interest only to the specialist in linguistics.

The first readings in this *Primer* provide an introduction to language in general. Aristotle defines "voice" and St. Augustine defines "sign." The division of signs into natural and conventional allows one to situate language. The text by Flannery O'Connor should stimulate wonder about aspects of language with which we are all familiar but are nevertheless difficult to understand.

Latin is an inflected language, which means that words are formed generally by adding letters to a stem. Thus, morphology must be preceded by a short consideration of phonology, i.e., what are the letters of the Latin language and how they may be classified. Because the sounds that correspond to different letters are made in different parts of the mouth, it is easier to pronounce some letters after others. For this reason, there are certain phonological rules that the speakers of Latin followed that concern how letters changed due to their proximity to other letters. These rules are not presented all at once, although they may be seen together in the booklet *Latin Morphological Principles*, n. 1. Rather each principle is presented when it is first used.

Here it is worthwhile to note two things that are generally true about language. Since language is a tool of man used to accomplish a certain end, the rules of language do not have the strictness of mathematics or even of the moral life. There may be exceptions and often these are abundant. For

example, the speakers of Latin generally changed the letter *s* to *r* when it appeared between two vowels. But this does not mean that they could not tolerate an *s* between two vowels, and there are words such as *vasis* where this occurs. Still, they did make this change as a rule and there are many places where one can explain the words that do exist only by invoking this rule. Secondly, the reasons we have for doing things in language are rarely necessary, but they are still good reasons. Since the sound of the letter *r* is made with the parts of the mouth in nearly the same positions in which vowel sounds are made, it is easier to pronounce an *r* between two vowels than an *s*, which is made with the front of the mouth closed. That something is easier is a good reason to do it that way, but it does not make this necessary. In fact, sometimes it is difficult to say that one way of doing something is better than another, yet one can still be chosen over another for what makes it good. For example, the noun *sol* (“sun”) is masculine in Latin, and there is a fittingness that makes this good: one can see some similarity between the inanimate sun and masculine characteristics. But one may also see similarities of the sun to feminine characteristics and it may even be impossible to say whether the sun is more like the male than the female. Still, the likeness to the male means that there is good reason for the noun to be masculine. It must not be thought that to find the reason for things in language means to explain why they cannot be otherwise.

After the brief introduction to phonology, the morphology of nouns is introduced. A brief overview of the morphology of nouns is given below. The stem method differs by dividing the presentation of noun morphology more by case than by the classes of nouns, which are usually called declensions. A reason for this is that the endings for each case are common to the different declensions, but this is often difficult to see, especially when the declensions are presented separately. In the stem method the declensions are named not by numbers but by what characterizes each of them: the ending of the noun stem. Thus, we speak of “a-stem” nouns rather than “first declension” nouns.

After most of noun morphology has been covered, the stem method begins the consideration of verbs with a class of verbs called root verbs. These verbs are called irregular verbs in other methods, but a proper consideration of the principles of verb formation shows that root verbs are truly regular. In fact, they serve well as the prime examples of verbs from which the rules of formation can be learned. There are ten such verbs in Latin, and only after all of these have been considered are the other classes of verbs covered.

Morphology cannot be separated from syntax, since the forms of words are signs of their syntactical use. Thus, it is necessary to cover the basic syntax of each of the noun cases and the principal properties of verbs. There is a deliberate attempt to de-emphasize syntax in the *Primer* for the sake of morphology, but it is not altogether absent. Nor should it be thought that all the morphology is to be mastered as it is presented. The drills and exercises that accompany the *Primer* aim to build the habits of word formation and identification. The *Primer* moves at a rate that assumes that the student will always be reviewing and shoring up what has been previously studied even as new material is continually being presented.

An Overview of Nouns in the Stem Method

The “stem method” considers how words are formed by adding prefixes, **infixes**² and suffixes to stems. It also considers how stems are formed from roots. **Roots** are the most basic and original parts of words, usually consisting of a single syllable. Roots may be found by stripping from a word all the prefixes, infixes and suffixes that have been added to make that word. For example *am-* is the root of the noun *amor* and of the verb *amare*. It can be found by removing *-a* and *-re* from *amare* or *-or* from *amor*.³

In the vocabulary lists the entries for verbs will include the four principal parts of the verb along with the root in parentheses: for example, *habeo, habēre, habui, habitum (hab-)*. The entries for nouns will include the stem in parenthesis: for example, *mens, mentis (menti-)* f. How to use the entries to identify and make all the forms of a given noun or verb will be studied later.

²Infixes are letters added not to the beginning or end of a word but to the middle. Infixes are often called **formants**.

³Linguists use the term “root” both with more flexibility and with more precision than we will use it here. They sometimes call a root that to which something has already been added; we will call a root only that to which nothing has been added. By the term “root” linguists may also refer to something in Latin’s parent language, Indo-European. For our purposes we will consider the root only as the basis of words in Latin. Thus we will consider the Latin verb *fuī* as being derived from the root *fu-*, while a scholar of Indo-European would say that *fuī* comes from the root *bheuə-*. (The only exception to this will be when we compare Latin words to words in other languages. For example, we may say that *fuī* and “being” are derived from the same root.)

As we study nouns in the stem method, we will give little direct attention to the roots. A particular noun such as *calorem* results from the combination of a stem (*calor-*) and an ending (*-m*). Occasionally the stem or ending will be modified as they combine. Sometimes an extra vowel, called a **theme vowel**, will be inserted between the stem and ending for phonetic reasons. (The Romans apparently preferred *calorem* to *calorm*.) There are rules that govern all of this and these rules are made intelligible in part through a handful of morphological principles that can be found at the beginning of *Latin Morphological Paradigms* (LMP).

An Overview of Verbs in the Stem Method

In the stem method verbs are considered at four levels of completion. The root is the most basic and most incomplete part of the verb. The **progressive stem** and **perfect stem** are formed by adding letters to the root according to the rules studied later (cf. LMP 27.1–2). Together the progressive and perfect stems may be called the **aspect stems**, since they convey either the progressive or perfect aspect by their forms. This also distinguishes them from the ten **tense-mood stems** that are made by adding formants to the aspect stems. The formants convey **tense** (present, past, or future) and **mood** (indicative, imperative, subjunctive). Finally, the personal endings are added to convey **person** (first, second or third), **number** (singular or plural) and **voice** (active or passive). As an example we may consider the verb *amo*, *amare*, *amavi*, *amatum* (*am-*):

1. root		am-
2. aspect stems	ama-	amav-
3. tense-mood stems	ama-	amav-i-
	ama-ba-	amav-era-
	ama-bi-	amav-eri-
	ama a -e-	amav-eri-
	ama-re-	amav-isse-
4. finite verbs	e.g., amat, ametis	e.g., amaverit, amavisses

All of this is presented here as an overview. The many principles of noun and verb morphology will be covered in the chapters of the *Primer*. One may profitably refer back to this overview when working through the *Primer*.

Vocabulary in the Stem Method

Hearing or reading a word should bring to mind a meaning. When you hear a word in your mother tongue, nothing else is necessary for you to call to mind the idea by which you know the thing named by that word. As you advance in your study of Latin, it will be the case less and less that hearing or reading a Latin word will first bring to mind a word in English. You will come to understand the Latin sentence without first translating it into English, even in your mind. So from the very beginning of your study of Latin vocabulary, you should use English words as a way to understand Latin with the expectation that you will some day comprehend the Latin without the aid of English.

In the meantime, it is necessary to memorize the English equivalents of many Latin words. In fact, there are around a thousand common Latin words that you must become familiar with. The vocabulary lists in this *Primer* and in the books that follow are intended to help you learn these words systematically over the next four semesters. Each list will contain no more than twenty-five words and is presented at the end of every third chapter of this *Primer*; you should learn the words on one list in a week's time. In this way you will learn more than 300 words per semester. Every word you will regularly encounter in your reading of Latin will be on these lists. You will learn other words, even without special study, simply by looking up unfamiliar words as you encounter them in your reading. And there are many words whose meaning you can ascertain through English derivatives and cognates or by their relation to other Latin words you know.

The Latin word lists you will be given do not include English equivalents. You must have a good pocket dictionary which you use extensively. It should always be by your side or in your hand as you study and read Latin, as you will refer to it very often. Your dictionary will usually present you with many English equivalents for a single Latin word. In any language, words have many meanings or shades of meaning, and which English word best translates a Latin word will depend upon context. When you look

a Latin word up, note the range of related meanings and try to identify a principal meaning or meanings which unify the many possible English equivalents.

When learning Latin words, you must also memorize their stems. You will learn to recognize a word's stem in the chapters to come. Learning the stem is absolutely necessary for being able to recognize and form the many forms a single Latin word can take. For nouns you must also memorize their gender. One way to do this more easily is to remember a noun together with an adjective, e.g., *oratio obliqua*. The adjective's ending indicates the gender of the noun, which in this case is feminine.

Finally, while there are many concepts in language where to understand them is to learn them, there are other aspects of language that are matters of memorization. In addition to vocabulary, this is true for the forms of nouns, verbs, pronouns and adjectives (i.e., morphology). Memorization is aided by frequent, careful repetition. It is far better to study vocabulary and morphology for five to ten minutes several times a day than to spend an hour in continuous study.

First Reading: Aristotle

On The Soul, Book II, Chapter 8

Voice is a kind of sound characteristic of what has soul in it; nothing that is without soul utters voice, it being only by a metaphor that we speak of the voice of the flute or the lyre or generally of what (being without soul) possesses the power of producing a succession of notes which differ in length and pitch and timbre. The metaphor is based on the fact that all these differences are found also in voice.

Many animals are voiceless, e.g., all non-sanguineous animals and, among sanguineous animals, fish. This is just what we should expect, since voice is a certain movement of air. The fish, like those in the Achelous, which are said to have voice, really make the sounds with their gills or some similar organ. Voice is the sound made by an animal and that with a special organ. As we saw, everything that makes a sound does so by the impact of something against something else, across a space filled with air; hence it is only to be expected that no animals utter voice except those which take in air.

Once air is breathed in, the nature uses it for two different purposes, as the tongue is used both for tasting and for articulating. In that case, of the two functions, tasting is necessary for the animal's existence (hence it is found more widely distributed), while articulate speech serves its possessor's well-being. Similarly, in the former case, the nature employs the breath both as an indispensable means to the regulation of the inner temperature of the living body and also as the matter of articulate voice, for its possessor's well-being. Why its former use is indispensable must be discussed elsewhere.

The organ of respiration is the windpipe, and the organ to which this

is related as means to end is the lungs. The latter is the part of the body by which the temperature of land animals is raised above that of all others. But what primarily requires the air drawn in by respiration is not only this but the region surrounding the heart. That is why when animals breathe the air must penetrate inwards.

Voice then is the impact of the inbreathed air against the windpipe, and the agent that produces the impact is the soul as dwelling in these parts of the body. Not every sound, as we said, made by an animal is voice (even with the tongue we may merely make a sound which is not voice, or without the tongue as in coughing); what produces the impact must have soul in it and must be accompanied by an act of imagination, for voice is a sound with a meaning, and is not the result of any impact of the breath as in coughing; in voice the breath in the windpipe is used as an instrument to knock with against the walls of the windpipe. This is confirmed by our inability to speak when we are breathing either out or in—we can only do so by holding our breath; we make the movements with the breath so checked. It is clear also why fish are voiceless; they have no windpipe. And they have no windpipe because they do not breathe or take in air. Why they do not is a question belonging to another inquiry.

Second Reading: St. Augustine

On Christian Doctrine, Book I, Chapter 2

All instruction is either about things or about signs; but things are learnt by means of signs. I now use the word ‘thing’ in a strict sense, to signify that which is never employed as a sign of anything else: for example, wood, stone, cattle, and other things of that kind. Not, however, the wood which we read Moses cast into the bitter waters to make them sweet, nor the stone which Jacob used as a pillow, nor the ram which Abraham offered up instead of his son; for these, though they are things, are also signs of other things. There are signs of another kind, those which are never employed except as signs: for example, words. No one uses words except as signs of something else; and hence may be understood what I call signs: those things, to wit, which are used to indicate something else. Accordingly, every sign is also a thing; for what is not a thing is nothing at all. Every thing, however, is not also a sign. And so, in regard to this distinction between things and signs, I shall, when I speak of things, speak in such a way that even if some of them may be used as signs also, that will not interfere with the division of the subject according to which I am to discuss things first and signs afterwards. But we must carefully remember that what we have now to consider about things is what they are in themselves, not what other things they are signs of.



On Christian Doctrine, Book II, Chapter 1

As when I was writing about things, I introduced the subject with a warning against attending to anything but what they are in themselves, even though they are signs of something else, so now, when I come in its turn to discuss the subject of signs, I lay down this direction, not to attend to what they are in themselves, but to the fact that they are signs, that is, to what they signify. For a sign is a thing which, over and above the impression it makes on the senses, causes something else to come into the mind as a consequence of itself: as when we see a footprint, we conclude that an animal whose footprint this is has passed by; and when we see smoke, we know that there is fire beneath; and when we hear the voice of a living man, we think of the feeling in his mind; and when the trumpet sounds, soldiers know that they are to advance or retreat, or do whatever else the state of the battle requires. Now some signs are natural, others conventional. Natural signs are those which, apart from any intention or desire of using them as signs, do yet lead to the knowledge of something else, as, for example, smoke when it indicates fire. For it is not from any intention of making it a sign that it is so, but through attention to experience we come to know that fire is beneath, even when nothing but smoke can be seen. And the footprint of an animal passing by belongs to this class of signs. And the countenance of an angry or sorrowful man indicates the feeling in his mind, independently of his will: and in the same way every other emotion of the mind is betrayed by the tell-tale countenance, even though we do nothing with the intention of making it known. This class of signs, however, it is no part of my design to discuss at present. But as it comes under this division of the subject, I could not altogether pass it over. It will be enough to have noticed it thus far.

Third Reading: Flannery O'Connor

The Life You Save May Be Your Own (excerpt)

The old *woman* and her daughter were sitting *on their porch* when Mr. Shiftlet came *up* their road for the first time. *The old woman* *slid* to the edge of *her chair* and *leaned* forward, *shading* her eyes from the piercing sunset with her hand. The daughter could not see far in front of *her* and continued to play with her fingers. *Although* the woman lived in *this* desolate spot with *only* her daughter *and* she had *never* seen *Mr. Shiftlet before*, she could tell, *even* from a distance, *that* he was *a tramp* and *no one* to be afraid of. His left coat sleeve was folded up to show there was only *half* an arm in it, and his gaunt figure listed slightly to the side as if the breeze were pushing him. He had *on* a black town *suit* and a brown felt *hat* that was turned *up in* the front and *down in* the back and he carried a *tin* toolbox by a handle. He came on, at an amble, up her road, his face turned toward the sun which appeared to be balancing *itself* on the peak of a small mountain.

The old woman didn't change her position *until* he was almost into her yard; then she rose with one hand *fisted* on her hip. The daughter, a large girl in a short blue organdy dress, saw him all at once and jumped up and began to stamp and point and make *excited* speechless sounds.

Mr. Shiftlet stopped just inside the yard and set his box on the ground and tipped his hat at her as if she were not in the least afflicted; then he *turned* toward the old woman and *swung* the hat all the way off. He had *long black slick* hair that hung flat *from a part in the middle to beyond the tips of his ears on either side*. His face descended in forehead for more than

THIRD READING: FLANNERY O'CONNOR

half its length and ended suddenly with his features just balanced over a jutting steel-trap jaw. He seemed to be a young man but he had a look of composed dissatisfaction as if he understood life thoroughly.

“*Good evening*,” the old woman said. She was *about the size* of a cedar fence post and she had a man’s gray hat pulled *low* over her head.

The tramp stood looking at her and didn’t answer. He turned his back and faced the sunset. He swung both his whole and his short arm up and his figure formed a crooked cross. The old woman watched him with her arms folded across her chest *as if* she were the owner of the sun, and the daughter watched, her head thrust forward and her fat helpless hands hanging at the wrists. She had long pink-gold hair and eyes as blue *as* a peacock’s neck.

He held the pose for almost fifty seconds and then he picked up his box and came on to the porch and dropped *down on the bottom step*. “Lady,” he said in a firm nasal voice, “I’d give a fortune to live *where* I could see me a sun do that *every evening*.”

“Does *it ever evening*,” the old woman said and sat back down. The daughter sat down too and watched him with a *cautious, sly* look as if he were a bird that had come up very close. He leaned to one side, *rooting in his pants pocket*, and in a second he brought out a package of chewing gum and offered her a piece. She took it and unpeeled it and began *to chew* without *taking* her eyes off him. He offered the old woman a piece but she only *raised* her upper *lip* to indicate she had *no* teeth.

Mr. Shiftlet’s pale, sharp glance had already passed over everything in the yard—the pump *near the corner of the house* and the big fig tree that *three* or *four* chickens *were preparing* to roost in—and had moved to a shed where he saw the square rusted back of an automobile. “You ladies drive?” he asked.

“That car ain’t run in fifteen year,” the old woman said. “The day my husband died, it quit running.”

“Nothing is like it used to be, lady,” he said. “The world is *almost* rotten.”

“That’s right,” the old woman said. “You from *around here*?”

“*Name Tom T. Shiftlet*,” he murmured, *looking at the tires*.

“I’m pleased to meet you,” the old woman said. “*Name Lucynell Crater* and *daughter Lucynell Crater*. *What you doing around here*, Mr. Shiftlet?”

He judged the car to be about a 1928 or ’29 Ford. “Lady,” he said, and turned and gave her his full attention, “lemme tell you something. There’s one of these doctors in Atlanta that’s taken a knife and cut a human heart—

the human heart,” he repeated, leaning forward, “out of a man’s chest and held it in his hand,” and he held his hand out, palm up, as if it were slightly weighted with the human heart, “and studied it like it was a day-old chicken, and lady,” he said, allowing a *long* significant pause in which his head slid forward and his clay-colored eyes *brightened*, “he don’t know no more about it than you or me.”

“That’s right,” the old woman said.

“Why, if he was to take that knife and cut into every corner of it, he *still* wouldn’t know no more than you or me. What you want to bet?”

“Nothing,” the old woman said wisely. “*Where* you come from, Mr. Shiftlet?”

Parts of Speech

A word can be considered according to the force that it has in a particular sentence, as a “**part of the sentence.**” It can also be considered according to the force it has insofar as it is one kind of word rather than another, wherever it may appear in the sentence. In this sense we refer to a word as a “**part of speech.**”

Usually eight parts of speech are listed, though not always the same eight. In modern English we usually list the noun, pronoun, adjective, adverb, verb, preposition, conjunction, and exclamation. In some lists the participle or the article replaces one of these. (Sections 5–19 of the *Latin Syntax Guide* (LSG) list the parts of speech, though 5–10 are “parts” of the noun and 14–16 are “parts” of the verb.)

Classroom Drill 1. In the Flannery O’Connor reading above, determine what part of speech each *italicized* word is.

Parts of the Sentence

Various grammatical terms describe the role or “part” that a word or phrase plays in a sentence. Here the word or phrase is considered according to a particular role that it plays in a sentence or in a kind of sentence, such as “subject,” “predicate,” “object” and so on. Hence, different “parts of

THIRD READING: FLANNERY O'CONNOR

speech” or different forms of one “part of speech” may be the same part of a sentence.

Read in *Concepts in Latin Syntax* the accounts of the noun (found in the text preceding CLS 5–11) and the verb (found in the text preceding CLS 14–16). Then read the initial general accounts of other parts of speech (CLS 11–13 and CLS 17–19, skipping sub-sections 11.1, 11.2, etc.). Also read the accounts of the infinitive, gerund, and participle (CLS 15.1, 15.2, and 16).

Classroom Drill 2. In the Flannery O'Connor reading above, determine what part of the sentence each underlined word or phrase is. (Read “Parts of the Sentence,” the introduction to CLS 3. Look over LSG 3–4 and their subsections to see some fundamental parts of the sentence.)

1 Alphabet and Pronunciation

In Latin and English, speech is called *língua* (leen-gwa) and “tongue,” respectively. The word *língua* has an ambiguity found in the English “tongue.” It can name the organ used in speaking or the speech itself. The word “language” is a more abstract term, derived from the French word for the tongue—*langue* (lawng)—which is itself derived from the Latin *língua*. The French *langue* shares the ambiguity mentioned.

Since language is something formed by the tongue, it is worthwhile examining the most fundamental sounds formed in the Latin language by a consideration of its letters. These letters are organized for study in an alphabet. Since the Roman alphabet is used in the English language, the written symbols of the Latin language are already familiar. Many of the sounds are likewise familiar. But the naming and pronunciation of the letters of the alphabet in Latin is not the same as that in English.

The pronunciation presented here is that of “Church Latin.” Such a pronunciation has been more or less in common use in liturgical and intellectual Latin since the Middle Ages. Hence, most of the sounds are common to Romance languages, such as Spanish, Italian, French, and Portuguese. (Even English shared these long vowel sounds before the “great vowel shift” between middle and modern English.)

Distinction of Vowels and Consonants

The elements or “letters” of vocal sound are first divided into vowels and consonants. The word “vowel” is derived through French from the Latin *vocális* (voh-cah-lee) meaning “vocal” or “pertaining to the voice.” This

1. ALPHABET AND PRONUNCIATION

1.1 Latin Alphabet and Pronunciation

<i>Letter</i>	Name	Sound	<i>Letter</i>	Name	Sound
<i>A,a</i>	ah	father	<i>N,n</i>	en	no
<i>B,b</i>	be	bet	<i>O,o</i>	oh	no
<i>C,c</i>	che	cat, chill	<i>P,p</i>	pe	pet
<i>D,d</i>	deh	debt	<i>Q,q</i>	coo	question
<i>E,e</i>	eh	bet	<i>R,r</i>	er^a	thrill
<i>F,f</i>	ef	fee	<i>S,s</i>	es	see or easy
<i>G,g</i>	je	giraffe, gap	<i>T,t</i>	te	test, tootsie
<i>H,h</i>	ha	— or history	<i>V,u</i>	oo	loot
<i>I,i</i>	ēē	fee		oo^b	vote
<i>(J,j)</i>	ēē^c	yet	<i>X,x</i>	eeks	ex
<i>K,k</i>	ka	cat	<i>Y,y</i>	oopsilon	heat or hoot
<i>L,l</i>	el	lit	<i>Z,z</i>	zeta	zip
<i>M,m</i>	em	meat			

^aalso called *littera canina*, or “the dog letter”

^b*oo consonans*, or “consonant oo”

^c*ēē consonans*, or “consonant ee”

word *vocalis* is itself derived from *vox* (vohks), which means “voice.” The word “consonant,” however, is a compound from *con-* (cohn), meaning “together,” and *-sonans* (so-nahns), meaning “sounding” or “making sound.” The word is again derived from Latin through French.

This distinction must not be understood as dividing sounds perfectly. Some letters lie on the “border” between vowels and consonants. Often these are called “semi-vowels” or “semi-consonants.” Such descriptions do not refer to the fact that some written letters are sometimes sounded as vowels and at other times as consonants, as the *y* in “you” and in “why”, or the two examples of *w* in “wow”. Rather they refer to instances, often involving the very same letters, in which the sound “glides” because the position of the organs of speech changes, while “voice” or “whisper” is continued. In common such sounds can be called “vocal-glides.”

Vowels

The Latin **vowels** and **diphthongs** use sounds which all exist in English:

1.2 Vowels and Diphthongs

Vowels	Diphthongs
<i>a</i> as in f ather	<i>ae</i> or <i>oe</i> as in h ey
<i>e</i> as in m et	<i>au</i> as in o uch
<i>i</i> as in m eat	
<i>o</i> as in o pen	
<i>u</i> as in o ops	

One must be careful, especially at the beginnings of words, not to introduce the y-sound that usually precedes the English *u*: “universe,” “usual.”

When the Latin *u* follows *q*, it produces the *w* sound also found in that position in many English words: “question,” “quite.” This is unlike Spanish or French (and some Italian) pronunciations in which *qu-* is merely a *k*-sound rather than a *kw*-sound.

Consonants

The sounds of the **consonants** of the Latin language are relatively familiar. In Ecclesiastical pronunciation (or Church Latin) the following consonants differ from their English counterparts only in being slightly less distinct: **b, d, f, j, k, l, m, n, p, r, s, t, v**. Examples follow:

bos (b-oh-s) bull, cow
dos (d-oh-s) dowry, gift
fócus (foh-coos) hearth, focus of ellipse
Kalendárium (kah-lehn-dah-ree-oom)
língua (leen-gua) tongue, language
mos (mohs) custom, habit
nos (nohs) we, us
paúper (pow-pear) poor man

1. ALPHABET AND PRONUNCIATION

rósa (roh-sah) rose
sóbrius (soh-bree-oos) sober, serious
tígriis (tee-grees) tiger, tiger-skin
vínium (vee-noom) vine, wine

The consonants **c** and **g** have a varied pronunciation. Before the vowels *a*, *o*, and *u* and the diphthong *au*, they are “hard”:

cárus (kah-roos), dear, valuable
contra (cohn-trah), against
curiósitas (koo-ree-oh-see-tahs) curiosity
caúsa (kow-sah) cause
gámba (gahm-bah) hoof
Góthi (goh-tee) the Goths
gubernátor (goo-bear-nah-tohr) navigator, governor
gaúdium (gow-dee-oom) joy

These consonants are also hard before the consonants *l* or *r*: *clámor* (clah-mohr) shout, *glória* (gloh-ree-ah) glory, *crux* (kroocks) cross, *grus* (groos) crane. The same consonants are “soft” before the vowels *e* and *i* and the diphthong *ae*:

cénsus (chehn-soos) census
círcum (cheer-coom) around
caeléstis (chey-lehs-tees) celestial
génu (jeh-noo) knee
régimen (reh-jee-mehn) guidance

The consonant **t** has its usual pronunciation before an *i*, when the *i* is followed by a consonant: *tímidus* (tee-mee-doos) timid. But it too is soft, when the *i* is followed by another vowel: *caútio* (kow-tsee-oh) caution. The soft *t* adds an *s* sounds between the *t* and *i*.¹

The letter **x** represents the cluster ks: *dux* (dooks) leader.

¹An exception to this exception is when *s* immediately precedes the *t*: *quaestio*. The *t* remains hard even though followed by an *i* and a vowel.

1. ALPHABET AND PRONUNCIATION

One peculiarity of the letter **c** is its even softer character before *e*, *ae*, or *i*, and after an *s*: *scélus* (sheh-loos) crime, *sciéntia* (shee-ehn-tsee-ah) science, but *scápulae* (skah-poo-lay) shoulder blades. This is also caused by the *s* hidden in the letter *x* (ks): *excélsus* (ek-shehl-soos) high. The *x* or *s* may even belong to the previous word in the same sentence: *bonus cives* (boh-noos-shee-vehs) good citizen, *rex caelestis* (rehk-shay-lehs-tees) celestial king.

The letters **c** and **t** are “hard” when followed by an *h*: *chérubim* (keh-roo-beem), *Thómas* (tow-mahs).

The letter **g** followed by *n* results in a *y* sound *after* the *n*: *ágnus* (ahn-yoos), *mágnum* (mahn-yoom).

The letter **h** is either lightly pronounced or omitted: *hóra* (hoh-rah or oh-rah) hour. Even in ancient times this letter was sometimes not pronounced. Public inscriptions of the time often omit it, where it should be present.

The letter **j** is the consonantal form of the vowel *i*, and thus it is often written *i*. The letter is a consonant when it occurs before a vowel except at the end of a word. In the word *iustitia*, only the first *i* is a consonant. It is pronounced like the English consonantal *y*: *iústítia* (yoo-stee-tsee-ah) justice; *coniungo* (kohn-yoon-goh) I conjoin.

Likewise the letter **v** is the consonantal form of the vowel *u*. Before a vowel it is close to the English *v*, though somewhat closer to *b*: *vir* (veer) man. Sometimes the letter *v* had only a slight *w* sound. In such cases it is called a **semi-vowel**, though this is considered a kind of consonant: *cui* (kwee) to whom. When it retained this sound it was not written. As you will see, its influence was still felt in a few words.

The consonant **q** is always followed by *u*. The cluster *qu-* is pronounced “kw:” *quaéstio* (kways-tee-oh) question. Note that here *u* (just another way of writing *v*) is a semi-vowel.

Latin words derived from Greek sometimes include the letters **y** and **z** and the clusters **ph** and **ps**: *dýnamis* (dee-nah-mees) plenty, *zélus* (dseh-loos) jealous, *philosóphia* (fee-loh-soh-fee-ah) philosophy, *psálmus* (psahl-moos) psalm.

Classification of Letters

Consonants are divided in several ways. To judge which of these divisions is most fundamental, a rather difficult and disputed question, is beyond our present purpose or ability. But perhaps the most fundamental division is the division into stops, continuants, and semi-vowels (or semi-consonants).

Some consonants are called **stops** because they interrupt the breath at some part of the mouth. The other major group includes various **continuants**. These allow the breath to pass through the mouth, so that the sound can be “continued.” When the letter *v* (perhaps spelled *u*) has a full consonant sound, as in “vote” or *vinum*, it is a stop. When it has the *w* sound, as in “quite” or *quia*, it is considered a **semi-vowel**. Note that in the last two examples the letter *u* does not have its full character as a vowel. This is the only (or perhaps the principal) Latin semi-vowel.

Division of Continuants

The Latin **continuants** are of three kinds. The letters *l* and *r* are **liquids**, because they are “rolled” through the mouth: “roll,” “roast.” (These can follow stops to form clusters: *tr-*, *br-*, *dr-*, *cl-*, *gl-* and so on.) The letter *s* is called a **sibilant** because of its characteristic “hissing” sound: “sit.” The letters *m* and *n* are **nasals**, because the breath must pass through the nose: “no,” “me.” One of these is considered a “dental nasal,” the other a “labial nasal.” The following division of stops may help you judge which is which.

Division of Stops

The Latin **stops** include *b*, hard *c*, *d*, *f*, *g*, *k*, *p*, *ph-*, *qu-*, *t*, *th-*, *v*. They are further divided according to the part of the mouth used to stop the breath.² Some are **labials**, because the breath is stopped at the lips: “beast,” “pipe,” “feet,” “vice,” “philosophy” “lips,” “labial.” Those in which the breath is stopped at the teeth (including where the teeth enter

²Some of these are called fricatives: *f*, *ph*, *th* and *v*. They do not stop the breath completely, but they do obstruct the breath more than the continuants. Although this may be difficult to hear in modern English pronunciation, it is suggested by the spelling of *ph* and *th*. We are interested in phonology only insofar as it has a bearing on Latin morphology, so, for our purposes, the fricatives can be included with the stops.

into the gums) are called **dentals**: “teeth,” “dental.” (In Latin *th* is more like our *t*: “hot,” while their *t* has less “breath” in it: “hot” without the slight *h* at its end.) The breath is also stopped at the palate or roof of the mouth. These consonants are called **velars** (vee-lərs): “case,” “kid,” “queen,” “got.”

Accentuation

Latin words are never (some argue very rarely) accented on the last or “ultimate” syllable. If a word has only two syllables, it is therefore accented on the second to last, the “penultimate,” syllable: *ágnus*, *zélus*. (As in “peninsula,” a *paene* or “almost” island, the second to last syllable is the *paene* or “almost ultimate” syllable.) Words of three syllables or more may be accented on the second to last syllable or on the third to last syllable, the “antepenultimate” (“before” the “almost ultimate”), according to certain general rules. Since the rules depend upon information that is found in dictionaries but not in Latin texts, it is more useful to become habituated to accent patterns. In this manual accents will be marked for all words of three or more syllables.

Pronunciation of Words

Practice the pronunciation of the following Latin nouns, adjectives, and adverbs.

bos (b-oh-s) bull, cow
dos (d-oh-s) dowry, gift
fócus (foh-coos) hearth, focus
of ellipse
caeléstis (cheh-lehs-tees) celestial
cárus (kah-roos), dear, valuable
caúsa (kow-sah) cause
caútio (kow-tsee-oh) caution
cénsus (chehn-soos) census

círcum (cheer-coom) around
clámor (clah-mohr) shout
contra (cohn-trah), against
crux (kroocks) cross
excélsus (ek-shehl-soos) high
gaúdium (gow-dee-oom) joy
génu (jeh-noo) knee
glória (gloh-ree-ah) glory
grus (groos) crane
língua (leen-gua) tongue, language

1. ALPHABET AND PRONUNCIATION

<i>mos</i> (mohs) custom, habit	ence
<i>nos</i> (nohs) we, us	<i>sóbríus</i> (soh-bree-oos) sober, serious
<i>paúper</i> (pow-pear) poor man	<i>tígriis</i> (tee-grees) tiger, tiger-skin
<i>régímen</i> (reh-jee-mehn) guidance	<i>tímíduis</i> (tee-mee-doos) timid
<i>rósa</i> (roh-sah) rose	<i>vínúum</i> (vee-noom) vine, wine
<i>scéluis</i> (sheh-loos) crime	
<i>sciéntia</i> (shee-ehn-tsee-ah) science	
<i>bonuís cíuies</i> (boh-noos-shee-vehs) good citizen	
<i>curiósítas</i> (koo-ree-oh-see-tahs) curiosity	
<i>gubernátor</i> (goo-bear-nah-tohr) navigator, governor	
<i>rex caelestis</i> (rehk-shay-lehs-tees) celestial king	
<i>scápulae</i> (skah-poo-lay) shoulder blades	

For additional practice with pronunciation, read aloud the sentences in Chapter 3.

2 Nominal and Verbal Sentences

Read CLS I (Introduction & “Kinds of Sentence”), 1, 1.1, 1.2, 2. Predication is the most fundamental grammatical act. Through predication, a predicate—what is being said about something—is joined to a subject—what one is speaking about. As it was explained earlier (page xxiii), words and phrases become **parts of a sentence** through their role in the subject or predicate. The part of the sentence played by any word or phrase can only be determined by consideration of its context in a particular sentence. (Look over sections 3 and 4 of your *Latin Syntax Guide* to see some fundamental parts of the sentence.) The **parts of speech** are a classification of words according to their kinds without regard to the role played in a particular sentence. Any word is one or another part of speech regardless of its role in a particular sentence.

Sentences are called **nominal sentences** when the principal part of the predicate is a *nómen* (noh-mehn): “Socrates is a man.” **Verbal sentences** have some finite verb as the principal part of their predicates: “Dogs bark.” “The boy walks the dog.” This Latin grammatical term *nómen* can often be translated “noun” in grammatical considerations. But the Latin term is able to signify what are called adjectives in English as well as nouns.¹

Clearly a noun, a pronoun, an adjective, an adverb, or a prepositional phrase can complete a copulative or linking verb: “Socrates was a philosopher.” “It was you.” “Socrates was Greek.” “Socrates was here.” “Socrates was in court.” They nonetheless do so in different ways.

Often it is thought that the appositional sentence (1.1) is a form of sentence found in Latin and a few other languages, but not in English.

¹Earlier in English grammar the noun and adjective were distinguished under the names “substantive” and “adjective.”

2. NOMINAL AND VERBAL SENTENCES

This is far from true. Many English sentences use this form, and they are among the most expressive in the language: “Lousy shot.” “Boring book.” “Man overboard.” “All in order.” “Everything fine?” English does, however, use such sentences less often in formal speech than Latin does.

Some of those who recognize the appositional sentence hold that the copula is “understood.” A clear case of a word or words being understood occurs in answering many questions: “Would you like coffee or tea?” “Coffee.” In the response most of the sentence is “understood” from the question itself: “[I would like] coffee.” Is this what happens in the appositional sentence?

Perhaps a distinction between the logical order and the grammatical order is useful. In the appositional sentence, the union of subject and predicate is clearly an element of our thought and thus an element of the logical order. But it does not seem that a word is missing from the sentence. “Murder most foul!” seems to be another, more expressive way of saying “This murder was most foul.” If so, apposition (placing next to) is a sufficient cause of predication and no words are (in the grammatical order) understood.

In the English copulative sentence, the copula is generally after the subject and before the predicate: “The circle is a figure.” Word order causes the one to be subject and the other predicate, though there are exceptions, e.g. “A fine fellow he was!” In Latin, however, word order is more free. The order used in English is possible in Latin: *circulus est figura*. The more common order in Latin places the predicate after the subject and the copula last: *circulus figura est*. Again, for emphasis, as in English, the predicate may come first: *figura circulus est!*

Note that Latin does not have a definite article (“the”). Most of the sentences you have read may be taken universally or indefinitely. *Circulus figura est*: “The circle is a figure,” or “A circle is a figure.” But they may also be taken as said about a particular mathematical being. Thus one can also say: *Triangulus est rectus*. *Circulus est magnus*. “The triangle is right.” “The circle is big.”

3 Properties and Differences of Nouns; Case

Read the following sentences. Have someone listen to be sure you pronounce them correctly. Attempt to translate them.

- (1) Púnctum est síne páрте.
poonk-toom ehst see-neh pahr-teh
- (2) Púnctum est síne pártibus.
poonk-toom ehst see-neh pahr-tee-boos
- (3) Púncta sunt síne páрте.
poonk-ta soont see-neh pahr-teh
- (4) Púncta sunt síne pártibus.
poonk-ta soont see-neh pahr-tee-boos
- (5) Púnctum non hábet páрtem.
poonk-toom nohn (h)ah-beht pahr-tehm
- (6) Púncta non hábent páрtes.
poonk-ta nohn (h)ah-beht pahr-tehs
- (7) Línea est longitúdo síne latitúdine.
lee-neh-ah ehst lohn-jee-too-doh see-neh lah-tee-too-dee-neh
- (8) Líneae sunt longitúdines síne latitúdine.
lee-neh-ay soont lohn-jee-too-dee-nehs see-neh lah-tee-too-dee-neh
- (9) Extremitátes líneae sunt dúo púncta.
ehks-treh-mee-tah-tehs lee-neh-ay soont doo-oh poonk-tah
- (10) Extrémitas líneae est púnctum.
ehks-treh-mee-tahs lee-neh-ay ehst poonk-toom
- (11) Superfícies sunt longitúdines cum latitúdine.
soo-pehr-fee-chee-ehs soont lohn-jee-too-dee-nehs koom lah-tee-too-dee-neh

3. NOUNS, CASE

- (12) Extremitátes superficiéi sunt líneae.
ehks-treh-mee-tah-tehs soo-pehr-fee-chee-eh-ee soont lee-neh-ay
- (13) Extrémitas superficiéi est línea.
ehks-treh-mee-tahs soo-pehr-fee-chee-eh-ee ehst lee-neh-ah
- (14) Círculus est figúra.
cheer-coo-loos ehst fee-goo-rah
- (15) Círculi sunt figúrae.
cheer-coo-lee soont fee-goo-ray
- (16) Círculus est figúra plána.
cheer-coo-loos ehst fee-goo-rah plah-nah
- (17) Círculi sunt figúrae plánae.
cheer-coo-lee soont fee-goo-ray plah-nay
- (18) Semicírculus étiam est figúra plána.
seh-mee-cheer-coo-loos eht-see-ahm ehst fee-goo-rah plah-nah
- (19) Semicírculi étiam sunt figúrae plánae.
seh-mee-cheer-coo-lee eht-see-ahm soont fee-goo-ray plah-nay
- (20) Triángulus est figúra.
tree-ahn-goo-loos ehst fee-goo-rah
- (21) Triánguli sunt figúrae.
tree-ahn-goo-lee soont fee-goo-ray
- (22) Triángulus est figúra plána.
tree-ahn-goo-loos ehst fee-goo-rah plah-nah
- (23) Triánguli sunt figúrae plánae.
tree-ahn-goo-lee soont fee-goo-ray plah-nay
- (24) Triánguli sunt récti, obtúsi, vel acúti.
tree-ahn-goo-lee soont rehk-tee, ohb-too-see, vehl ah-coo-tee
- (25) Triángulus est réctus, obtúsus, vel acútus.
tree-ahn-goo-loos ehst rehk-toos, ohb-too-soos, vehl ah-coo-toos

Classroom Drill 1. Pronounce and translate these sentences.

Re-read *CLS* 1, 1.2. Almost all the Latin sentences written above are nominal, copulative sentences. Determine which are verbal sentences.

Classroom Drill 2. Determine what sort of predicate is used in the translation of each nominal sentence.

Case, Number, and Gender

Note that the difference between the forms “he” and “him” (or again between the forms “I” and “me”) is a difference in **case**. Case is a property of nouns that indicates the relation of the noun to other parts of a sentence: “I tickled him.” “He hit me.”

Read *CLS* 6 & 6.2. When the English pronoun is a predicate noun, it has the same form that it has when it serves as subject to a sentence: “She is my cousin.” “It was she who mentioned it to me.” In Latin this form is called the **nominative** form or the nominative **case**. With a few exceptions, the nouns and adjectives in the Latin sentences written above are in the nominative case.

In Latin the nominative case is generally distinguished from other cases by its ending. Nonetheless, the nouns and adjectives written above in the nominative do not all end in the same letter or letters. There are several reasons that this is so.

Some of the differences in ending signify **number** (singular or plural): *linea, lineae; circulus, circuli; extremitas, extremitates; punctum, puncta*. The verbs likewise change to agree with the singular or the plural. The sentences are listed to facilitate comparison of the singular and plural.

Another reason for differences in ending (within the nominative case) is the stem-ending. The **stem** is the part of the word that does not change or rarely changes (*linea-*, *circulo-*, *extremitat-*; *puncto-*). When changes occur, such changes usually result from what has been added (*circulo-* + *s* → *circulus*; *extremitat-* + *s* → *extremitas*; *puncto-* + *m* → *punctum*).

Latin nouns are classified according to **stem-ending**, that is, the letter with which the stem ends. There are five classes of nouns, usually called **declensions**. Stems that end in consonants are classified together (in the third declension) with stems that end in the vowel *i*: *extremitat-*, *longitudin-*, *animali-*. The remaining four declensions include nouns using stems ending in one of the four remaining vowels: *a, e, o, u*: *linea-*, *superficie-*, *triangulo-*, *intellectu-*.

Of these five declensions, three are most important—the *-e-* and *-u-* declensions have only a handful of nouns. Four of the five declensions can be found in the sentences written above.

3. NOUNS, CASE

Sometimes the five declensions use the same **case-endings** for the same case and number. For example, the case-ending of the singular accusative or “object” (the parallel of the English “him”) is always *-m*: *linea-m*, *punctum*, *circulu-m*, *longitudin-e-m*, *superficie-m*, *intellectu-m*.

But sometimes more than one ending is used for a case. For example, the nominative singular either takes the case-ending *-s* or takes no ending, instead using the “bare stem”: *superficie-s*, but *linea-*; *cornu-*, but *intellectu-s*; *circulu-s*, but *consul-*. The nominative plural usually uses the ancient case-ending *-es*, but in some stems a later case-ending *-i* or even (in the neuter) the case-ending *-a*: *extremitat-es* and *longitudin-es*, but *circulo-i* → *circuli* and *linea-i* → *lineae*; again, *animali-a* and *punct-a*; further, *intellectu-es* → *intellectus*; *superficie-es* → *superficies*. There are, however, never more than two possible endings for any case and number, with neuter endings introducing a third possibility in a few cases. Look at table 2 of your *Latin Morphological Paradigms* or table 38.1 on the inside of the front cover.

A final reason for differences in ending is **gender**. Gender is the signification or representation of something as if it is “masculine” or “feminine” (or perhaps “active” and “passive”). A more fundamental distinction is the representation of something as if it is animate or inanimate. Masculine and feminine are both animate, of course, while the signification of something as inanimate is called the neuter gender, as if it is “neither” masculine nor feminine.

Case-endings do not differ for masculine and feminine. These genders sometimes appear to have different case-endings. This occurs because a stem, such as the *a*-stem, is almost always associated with one gender, such as the feminine. But only the neuter has case-endings proper to itself. Further, the neuter case-endings are almost exclusively reserved to the nominative and accusative cases.

The most important grammatical characteristic of gender is its use in forming adjectives to **modify** nouns. **Agreement** demands that masculine forms of adjectives modify masculine nouns, feminine forms modify feminine nouns, and neuter forms modify neuter nouns. Thus the gender of nouns must be learned very carefully. It is useful to memorize a noun together with an adjective with a stem ending in *-a-* and *-o-*, to help identify its gender: *superficies plana*, “plane surface”; *leo superbus*, “proud lion”; *donum carum*, “expensive gift.”

Be sure you understand the following grammatical terms: agreement,

3. NOUNS, CASE

case, case-ending, declension, gender, neuter, nominative, number, stem, stem-ending.

3. NOUNS, CASE

Vocabulary List 1^a

et (et...et)	4 ^b
sed	4
vel	4
aut (aut...aut)	4
linea, lineae f. (linea-)	6
circulus, circuli m. (circulo-)	7
numerus, numeri m. (numero-)	7
punctum, puncti n. (puncto-)	7
triangulus, trianguli m. (triangulo-)	7
pars, partis (parti-) f.	22
rēctus, rēcta, rēctum (recto-)	23
ūnus, ūna, ūnum (unius)	28
duo, duae, duo (dual)	28
tres, tria	28
quattuor (indecl.)	28
quīnque (indecl.)	28
sex (indecl.)	28
septem (indecl.)	28
octō (indecl. dual)	28
novem (indecl.)	28
decem (indecl.)	28
nōn	37
etiam	38

^aA new vocabulary list appears at the end of every third chapter.

^bNumbers refer to the *Morphological Latin Word List* (MLWL).

Notes on Vocabulary List 1 In these vocabulary lists, various kinds of information are included in parenthesis. *et...et* and *aut...aut* are idiomatic uses of these words which need to be considered distinctly. *parti-* is the stem of the noun *pars*. As we will see later, it is often not easy to find the noun's stem just from looking at the dictionary entry of the noun. *unius* is the irregular genitive singular of the adjective *unus, una, unum*. The genitive singular form of an adjective is not usually part of the dictionary entry. It is included here only because it is irregular. **indecl.** means that this adjective is indeclinable, i.e., its endings do not change to reflect different number or case as most adjectives' endings do. **dual** refers to an almost lost alternative to singular and plural. The dual number refers to having two and only two of something. *octo* means "eight" and is thought of as two fours. The root of *octo* refers to the four fingers on the hand to which the thumb is opposed. One apparently showed the number eight not by using five fingers on one hand and three on the other but by holding up both hands with the thumbs folded down. (As can be seen in the notes just given, some provide useful information; others are more for the sake of taking delight in language.)

4 *Reading: Saint Thomas Aquinas

Read the following paraphrase of a passage from Saint Thomas Aquinas out loud. The meanings of several words are presented below to help you understand the passages. The meanings of some words should be obvious from English; the meanings of others should be obvious from context.

Peccátum est actus humánus malus. Peccátum nihil áliud est
peccato-m es-t actu-s humano-s malo-s peccato-m alio-d es-t
quam actus humánus malus. Et actus humánus est actus
qua-m actu-s humano-s malo-s actu-s humano-s es-t actu-s
voluntárius. Sed actus humánus malus non habet própriam
voluntario-s actu-s humano-s malo-s habe-t propria-m
mensuratióem in voluntáte. Mensúra est rátio humána vel lex
mensuration-e-m voluntat-e- mensura- es-t ratio(n)- humana- leg-s
aetérna id est rátio divína. Ergo Augustínus dicit: “Peccátum
aeterna- i-d es-t ratio(n)- divina- Augustino-s dic-i-t peccato-m
est áliquid dictum vel factum vel desiderátum contra legem
es-t aliqui-d dicto-m facto-m desiderato-m leg-e-m
aetérnam.”
aeterna-m

actus act
aliud other
aliquid something
contra against

desideratum desired
dicit says
dictum said
ergo therefore

4. *READING: SAINT THOMAS AQUINAS

factum done

habet has

lex and *legem* law

mensura measure

mensurationem measurement

nihil nothing

peccatum sin

propriam its own proper

quam (conj.) than

ratio reason

sed (conj.) but

voluntarius voluntary

voluntate will

5 The Genitive Case

It will be helpful, before studying the five classes of Latin noun-stems, to consider another case, the **possessive** or **genitive** case. This case first signifies possession but is extended to signify many other relations.

In English the possessive or genitive is formed in two ways: with an apostrophe and *-s* or with the preposition “of.” Note, however, that, while these are in some uses equivalent to one another, in other cases, they cannot be exchanged.

Note that in ancient English the genitive could be formed merely by placing it before the word to be modified and drawing the main accent away from the modified word and toward the genitive: “stóne bridge,” which is the equivalent of “bridge of stone.” This is distinct from the use of an adjective which maintains a distinct accent on both words: “a stóne brídge.”

Classroom Drill 1. Determine in which examples the two genitive forms can have the same meaning and in which they cannot.

1. “Peter’s book,” “the book of Peter”
2. “Peter’s arm,” “the arm of Peter”
3. “Peter’s fear,” “the fear of Peter”
4. “Caesar’s murder,” “the murder of Caesar”
5. “Brutus’ murder of Caesar,” “Caesar’s murder of Brutus”
6. “Love’s words,” “Words of love”
7. “Spiders’ fear,” “fear of spiders”
8. “the body’s surface,” “the surface of the body”
9. “the circumference’s curvature,” “the curvature of the circumference”

5. THE GENITIVE CASE

10. “the men’s three,” “three of the men”
11. “Caesar’s coming,” “the coming of Caesar”
12. “virtue’s desire,” “a desire of virtue”

In Latin the **genitive singular** originally took some form of *-s* ending, usually preceded by a vowel: *turri-s*, *animali-s*, *consul-is*, *nomin-is*; *cornu-s*. (Unfortunately, the nominative singular often uses an *-s* ending too: *turri-s*; *cornu-s*.) But in some stems an *-i* ending has replaced the *-s* ending: *die-i*; *cervo-i* → *cervi*; *gladio-i* → *gladii*. After *-a-*, this *-i* ending becomes *-e*: *anima-e*. Three stems take the *-i* ending: a-stems, o-stems, and e-stems.

The **genitive plural** ending is *-um*. This occurs everywhere, although the a-stems, o-stems, and e-stems have introduced an *-r-* before this ending: *nomin-um*, *ventri-um*, *cornu-um*, *puero-r-um*, *anima-r-um*, *die-r-um*.

Read CLS 10 & 10.11, 10.111–114, 10.14–17. The primary use of the genitive is to represent something as the possessor of what is signified by the noun modified by the genitive. This sense of possession leads to other senses which will be carefully studied in later chapters. At present a few secondary uses of the genitive should be noted: the father or genitor (perhaps the first use of this case chronologically), the whole, the subject of a property, the sphere to which something “belongs.”

boves agricolá-r-um, the farmers’ bulls
filius patr-is, the son of his father
filius Caesár-is, Caesar’s son
pars cápít-is, part of the head
multi milit-um, many of the soldiers
superfícies córpor-is, the body’s surface
verba amór-is, words of love
libri philosóphia-e, books of philosophy

Questions and Exercises for Chapter 5

Name _____

The genitive singular is formed by adding *-s* or *-i* to the stem. u-stem, i-stem, and consonant stem nouns add *-s* to the stem (consonant stems insert *-i-* between the stem and the ending). a-stem, o-stem, and e-stem nouns add *-i* to the stem (note that the *-i* changes to *-e* after *-a* and that the stem ending is lost from o-stem nouns).

The genitive plural is formed by adding *-um* to the stem. a-stem, o-stem, and e-stem nouns insert an *-r-* between the stem and the ending.

You need not write the words with hyphens in them.

Dictionary Entry	Stem	Genitive Singular	Genitive Plural
<i>femina, feminae</i> f.	femina-	femina-i → feminae	femina-r-um
<i>amica, amicae</i> f.	amica-		
<i>aqua, aquae</i> f.	aqua-		
<i>causa, causae</i> f.	causa-		
<i>corona, coronae</i> f.	corona-		
<i>creatura, creaturae</i> f.	creatura-		
<i>dea, deae</i> f.	dea-		
<i>nauta, nautae</i> m.	nauta-		
<i>poeta, poetae</i> m.	poeta-		
<i>amicus, amici</i> m.	amico-	amicō-i → amici	amico-r-um
<i>angelus, angeli</i> m.	angelo-		
<i>annus, anni</i> m.	anno-		
<i>filius, filii</i> m.	filio-		
<i>medicus, medici</i> m.	medico-		
<i>humus, humi</i> f.	humo-		
<i>liber, libri</i> m.	libro-		
<i>vir, viri</i> m.	viro-		
<i>argentum, argenti</i> n.	argento-		
<i>caelum, caeli</i> n.	caelo-		
<i>concilium, concilii</i> n.	concilio-		
<i>forum, fori</i> n.	foro-		
<i>dies, diei</i> f./m.	die-	die-i	die-r-um
<i>fides, fidei</i> f.	fide-		
<i>res, rei</i> f.	re-		
<i>species, speciei</i> f.	specie-		
<i>actus, actus</i> m.	actu-	actu-s	actu-um
<i>cursus, cursus</i> m.	cursu-		
<i>effectus, effectus</i> m.	effectu-		
<i>manus, manus</i> f.	manu-		
<i>cornu, cornus</i> n.	cornu-		

<i>genu, genus</i> n.	genu-		
<i>finis, finis</i> m.	fini-	fini-s	fini-um
<i>navis, navis</i> f.	navi-		
<i>piscis, piscis</i> m.	pisci-		
<i>ars, artis</i> f.	arti-		
<i>dens, dentis</i> m.	denti-		
<i>gens, gentis</i> f.	genti-		
<i>nox, noctis</i> f.	nocti-		
<i>mare, maris</i> n.	mari-		
<i>animal, animalis</i> n.	animali-		
<i>venter, ventris</i> m.	ventri-		
<i>aroma, aromatis</i> n.	aromat-	aromat-is	aromat-um
<i>drama, dramatis</i> n.	dramat-		
<i>caput, capitis</i> n.	capit-		
<i>aetas, aetatis</i> f.	aetat-		
<i>dignitas, dignitatis</i> f.	dignitat-		
<i>veritas, veritatis</i> f.	veritat-		
<i>laus, laudis</i> f.	laud-		
<i>pes, pedis</i> m.	ped-		
<i>salus, salutis</i> f.	salut-		
<i>crux, crucis</i> f.	cruc-		
<i>lex, legis</i> f.	leg-		
<i>ops, opis</i> f.	op-		
<i>princeps, principis</i> m.	princip-		
<i>consul, consulis</i> m.	consul-		
<i>sol, solis</i> m.	sol-		
<i>creator, creatoris</i> m.	creator-		
<i>inventor, inventoris</i> m.	inventor-		
<i>amor, amoris</i> m.	amor-		
<i>frater, fratris</i> m.	fratr-		
<i>nix, nivis</i> f.	niv-		
<i>carmen, carminis</i> n.	carmin-		
<i>nomen, nominis</i> n.	nomin-		
<i>multitudo, multitudinis</i> f.	multitudin-		
<i>homo, hominis</i> m.	homin-		
<i>occasio, occasionis</i> f.	occasion-		
<i>canis, canis</i> m./f.	can-		

6 The Nominative Case; e-Stem and u-Stem Nouns

As stated earlier, the Latin noun has five classes or “declensions” according to the letter with which its stem ends. Beginning in this chapter the formation of singular and plural forms of the nominative case will be examined, starting with stems ending in *-e* and *-u*.

Nominative Case Formation

There are two common methods of forming the nominative singular and two of forming the nominative plural.

The **nominative singular** is formed either by using the bare stem or by adding an *-s*.

Bare stem: *femina-*, *consul-*, and *cornu-*. Some masculine and feminine and all neuter nouns use the bare stem in the nominative singular, with some alterations and an important exception described below.

-s: *fructu-s*, *die-s*, *servo-s* → *servu-s*, *princep-s* and *turri-s*. Masculine and feminine nouns with stems in *-e* and *-u* and *-o* add an *-s* to the stem for the nominative singular.

The **nominative plural** is formed by adding *-es* or *-i/e*.

-es: *consul-es*, *princip-es*, *die-(e)s*, *turri-es* → *turres*, *fructu-es* → *fructus*

6. THE NOMINATIVE CASE; E-STEM AND U-STEM NOUNS

-i/e: servoi → servi, femina-i → feminae.

Two apparent exceptions affect neuter nouns. The *-m* ending for the neuter nominative singular of *-o-* stems, as *puncto-m* → *punctu-m*, should be understood as imported from another case, the “object” or accusative case. This will be discussed later.

The *-a* ending for virtually every neuter nominative plural may have been a former nominative singular of a collective noun with an *-a* stem. Thus, what was originally a singular ending is now used universally for neuter plural nouns. [An example of this “in reverse,” that is, a plural noun becoming singular, is “the news.” The word “news” first meant “new things.” The finite verb accompanying it was then plural. Now that “the news” is heard as a collective noun, i.e., “an assembly of reports about new things,” we use a singular verb.]

Gender

The beginning Latin student must learn to distinguish the gender of nouns. Practically speaking, gender concerns what form of an adjective can modify or be predicated of a noun. For an adjective must “agree” with the noun it modifies, or is predicated of, in gender, number, and case. Thus, we cannot, in English, say “the poetess William Blake,” although one can understand what someone who says this means: “the poet William Blake.”

More fundamental to gender is the manner of representing the thing signified. Both masculine and feminine agree in representing something as animate, while they are distinguished by something found in the two sexes. The neuter gender represents something as inanimate.

Many Latin adjectives therefore distinguish only two genders: the animate and the inanimate. These are usually described as masculine/feminine or “common” and neuter. Examples are *singularis, singulare; pluralis, plurale*. The former in each pair is common to the masculine and feminine genders; the latter in each pair is neuter. Other Latin adjectives distinguish all three genders: masculine, feminine, and neuter. Examples are *magnus, magna, magnum; acer, acris, acre*. Adjective formation will be considered after noun formation.

Two declensions of nouns contain words almost all of which are feminine: the a-declension and the e-declension. Two declensions contain words

6. THE NOMINATIVE CASE; E-STEM AND U-STEM NOUNS

almost all of which are masculine or neuter: the o-declension and the u-declension. The remaining declension—containing stems ending in *-i* and in consonants—contains very many words in all three genders.

e-Stems

There are not many Latin nouns with stems that end in *-e* (the “fifth” declension). The two most important are *dies* and *res*. It should be kept in mind that all **e-stem** nouns are feminine, though one, *dies*, is sometimes masculine. All these nouns form the nominative singular by the addition of an *-s* to the stem. The nominative plural is formed by the addition of *-es*, but the *-e* contracts with the *-e* of the stem. All the most important of these nouns are listed below. Look them up in the dictionary. Note which of these nouns are familiar to English speakers through some cognates or derivatives. (MLWL 20)

6.1 e-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
die-s	die-es → dies	dies, diei
re-s	re-es → res	res, rei
fide-s	fide-es → fides	fides, fidei
spe-s	spe-es → spes	spes, spei
specie-s	specie-es → species	species, speciei
facie-s	facie-es → facies	facies, faciei
superficie-s	superficie-es → superficies	superficies, superficiei

u-Stems

The **u-stems** (the “fourth” declension) are likewise few in number. (MLWL 19)

Masculine u-Stems

Most are masculine and these too use the nominative singular ending *-s* and the nominative plural ending *-es*. In the plural, however, the *-e* is lost. In compensation, the *-u* of the stem, which is originally short, lengthens, which is therefore called **compensatory lengthening**. The following are the important masculine nouns of this stem. Most of these can be related to English derivatives or cognates. (MLWL 19.1)

6.2 Masculine u-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
fructu-s	fructu-es → fructūs	fructus, fructūs
adventu-s	adventu-es → adventūs	adventus, adventūs
effectu-s	effectu-es → effectūs	effectus, effectūs
spiritu-s	spiritu-es → spiritūs	spiritus, spiritūs
sensu-s	sensu-es → sensūs	sensus, sensūs
visu-s	visu-es → visūs	visus, visūs
auditu-s	auditu-es → auditūs	auditus, auditūs
odoratu-s	odoratu-es → odoratūs	odoratus, odoratūs
gustu-s	gustu-es → gustūs	gustus, gustūs
tactu-s	tactu-es → tactūs	tactus, tactūs

Feminine u-Stems

There are three significant **feminines** of the u-stem: *manus*, *tribus*, and *domus*. These add the same endings as do the masculines of this declension. Note, however, that from ancient times *domus* has been declined partly as a noun of the u-declension and partly as a noun of the o-declension (cf. MLWL 21). The nominative forms take the *-s* ending in the singular and the *-es* ending in the plural. English derivatives will make the meanings of these nouns easy to remember. (MLWL 19.2)

6. THE NOMINATIVE CASE; E-STEM AND U-STEM NOUNS

6.3 Feminine u-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
domu-s	domu-es → domūs	domus, domūs
manu-s	manu-es → manūs	manus, manūs
tribu-s	tribu-es → tribūs	tribus, tribūs

Neuter u-Stems

Two neuter nouns of the u-stem are of some importance. These nouns use the other principal nominative singular ending, namely the bare stem.¹ As was mentioned earlier, the nominative plural ending *-a*, which is used for virtually all neuter nominative plurals, is not a standard Latin nominative plural ending. In origin it is probably a singular collective noun of the a-declension. Again, the meaning of these two nouns will be familiar from English cognates and derivatives.

6.4 Neuter u-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
cornū	cornu-a	cornū, cornū-s
genū	genu-a	genū, genū-s

¹The lengthening of the stem vowel may indicate that this was once a “dual” rather than a singular form. This is supported by these two most important instances.

6. THE NOMINATIVE CASE; E-STEM AND U-STEM NOUNS

Vocabulary List 2

pater, patris (patr-) m.	14 ^a
servus, servi (servo-) m.	7
tribus, tribūs f.	19
adventus, adventūs m.	19
domus, domūs f.	19
effectus, effectūs m.	19
fructus, fructūs m.	19
manus, manūs f.	19
sensus, sensūs m.	19
spiritus, spiritūs m.	19
cornū, cornūs n.	19
genū, genūs n.	19
acies, aciei f.	20
diēs, diēi f./m.	20
facies, faciei f.	20
superficiēs, superficiēi f.	20
fides, fidei f.	20
res, rei f.	20
speciēs, speciēi f.	20
spes, spei f.	20

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

6. THE NOMINATIVE CASE; E-STEM AND U-STEM NOUNS

Notes on Vocabulary List 2 **Macrons** are placed over certain vowels to indicate that they are long by nature: *tribūs*. We will not be attending to the length of vowels at all times, but only when it is helpful for the sake of morphology. The ancient Romans did not mark vowel lengths; rather, they are the addition of later editors of Latin texts. More importantly, it is an unnecessary burden to learn the length of every vowel. And while it is possible to explain the length of most vowels in Latin words and why they shift from short to long or long to short, this is a very specialized knowledge far beyond beginning students. *servus* and *tribus* would seem to belong to the same declension if one considered only the nominative singular form. The genitive singular form shows that *servus* is an o-stem and *tribus* is a u-stem. The stem of *servō-* ends in a short *o*. The short *u* is pronounced with the mouth in almost the same position as for the short *o*, but the jaw is slightly more closed. Since the *s* sound requires the jaw to close after the short *o* sound (say, “boss”), it was natural to begin the closing of the jaw even during the vowel sound, turning the short *o* into a short *u*. (Did you say, “bah-uss”?) Thus the phonological principle (LMP 6): *ō* in a final syllable, when followed by a consonant, generally corrupts to *ū*: *servo-s* → *servus*. This is not to claim that such a corruption was necessary, but only to justify why it did occur. *cornu* and *genu* are the only two neuter u-stem nouns you will be asked to learn. *acies* and the other e-stem nouns given here are the only eight e-stems you will be asked to learn. *dies* can be either masculine or feminine, and some Latin grammars give an account of when it is masculine and when it is feminine.

Questions and Exercises for Chapter 6

Name _____

The nominative singular is formed by adding *-s* or using the bare stem. (Note that neuter *u*-stem nouns use the bare stem.)

The nominative plural is formed by adding *-es* or *-i* (as always *-i* changes to *-e* after *a*), though for neuters *-a* is used. *e*-stem nouns drop one *e* so that there are not two of them in the final form: *die-es* → *dies*. *u*-stems also drop an *e* to avoid having *-ue-* in the final form.

Dictionary Entry	Stem	Nominative Singular	Nominative Plural
<i>dies, diei</i> f./m.	die-	die-s	die-es → dies
<i>fides, fidei</i> f.	fide-		
<i>res, rei</i> f.	re-		
<i>species, speciei</i> f.	specie-		
<i>acies, aciei</i> f.	acie-		
<i>facies, faciei</i> f.	facie-		
<i>spes, spei</i> f.	spe-		
<i>superficies, superficiei</i> f.	superficie-		
<i>actus, actus</i> m.	actu-	actu-s	actu-es → actus
<i>adventus, adventus</i> m.	adventu-		
<i>apparatus, apparatus</i> m.	apparatu-		
<i>arcus, arcus</i> m.	arcu-		
<i>casus, casus</i> m.	casu-		
<i>cursus, cursus</i> m.	cursu-		
<i>effectus, effectus</i> m.	effectu-		
<i>affectus, affectus</i> m.	affectu-		
<i>defectus, defectus</i> m.	defectu-		
<i>eventus, eventus</i> m.	eventu-		
<i>exercitus, exercitus</i> m.	exercitu-		
<i>fluctus, fluctus</i> m.	fluctu-		
<i>fructus, fructus</i> m.	fructu-		
<i>gradus, gradus</i> m.	gradu-		
<i>intellectus, intellectus</i> m.	intellectu-		
<i>metus, metus</i> m.	metu-		
<i>motus, motus</i> m.	motu-		
<i>ornatus, ornatus</i> m.	ornatu-		
<i>partus, partus</i> m.	partu-		
<i>senatus, senatus</i> m.	senatu-		
<i>sensus, sensus</i> m.	sensu-		
<i>spiritus, spiritus</i> m.	spiritu-		
<i>transitus, transitus</i> m.	transitu-		

<i>tumultus, tumultus</i> m.	tumultu-		
<i>versus, versus</i> m.	versu-		
<i>vultus, vultus</i> m.	vultu-		
<i>domus, domus</i> f.	domu- (domo-)		
<i>manus, manus</i> f.	manu-		
<i>tribus, tribus</i> f.	tribu-		
<i>cornu, cornus</i> n.	cornu-		
<i>genu, genus</i> n.	genu-		

Practice a few genitives.

Dictionary Entry	Stem	Genitive Singular	Genitive Plural
<i>vita, vitae</i> f.	vita-		
<i>aqua, aquae</i> f.	aqua-		
<i>causa, causae</i> f.	causa-		
<i>oculus, oculi</i> m.	oculo-		
<i>magister, magistri</i> m.	magistro-		
<i>res, rei</i> f.	re-		
<i>species, speciei</i> f.	specie-		
<i>spes, spei</i> f.	spe-		
<i>cursus, cursus</i> m.	cursu-		
<i>versus, versus</i> m.	versu-		
<i>dens, dentis</i> m.	denti-		
<i>piscis, piscis</i> m.	pisci-		
<i>veritas, veritatis</i> f.	veritat-		
<i>lex, legis</i> f.	leg-		
<i>nomen, nominis</i> n.	nomin-		

7 Nominative Case: Consonant Stem Nouns

The declension (“third”) with stems that end in consonants or *-i* is the largest. The *i*-stem nouns are the subject of the next chapter. This chapter will distinguish the various sub-classes of consonant stems and account for the formation of the nominative singular and plural for each sub-class. As will be evident, the various consonants used to end the stems give rise to these various sub-classes, according to the classification of consonants discussed in the phonological study: stops, continuants, the semi-vowel, as well as further divisions.

Masculine/Feminine Nouns

Singular

As with all Latin nouns, the masculine and feminine nominative singulars of consonant stems are “formed” either by adding the **-s** ending (e.g., *op-s*) or by using the **bare stem** (e.g., *auctor-*).

But the nominative may also exhibit **ablaut** (e.g. *princip-s* → *princeps*, *carmin-* → *carmen*, and *patr-* → *pater*). “Ablaut” is the changing of a vowel, either in quantity or quality.

In stems ending in *-n*, the **stem ending often drops**, with or without ablaut: *latitudin-* → *latitudo* and *legion-* → *legio*.

Note also that the addition of the **-s** may **corrupt** the consonant to which the **-s** has been added: *cruc-s* → *cru \bar{x}* and *custod-s* → *custos*. All these possibilities will be studied below in detail.

7. NOMINATIVE CASE: CONSONANT STEM NOUNS

Plural

The common nominative plural ending **-es** is used.

Attempt to identify the consonant with which each stem ends by taking the *-es* ending off the nominative plural. With one important exception, this consonant must be discerned in a case other than the nominative singular. Pay attention to how these consonants differ, especially the manner in which the breath is situated and the position of the tongue in the mouth. They are presented in Tables 7.1–7.3 in three fundamental groups with various sub-groups.

7.1 Group 1: Stops

Nominative Singular	Nominative Plural	Dictionary Entry
	Labials ^{a,b} (<i>-p</i> or <i>-b</i>)	
princep-s	princip-es	princeps, principis
caeleb-s	caelib-es	caelebs, caelibis
	Dentals ^{c,d} (<i>-d</i> or <i>-t</i>)	
custod-s → custos	custod-es	custos, custodis
milit-s → miles	milit-es	miles, militis
quantitat-s → quantitas	quantitat-es	quantitas, quantitatis
virtut-s → virtus	virtut-es	virtus, virtutis
ariet-s → aries	ariet-es	aries, arietis
	Velars ^{c,e} (<i>-g</i> or <i>-c</i>)	
reg-s → rex	reg-es	rex, regis
duc-s → dux	duc-es	dux, ducis
iudic-s → iudex	iudic-es	iudex, iudicis

^aNote ablaut.

^b-s ending added to a labial stem is stable and thus each remain.

^cSome ablaut.

^d-s ending added to a dental stem is not stable. The dental disappears.

^e-s ending added to a velar stem is stable, written as the “double” consonant *-x*.

7. NOMINATIVE CASE: CONSONANT STEM NOUNS

7.2 Group 2: Continuants

Nominative Singular	Nominative Plural	Dictionary Entry
Liquids^{a,b} (-l or -r)		
consul-s → consul	consul-es	consul, consulis
dolor-s → dolor	dolor-es	dolor, doloris
honor-s → honor	honor-es	honor, honoris
pater-s → pater	patr-es	pater, patris
Sibilants^{b,c} (-s)		
flos-s → flos ^d	flos-es → flores ^e	flos, floris
cines-s → cinis	cines-es → cineres	cinis, cineris
Nasals^b (-n or -m)		
sanguin-s → sanguis ^f	sanguin-es	sanguis, sanguinis
cognition- → cognitio	cognition-es	cognitio, cognitionis
imagin- → imago	imagin-es	imago, imaginis
pan-i-s	pan-es ^g	panis, panis
hiem-s ^h	hiem-es	hiems, hiemis

^aLiquid stems reject the -s ending.

^bSome ablaut.

^cs-stems must be carefully distinguished from r-stems.

^d-s- in nom. sing.

^e-s- between two vowels became an -r-: “rhotacism of intervocalic -s-.” See LMP

1.1

^fM./f. stems in -n usually drop the stem ending. One adds the -s ending.

^gThree stems add -i- before -s (*can-i-s*, *pan-i-s*, and *iuven-i-s*) and look like i-stems.

^hThere is only one stem ending in -m; it takes the -s ending and is stable.

Neuter Nouns

All neuter nouns of the consonant declension use the bare stem in the nominative singular. Some exhibit ablaut; others do not. A few suffer loss of the final consonant. The neuter nominative plural ending is -a, and the stem is recognized by taking the -a ending off the nominative plural form. These are presented in Table 7.4.

7.3 Group 3: Semi-vowel (-v)

Nominative Singular	Nominative Plural	Dictionary Entry
bov-s → bos	bov-es	bos, bovis
gru(v)-s → grus ^a	gru(v)-es → grues	grus, gruis
nig-s → nix ^b	niv-es	nix, nivis
su(v)-s → sus ^c	su(v)-es → sues	sus, suis

^aLeft unwritten when it remained a *w* sound. Written when it became a *-v*.

^b*Nix* seems to be formed from *nig-*. The remaining forms are from *niv-*.

^cThere are only these four v-stems.

7.4 Neuter Nouns

Nominative Singular	Nominative Plural	Dictionary Entry
	Dentals (- <i>d</i> or - <i>t</i>)	
poemat- → poema ^a	poemat-a	poema, poematis
capit- → caput ^b	capit-a	caput, capitis
cord- → cor ^c	cord-a	cor, cordis
	Liquids (- <i>l</i> or - <i>r</i>)	
mell- → mel ^d	mell-a	mel, mellis
femur	femor-a	femur, femoris
	Nasals (- <i>n</i>)	
nomen ^e	nomin-a	nomen, nominis
	Sibilants (- <i>s</i>)	
genus	genes-a → gener-a ^f	genus, generis
os	oss-a ^g	os, ossis
vas	vas-a ^h	vas, vasis

^aMany neuter stems ending in *-mat* lose the *-t* in the nominative singular.

^bOne neuter t-stem retains the *-t* with ablaut.

^c*cord-* lost the *-d* whence its nominative singular ends in *-r*.

^dDouble consonants at the ends of words are contracted to a single consonant.

It is impossible to pronounce the second consonant unless it begins another syllable.

^eNeuter n-stems suffer ablaut in the nominative singular.

^fs-stems undergo “rhotacism” outside the nominative singular.

^gOne s-stem protected by a second *-s* lost in nominative singular: *oss-*.

^hAnother s-stem retains *-s* between vowels for reasons unknown: *vas-a*.

Questions and Exercises for Chapter 7

Name _____

Determine the stem for the following nouns. You can often recognize the stem by removing *-s* or *-i* from the genitive singular; however, as you know, in the genitive singular o-stems lose their stem-ending and consonant stems insert *-i-* between the stem ending and *-s* and thus look like i-stems (which means you may need to look such words up to be sure). In addition, nouns whose stem ends in *-s* will look like r-stems, since *-s-* changes to *-r-* between two vowels.

Dictionary Entry	Stem		Dictionary Entry	Stem
<i>flos, floris</i> m.	flos-		<i>lux, lucis</i> f.	
<i>fuga, fugae</i> f.			<i>ratio, rationis</i> f.	
<i>terra, terrae</i> f.			<i>homo, hominis</i> m.	
<i>venia, veniae</i> f.			<i>panis, panis</i> m.	
<i>agricola, agricolae</i> m.			<i>opus, operis</i> n.	
<i>species, speciei</i> f.			<i>hiems, hiemis</i> f.	
<i>facies, faciei</i> f.			<i>soror, sororis</i> f.	
<i>dies, diei</i> f./m.			<i>mulier, mulieris</i> f.	
<i>motus, motus</i> m.			<i>exsul, exsulis</i> m./f.	
<i>spiritus, spiritus</i> m.			<i>iudex, iudicis</i> m.	
<i>portus, portus</i> m.			<i>sanitas, sanitatis</i> f.	
<i>cornu, cornus</i> n.			<i>stigma, stigmatis</i> n.	
<i>nomen, nominis</i> n.			<i>urbs, urbis</i> f.	
<i>ius, iuris</i> n.			<i>pestis, pestis</i> m.	

Determine the dictionary entry of the following nouns from the stem. Look up those about which you are unsure.

Stem	Dictionary Entry		Stem	Dictionary Entry
flos- (m.)	flos, floris m.		color- (m.)	
die- (f./m.)			labor- (m.)	
re- (f.)			consul- (m.)	
fide- (f.)			sol- (m.)	
arcu- (m.)			greg- (m.)	
senatu- (m.)			radic- (f.)	
intellectu- (m.)			forcip- (f./m.)	
gradu- (m.)			ped- (m.)	
genu- (n.)			quiet- (f.)	
mos- (m.)			libertat- (f.)	
tempos- (n.)			humilitat- (f.)	
ordin- (m.)			niv- (f.)	
ration- (f.)			flumin- (n.)	
vision- (f.)			aromat- (n.)	

Indicate if anything special has occurred in the formation of the nominative singular of the following nouns; possibilities include ablaut, loss of the stem-ending, and corruption of the stem ending. Supply the nominative plural.

Dictionary Entry	Stem	Nominative Singular	Nominative Plural
<i>carmen, carminis</i> n.	carmin-	<i>ablaut</i>	carmina
<i>frater, fratris</i> m.	fratr-	<i>ablaut</i>	
<i>latitudo, latitudinis</i> f.	latitudin-	<i>loss of -n; ablaut</i>	
<i>legio, legionis</i> f.	legion-	<i>loss of -n</i>	
<i>crux, crucis</i> f.	cruc-	<i>corruption of -c</i>	
<i>particeps, participis</i> m.	particip-		
<i>ops, opis</i> f.	op-		
<i>paries, parietis</i> m.	pariet-		
<i>laus, laudis</i> f.	laud-		
<i>merces, mercedis</i> f.	merced-		
<i>libertas, libertatis</i> f.	libertat-		
<i>pax, pacis</i> f.	pac-		
<i>radix, radicis</i> f.	radic-		
<i>lex, legis</i> f.	leg-		
<i>exsul, exsulis</i> m.	exsul-		
<i>mel, mellis</i> n.	mell-		
<i>victor, victoris</i> m.	victor-		
<i>imperator, imperatoris</i> m.	imperator-		
<i>furor, furoris</i> m.	furor-		
<i>pubes, puberis</i> m.	pubes-		
<i>mus, muris</i> m./f.	mus-		
<i>leo, leonis</i> m.	leon-		
<i>remissio, remissionis</i> f.	remission-		
<i>solitudo, solitudinis</i> f.	solitudin-		
<i>imago, imagines</i> f.	imagin-		
<i>iuvenis, iuvenis</i> m./f.	iuven-		
<i>baptisma, baptismatis</i> n.	baptismat-		
<i>drama, dramatis</i> n.	dramat-		
<i>fel, fellis</i> n.	fell-		
<i>aes, aeris</i> n.	aes-		
<i>rus, ruris</i> n.	rus-		
<i>latus, lateris</i> n.	lates-		

8 Nominative Case: i-Stem Nouns

Latin noun stems ending in *-i* are included in the “third” declension for two closely related reasons. The Latins used identical case endings for i-stems and consonant stems. But they also had difficulty distinguishing these two stems.

Hence, a few nouns, such as *cor*, *cordis*, can be called “mixed” stems. In most cases where there is some difference, the stem ends in *-d* (e.g., *cord-a*), but in one case it ends in *-i* (*cordi-um*). Thus, *cor* looks like a consonant stem in the ablative singular (*corde*, not *cordi*) and nominative and accusative plural (*corda*, not *cordia*), while it looks like an i-stem in the genitive plural (*cordium*, not *cordum*). See MLWL 21.

I-stem nouns are divided into different groups as an aid to distinguishing them from consonant stems. There are two principles of division. Masculine and feminine nouns are alike one another but different from neuter nouns. Those nouns that have the same number of syllables in their nominative and genitive singular forms are called parisyllabic and distinguished from those that have a different number of syllables in these two forms. See MLWL 8. It is easy to distinguish parisyllabic i-stems from consonant stems, but it may be difficult to distinguish imparisyllabic i-stems from consonant stems. See MLWL 22.4 and 22.5.

Masculine and Feminine i-Stems

The i-stems exhibit the normal nominative masculine and feminine case endings: *-s* for the singular and *-es* for the plural. But the plural suffers loss of the *-i* from the stem and a resultant compensatory lengthening of

8. NOMINATIVE CASE: I-STEM NOUNS

the *-e* of the ending: *turri-es* → *turrēs*, *hosti-es* → *host-ēs*, *fini-es* → *fin-ēs*. Thus the stem cannot be identified in the nominative plural.

Standard or Parisyllabic Masc. and Fem. i-Stems

Because the i-stems form the nominative singular for masculine and feminine nouns by adding the common ending *-s*, most nominatives of this stem end in *-is*. This results in a characteristic dictionary entry: *turris, turris*; *hostis, hostis*; *finis, finis*. (MLWL 8.1)

8.1 Standard or Parisyllabic Masc. and Fem. i-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
tussi-s	tussi-es → tuss-ēs	tussis, tussis
turri-s	turri-es → turr-ēs	turris, turris

These i-stems are called “parisyllabic” (*par* means “equal” or “even”) because the two parts of the dictionary entry have an equal number of syllables. There are, however, three n-stems whose dictionary entries are indistinguishable from the standard masculine and feminine i-stems. These three n-stems are *canis, canis*; *iuvenis, iuvenis*, and *panis, panis*. (See MLWL 18.3.) Any other consonant stem that would have a nominative singular form with an *-i* in the last syllable would not be parisyllabic: e.g., *lapis, lapidis* (*lapid-*).

Imparisyllabic Masc. and Fem. i-Stems

Often the *-i* of the stem was lost in two syllable stems: *urbi-s* → *urbs* or *dōti-s* → *dōs*. The nominative singular form then has one syllable while the genitive singular has two. This group of i-stems is thus named “imparisyllabic,” and there are many consonant stems that have a dictionary entry that is indistinguishable from an imparisyllabic i-stem: *nox, noctis* (*nocti-*) vs. *vox, vocis* (*voc-*); *dos, dotis* (*doti-*) vs. *flos, floris* (*flos-*). See MLWL 22.4. These will be further discussed in chapter 10.

Only i-stems with a long vowel in the first syllable could lose the stem ending and become imparisyllabic. The vowel might be long by nature (*dōti-*, *plēbi-*) or it might be long “by position,” which means that it was

8. NOMINATIVE CASE: I-STEM NOUNS

short in itself but pronounced long because it was followed by two consonants (*děnti-*, *nōcti-*).

8.2 Imparisyllabic Masc. and Fem. i-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
urbi-s → urb-s	urbi-es → urbēs	urbs, urbis
morti-s → mort-s → mors	morti-es → mortēs	mors, mortis
nocti-s → noct-s → nox	nocti-es → noctēs	nox, noctis
dōti-s → dōt-s → dō-s	dōti-es → dōtēs	dōs, dōtis

In accordance with phonological rules, 1) the *-b* remains before the *-s* ending: *urb-s*, 2) the *-t* is lost when the *-s* ending is added: *mort-s* → *mors* and *dōt-s* → *dōs* (LMP 1.4) 3) *-c-s* is written as *-x* in the nominative singular *nox*. Such nouns are called “imparisyllabic” (the negative prefix “*in-*”) because the nominative and genitive singular forms do not all have the same number of syllables.

Plural Used for Nominative Singular

A few i-stem nouns have nominative singulars with a plural form: *sēdēs*, *nubēs*, *prōlēs*. Many of these nouns also exhibit the standard *-is* ending (MLWL 8.5). The meaning of such words should explain why there is some confusion between the singular and the plural.

8.3 Plural Used for Nominative Singular

Nominative Sing.	Nominative Plural	Dictionary Entry
sedēs (but also sedi-s)	sedi-es → sed-ēs	sedēs, sedis
nubēs (but also nubi-s)	nubi-es → nub-ēs	nubēs, nubis

Stems Ending in *-bri* and *-tri*

Four stems that end in *-ri* do not take the *-s* ending. Rather, they drop the *-i* of the stem, and insert an *-e*: *imbri-* → *imber*, *lintri-* → *linter*, *ūtri-* → *uter*, *ventri-* → *venter*. (MLWL 9)

8. NOMINATIVE CASE: I-STEM NOUNS

8.4 Stems in *-bri* and *-tri*

Nominative Sing.	Nominative Plural	Dictionary Entry
imbri → imbr- → imber	imbri-es → imbrēs	imber, imbris
lintri- → lintr- → linter	lintri-es → lintrēs	linter, lintris
ūtri- → utr- → uter	utri-es → utrēs	uter, utris
ventri- → ventr- → venter	ventri-es → ventrēs	venter, ventris

Neuter i-Stems

Neuter i-stems use the bare stem for the nominative singular. Hence neuter i-stems do not take the *-s* ending. But the *-i* is weak in this position and two forms of corruption are found. These are discussed below.

The nominative and accusative plural ending for all neuter i-stems is *-a* resulting in an *-ia* ending: *mari-a*, *reti-a*, *sedili-a*, *animali-a*, *exemplari-a*.

***-i* → *-e*: Neuter Parisyllabic i-Stems**

The *-i* of the stem often suffers ablaut in the nominative singular to *-e*: *sedile*, *mare*. Such nouns are therefore “parisyllabic.” (MLWL 8.3)

8.5 *-i* → *-e*: Neuter Parisyllabic i-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
mari- → mare	mari-a	mare, maris
reti- → rete	reti-a	rete, retis
sedili- → sedile	sedili-a	sedile, sedilis

Loss of *-i*: Neuter Imparisyllabic i-Stems

When the stem ending is preceded by a liquid, *-l* or *-r*, sometimes the *-i* of the stem is lost in the nominative singular (with a consequent shortening of the vowel in the previous syllable): *animāli* → *animal*; *exemplāri* → *exemplar*. Hence, these nouns are “imparsyllabic.”

8. NOMINATIVE CASE: I-STEM NOUNS

8.6 Loss of *-i*: Neuter Imparisyllabic i-Stems

Nominative Sing.	Nominative Plural	Dictionary Entry
animali- → animal	animāli-a	animal, animalis
exemplari- → exemplar	exemplāri-a	exemplar, exemplaris

Take heart when attempting to distinguish i-stems from consonant stems. Most follow the rules. But the Romans themselves had difficulty distinguishing them. A few nouns are formed in some cases as if their stems ended in consonants and in others as if they ended in *-i* (e.g. *cord-a*, but *cordi-um*). A few others have forms that use an i-stem formation as well as a consonant stem formation for the same case, though usually one prevails (e.g., the genitive plurals *mensi-um* and *mens-um*).

Questions and Exercises for Chapter 8

Name _____

Indicate whether the nominative singular adds -s (S), loses an -i (I), exhibits ablaut by the -i changing to -e (A), uses the plural for the singular (P), or uses the bare stem (B). Explain other changes where they occur.

Dictionary Entry	Stem	Explanation		Dictionary Entry	Stem	Explanation
<i>auris, auris</i> f.	auri-	S		<i>mare, maris</i> n.	mari-	A
<i>ars, artis</i> f.	arti-	I; loss of <i>t</i>		<i>nubes, nubis</i> f.	nubi-	P
<i>civis, civis</i> m./f.	civi-			<i>navis, navis</i> f.	navi-	
<i>animal, animalis</i> n.	animali-			<i>nox, noctis</i> f.	nocti-	
<i>arx, arcis</i> f.	arci-			<i>orbis, orbis</i> m.	orbi-	
<i>clavis, clavis</i> f.	clavi-			<i>pars, partis</i> f.	parti-	
<i>dens, dentis</i> m.	denti-			<i>pestis, pestis</i> f.	pesti-	
<i>dōs, dotis</i> f.	doti-			<i>piscis, piscis</i> m.	pisci-	
<i>exemplar, exemplaris</i> n.	exemplari-			<i>plebs, plebis</i> f.	plebi-	
<i>fnis, fnis</i> m.	fini-			<i>pons, pontis</i> m.	ponti-	
<i>frons, frontis</i> f.	fronti-			<i>sedes, sedis</i> f.	sedi-	
<i>gens, gentis</i> f.	genti-			<i>sedile, sedilis</i> n.	sedili-	
<i>hostis, hostis</i> m.	hosti-			<i>turris, turris</i> f.	turri-	
<i>imber, imbris</i> m.	imbri-			<i>tussis, tussis</i> f.	tussi-	
<i>linter, lintris</i> f.	lintri-			<i>urbs, urbis</i> f.	urbi-	
<i>mens, mentis</i> f.	menti-			<i>uter, utris</i> m.	utri-	
<i>mensis, mensis</i> m.	mensi-			<i>venter, ventris</i> m.	ventri-	
<i>mons, montis</i> m.	monti-			<i>vis, vis</i> f.	vi-	

Give the stem of the following nouns and form the nominative and genitive plural.

Dictionary Entry	Stem	Nominative Plural	Genitive Plural
<i>civis, civis</i> m./f.			
<i>animal, animalis</i> n.			
<i>arx, arcis</i> f.			
<i>clavis, clavis</i> f.			
<i>dens, dentis</i> m.			
<i>dōs, dotis</i> f.			
<i>exemplar, exemplaris</i> n.			
<i>fnis, fnis</i> m.			
<i>frons, frontis</i> f.			
<i>gens, gentis</i> f.			
<i>hostis, hostis</i> m.			
<i>imber, imbris</i> m.			
<i>linter, lintris</i> f.			

<i>mens, mentis</i> f.			
<i>mensis, mensis</i> m.			
<i>mons, montis</i> m.			
<i>navis, navis</i> f.			
<i>nox, noctis</i> f.			
<i>orbis, orbis</i> m.			
<i>pars, partis</i> f.			
<i>pestis, pestis</i> f.			
<i>piscis, piscis</i> m.			
<i>plebs, plebis</i> f.			
<i>pons, pontis</i> m.			
<i>sedes, sedis</i> f.			
<i>sedile, sedilis</i> n.			
<i>turris, turris</i> f.			
<i>tussis, tussis</i> f.			
<i>urbs, urbis</i> f.			
<i>uter, utris</i> m.			
<i>venter, ventris</i> m.			
<i>vis, vis</i> f.			
<i>auris, auris</i> f.			
<i>ars, artis</i> f.			
<i>mare, maris</i> n.			
<i>nubes, nubis</i> f.			

For the following consonant stems, indicate if anything special has occurred in the formation of the nominative singular and then supply the genitive plural.

Dictionary Entry	Stem	Explanation	Genitive Plural
<i>homo, hominis</i> m.	homin-		
<i>nix, nivis</i> f.	niv-		
<i>codex, codicis</i> m.	codic-		
<i>dogma, dogmatis</i> n.	dogmat-		
<i>exsul, exsulis</i> m.	exsul-		
<i>mater, matris</i> f.	matr-		
<i>princeps, principis</i> m.	princip-		
<i>pes, pedis</i> m.	ped-		
<i>prex, precis</i> f.	prec-		

9 Nominative Case: o-Stem and a-Stem Nouns

o-Stem Nouns

Nouns with stems ending in *-o* are deceptive because the Latin *ō* usually becomes a *u* when it is followed by a consonant in a final syllable, e.g., *servo-s* → *servus* and *servo-m* → *servum* (LMP 1.6). Hence most beginning students would guess that nouns of this declension have stems that end in *u*. (MLWL 7.1)

There are two major sub-classes: members of the first sub-class are almost all masculine. The other comprises the neuters.

Masculine o-Stems

All the masculines (and a few feminines) originally added the normal *-s* ending to the stem to form the masculine singular; at the same time there was a corruption of the *-o* to *-u*, which is common in final syllables: *servo-s* → *servus*. The only exceptions to this rule are stems that end in *-ro-*. (MLWL 7.1)

The *-s* ending has been maintained in some stems ending in *-ro*, however: *umero-s* → *umerus* and *numero-s* → *numerus*. (MLWL 7.1–7.4)

But some *-ro* stems have lost the *-s* together with the stem vowel. Such nouns therefore end in *-er* or *-ir*: *puero-s* → *puer*, *agro-s* → *agr-* → *ager*, *viro-s* → *vir*. Begin to note, however, which *-ro* stem nouns have an *-e* or an *-i* as part of their stem and which do not. (MLWL 7.3)

9. NOMINATIVE CASE: O-STEM AND A-STEM NOUNS

9.1 Masculine o-Stem Nouns

Nominative Sing.	Nominative Plural	Dictionary Entry
circulo-s → circulus	circulo-i → circuli	circulus, circuli
domino-s → dominus	domino-i → domini	dominus, domini
muro-s → murus	muro-i → muri	murus, muri
numero-s → numerus	numero-i → numeri	numerus, numeri
puero-s → puer	puero-i → pueri	puer, pueri
agro-s → agr- → ager	agro-i → agri	ager, agri
viro-s → vir	viro-i → viri	vir, viri

The masculine plurals were once formed with *-es*. But this too has been lost. An *-i* ending replaced the *-es*. The *-o*, however, has been lost: *circulo-i* → *circuli*.

This change of ending must have occurred even before Greek and Latin split from one another. For masculine plurals of the Greek o-stems end in *-oi* without corruption of the *-o*. One such noun has entered English: *hoi polloi*, meaning “the many” or “the vulgar.”

Feminine nouns of this class are *humus*, *humi* (meaning “earth”) and the names of plants, e.g., *pōpulus*, *pōpuli* naming the “poplar” tree. The feminine u-stem has some forms that use an o-stem, e.g., *domorum*. (MLWL 21)

One neuter noun is found in this class: *vulgus*, *vulgi* “throng,” “the crowd.” It is only used in the singular.

Neuter o-Stems

The neuter singular does not use the bare stem, as do neuters of other stem endings. Rather, the ending *-m* is added to the stem. This ending belongs to another case, the object or accusative case. It seems that these neuters, represented as inanimate, were first used only as objects. When they were at last used as subjects of verbs, they continued to be used with the form of the object (accusative) case. Like all other neuters, the o-stems form the nominative plural with *-a*, which appears to be in origin a collective noun of the a-stem. (MLWL 7.4)

9. NOMINATIVE CASE: O-STEM AND A-STEM NOUNS

9.2 Neuter o-Stem Nouns

Nominative Sing.	Nominative Plural	Dictionary Entry
aedificio-m → aedificium	aedificio-a → aedificia	aedificium, aedificii
dono-m → donum	dono-a → dona	donum, doni

o-Stems vs. u-Stems

It is critical from the beginning to distinguish o-stem nouns from u-stem nouns (cf. Chapter 6), especially in their dictionary entries. Compare the two in Table 9.3.

9.3 Dictionary Entries: o-Stems vs. u-Stems

u-Stem Dictionary Entry	o-Stem Dictionary Entry
fructus, fructūs	circulus, circuli
spiritus, spiritūs	dominus, domini
sensus, sensūs	numerus, numeri
manus, manūs	puer, pueri
tribus, tribūs	ager, agri
	vir, viri
cornū, cornūs	aedificium, aedificii
genū, genūs	donum, doni

a-Stem Nouns

The vast majority of a-stems are feminine. The exceptions are nouns describing occupations generally held by men: *nauta* “sailor,” *agricola* “farmer,” *poeta* “poet.” In the nominative singular a-stems use the bare stem. Like the o-stems, the nominative plural once took the *-es* ending. Apparently in imitation of the o-stems, the a-stems replaced this ending with an *-i*. This diphthong *ai* was regularly spelled *ae*. Hence *femina-i* → *feminae*. (MLWL 6.1, 6.2)

The nominative plural ending can be heard clearly in Greek place names (often plural forms) such as *Thermopolai*. In Greek the city of Athens is

9. NOMINATIVE CASE: O-STEM AND A-STEM NOUNS

9.4 a-Stem Nouns

Nominative Sing.	Nominative Plural	Dictionary Entry
femina	femina-i → feminae	femina, feminae
regina	regina-i → reginae	regina, reginae
poeta	poeta-i → poetae	poeta, poetae

named *Athenai*, the plural form of Athena, the goddess to whom the city was once dedicated.

Vocabulary List 3

philosophia, philosophiae f.	6 ^a
philosophus, philosophi m.	7
imber, imbris (imbri-) m.	8
nox, noctis (nocti-) f.	8
turris, turris (turri-) f.	8
urbs, urbis (urbi-) f.	8
sedes, sedis (sedi-) f.	8
animal, animalis (animali-) n.	8
exemplar, exemplaris (exemplari-) n.	8
mare, maris (mari-) n.	8
miles, militis (milit-) m.	10
quantitas, quantitātis (quantitat-) f.	10
poema, poematis (poemat-) n.	10
caput, capitis (capit-) n.	10
rex, regis (reg-) m.	11
princeps, principis (princip-) m.	12
caelebs, caelibis (caelib-) m./f.	12
consul, consulis (consul-) m.	13
flos, floris (flos-) m.	15
genus, generis (genes-) n.	15
sanguis, sanguinis (sanguin-) m.	18
panis, panis (pan-) m.	18
iuvenis, iuvenis (iuven-) m./f.	18
nomen, nominis (nomin-) n.	18

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

9. NOMINATIVE CASE: O-STEM AND A-STEM NOUNS

Notes on Vocabulary List 3 The stems of consonant and i-stem nouns will regularly be given. *animal* derives from *animus* (“mind, spirit”), from which *anima* (“breath, soul”) is another derivative. Although n-stem nouns regularly lost the *n* in the nominative singular, *canis*, *panis* and *iuvenis* exhibit the *n* even in this form. Historical evidence shows that even *canis* and *iuvenis* lost the *n* at one time, but for different reasons the *n* was restored. *panis* is unique among n-stems in that the stem ending was not originally preceded by a vowel: the original form was *pastnis*. Presumably, the *-st* helped save the *n*. *canis* comes from the root *kuon-*: the loss of the first vowel and shift of the second yields the stem *can-*. In a different development, the root lost the second vowel and the *k* softened to *h*: *hun-*. From this we eventually get the English “hound.” *iuvenis*, given as a noun here, would have the same form as an adjective meaning “young.” The comparative *iuvenior*, “younger,” contracted to *iunior*, yielding in English “junior.” The loss of the syllable *-ve* makes more sense if one recalls that the consonant *v* was pronounced more like our *w*. It is possible that *miles* is related to the English “mile” through the Latin word *mille* (“thousand”). The English “mile” is derived from the Latin expression for “a thousand paces.” The *miles* was a foot soldier, not a knight mounted on a horse or other specialized kind of soldier, the kind of soldier that one had “by the thousand.” *princeps* is derived from *primus* (“first,” “foremost,” superlative of *prior*, “in front of,” *pro*, “before”) and *capere* (“to take”): one who takes the first place.

Questions and Exercises for Chapter 9

Name _____

From the dictionary entries of the following nouns, identify the stems. It is not always possible to distinguish between a consonant stem and an i-stem from the dictionary entry, but it is possible to do so for the nouns given below.

Dictionary Entry	Stem		Dictionary Entry	Stem
<i>ager, agri</i> m.			<i>nomen, nominis</i> n.	
<i>anima, animae</i> f.			<i>oculus, oculi</i> m.	
<i>animus, animi</i> m.			<i>odium, odii</i> n.	
<i>aurum, auri</i> n.			<i>opinio, opinionis</i> f.	
<i>auxilium, auxilii</i> n.			<i>orator, oratoris</i> m.	
<i>caelebs, caelibis</i> m./f.			<i>orbis, orbis</i> m.	
<i>calculus, calculi</i> m.			<i>pater, patris</i> m.	
<i>canis, canis</i> m./f.			<i>pestis, pestis</i> f.	
<i>caritas, caritatis</i> f.			<i>piscis, piscis</i> m.	
<i>casus, casūs</i> m.			<i>puella, puellae</i> f.	
<i>custos, custodis</i> m./f.			<i>puer, pueri</i> m.	
<i>dea, deae</i> f.			<i>quadrus, quadri</i> m.	
<i>dominus, domini</i> m.			<i>ratio, rationis</i> f.	
<i>dubium, dubii</i> n.			<i>res, rei</i> f.	
<i>figura, figurae</i> f.			<i>rex, regis</i> m.	
<i>facies, faciei</i> f.			<i>salus, salutis</i> f.	
<i>fel, fellis</i> n.			<i>sedes, sedis</i> f.	
<i>flos, floris</i> m.			<i>sensus, sensūs</i> m.	
<i>fluctus, fluctūs</i> m.			<i>servus, servi</i> m.	
<i>furor, furoris</i> m.			<i>sidus, sideris</i> n.	
<i>gladius, gladii</i> m.			<i>signum, signi</i> n.	
<i>gratia, gratiae</i> f.			<i>silentium, silentii</i> n.	
<i>hiems, hiemis</i> f.			<i>species, speciei</i> f.	
<i>honor, honoris</i> m.			<i>spes, spei</i> f.	
<i>hypocrita, hypocritae</i> m.			<i>spiritus, spiritūs</i> m.	
<i>imago, imaginis</i> f.			<i>stadium, stadii</i> n.	
<i>iustitia, iustitiae</i> f.			<i>thema, thematis</i> n.	
<i>manus, manūs</i> f.			<i>toga, togae</i> f.	
<i>mare, maris</i> n.			<i>tumulus, tumuli</i> m.	
<i>mola, molaе</i> f.			<i>turris, turris</i> f.	
<i>motus, motūs</i> m.			<i>villa, villae</i> f.	
<i>nauta, nautae</i> m.			<i>vir, virī</i> m.	

Which three n-stem nouns retain the stem ending in the nominative singular and thus look like i-stem nouns?

Form the nominative plural of the following nouns.

Dictionary Entry	Nom. Pl.		Dictionary Entry	Nom. Pl.
<i>ager, agri</i> m.			<i>nomen, nominis</i> n.	
<i>anima, animae</i> f.			<i>oculus, oculi</i> m.	
<i>animus, animi</i> m.			<i>odium, odii</i> n.	
<i>aurum, auri</i> n.			<i>opinio, opinionis</i> f.	
<i>auxilium, auxilii</i> n.			<i>orator, oratoris</i> m.	
<i>caelebs, caelibis</i> m./f.			<i>orbis, orbis</i> m.	
<i>calculus, calculi</i> m.			<i>pater, patris</i> m.	
<i>canis, canis</i> m./f.			<i>pestis, pestis</i> f.	
<i>caritas, caritatis</i> f.			<i>piscis, piscis</i> m.	
<i>casus, casus</i> m.			<i>puella, puellae</i> f.	
<i>custos, custodis</i> m./f.			<i>puer, pueri</i> m.	
<i>dea, deae</i> f.			<i>quadrus, quadri</i> m.	
<i>dominus, domini</i> m.			<i>ratio, rationis</i> f.	
<i>dubium, dubii</i> n.			<i>res, rei</i> f.	
<i>figura, figurae</i> f.			<i>rex, regis</i> m.	
<i>facies, faciei</i> f.			<i>salus, salutis</i> f.	
<i>fel, fellis</i> n.			<i>sedes, sedis</i> f.	
<i>flos, floris</i> m.			<i>sensus, sensus</i> m.	
<i>fluctus, fluctus</i> m.			<i>servus, servi</i> m.	
<i>furor, furoris</i> m.			<i>sidus, sideris</i> n.	
<i>gladius, gladii</i> m.			<i>signum, signi</i> n.	
<i>gratia, gratiae</i> f.			<i>silentium, silentii</i> n.	
<i>hiems, hiemis</i> f.			<i>species, speciei</i> f.	
<i>honor, honoris</i> m.			<i>spes, spei</i> f.	
<i>hypocrita, hypocritae</i> m.			<i>spiritus, spiritus</i> m.	
<i>imago, imaginis</i> f.			<i>stadium, stadii</i> n.	
<i>iustitia, iustitiae</i> f.			<i>thema, thematis</i> n.	
<i>manus, manus</i> f.			<i>toga, togae</i> f.	
<i>mare, maris</i> n.			<i>tumulus, tumuli</i> m.	
<i>mola, mola</i> f.			<i>turris, turris</i> f.	
<i>motus, motus</i> m.			<i>villa, villae</i> f.	
<i>nauta, nautae</i> m.			<i>vir, viri</i> m.	

10 Double Stem and Ambiguous Stem Nouns

Nouns with Double Stems

Seven nouns that use two stems can be found in MLWL 21. Below these nouns are listed, alongside, the two stems used in its formation. Three use one stem for the nominative (and perhaps accusative) singular and another for the rest of the declension: *iter, itineris*; *nix, nivis*; *senex, senis*. *Vis, vis* uses one stem for the singular and another for the plural. The rest use one stem principally, but a second erratically: *cor, cordis*; *domus, domūs*; *vesper, vesperis*.

10.1 Nouns with Double Stems

Dictionary Entry	Stems Used in Formation
cor, cordis	cord-, cordi-
domus, domus	domo-, domu-
iter, itineris	itiner-, iter-
nix, nivis	niv-, nig-
senex, senis	sen-, senec-
vesper, vesperis (sing. only)	vesper-, vespero-
vis, vis	vi-, viri-

Nouns with Ambiguous Stems

Ambiguous stems are those that are difficult to distinguish from another. In one case—*vas, vasis* (*vas-*)—the stem is ambiguous merely because it does not follow the expected phonological rule. In most cases, ambiguity arises through various accidents in the formation of the parts of the dictionary entry. Several lists of ambiguous stems can be found in MLWL 22.

Some s-stem and r-stem nouns produce identical forms in certain case and number combinations. (MLWL 22.1)

Three n-stems take an *-i-* before the masculine/feminine nominative singular ending *-s*. These therefore look like standard i-stem nouns. Commit these three nouns to memory. Whenever you see a dictionary entry with two forms ending in *-is*, repeat these three nouns, *canis, panis, iuvenis*, to be sure when you have found a true i-stem. (MLWL 22.2)

The student should remember that *mel* and *fel* in fact have stems ending in *-ll*. The loss of the final *l* in the nominative/accusative singular may lead one to guess that the stem ends in only one *l*. (MLWL 22.3)

The next two kinds of stem demand careful consideration: i-stems that have lost the stem ending in the nominative singular. These cannot be distinguished by their dictionary entries from certain consonant stems. Since such i-stems have lost one syllable (the *-i*) from their stems in the nominative singular, the nominative singular and the possessive or genitive singular, which is the second part of the dictionary entry, have an unequal number of syllables. They are therefore called “imparisyllabics.” Here the prefix *in-* is negative; *pari-* means “equal.” Other i-stem nouns are called “parisyllabics” because their dictionary entries have forms with an equal number of syllables (MLWL 22.4, 22.5). These imparisyllabics can be usefully divided into masculine/feminine imparisyllabic and neuter imparisyllabics.

The masculine/feminine imparisyllabics arise from stems of two syllables. There are two conditions in which the stem ending may be lost: *a*) when the *-i* is preceded by two consonants and *b*) when the first syllable has a long vowel, even if the *-i* is preceded by only one consonant. Most masculine/feminine imparisyllabics have stems with two consonants preceding the *-i*.

After losing the stem ending *-i* and adding the case ending *-s*, the nominative singular form will have only one syllable. Sometimes the resulting syllable is stable: *plebi-s* → *plebs*; *urbi-s* → *urbs*. At other times the re-

10. DOUBLE STEM AND AMBIGUOUS STEM NOUNS

sulting syllable undergoes further contraction: *arci-s* → *arc-s* → *arx*; *arti-s* → *art-s* → *ars*; *doti-s* → *dot-s* → *dos*; *nocti-s* → *noct-s* → *noc-s* → *nox*. The phonological rules involved are all familiar to you. Examine each of the i-stems in MLWL 22.4 and describe its contraction or contractions.

These masculine/feminine imparisyllabics have dictionary entries that look just like those of one-syllable consonant stems. You should recognize that consonant stems add *-is* in the genitive singular, while i-stems add *-s*. The one-syllable consonant stems in your word list are presented on the right side of MLWL 22.4. You should now commit the (shorter) list of i-stems to memory, so that you will not confuse these stems with one another.

As noted in Chapter 8, neuter i-stems form the nominative singular in one of two ways: *a*) with corruption of the *-i* to *-e*: *mari-* → *mare*; *reti-* → *rete* or *b*) in some stems ending in *-li* and *-ri* with loss of the stem ending: *animali-* → *animal*, *exemplari-* → *exemplar*, but *mari-* → *mare* and *sedili-* → *sedile*.

The neuters that drop the stem ending are also “imparisyllabics.” These have dictionary entries that look like neuters with stems ending in *-l* or *-r* (MLWL 22.5). Memorize the two neuter imparisyllabics in your word list now: *animal*, *animalis*; *exemplar*, *exemplaris*.

Questions and Exercises for Chapter 10

Name _____

For the following nouns, give the stem (look it up if necessary) then note why there is some ambiguity about the stem.

Dictionary Entry	Stem	Explanation
<i>cadaver, cadaveris</i> n.	cadaver-	C-stem that ends in -r: looks like <i>exemplar</i> (<i>exemplari-</i>)
<i>pax, pacis</i> f.	pac-	one syll. C-stem: looks like imparasyll. i-stem
<i>aer, aeris</i> n.	aer-	looks like <i>aes</i> (<i>aes-</i>) in some forms
<i>aes, aeris</i> n.		
<i>animal, animalis</i> n.		
<i>ars, artis</i> f.		
<i>canis, canis</i> m./f.		
<i>crux, crucis</i> f.		
<i>dens, dentis</i> m.		
<i>exemplar, exemplaris</i> n.		
<i>fel, fellis</i> n.		
<i>femur, femoris</i> n.		
<i>grex, gregis</i> m.		
<i>guttur, gutturis</i> n.		
<i>iuvenis, iuvenis</i> m./f.		
<i>lex, legis</i> f.		
<i>mel, mellis</i> n.		
<i>mens, mentis</i> f.		
<i>os, oris</i> n.		
<i>os, ossis</i> n.		
<i>nix, nivis</i> f.		
<i>panis, panis</i> m.		
<i>sol, solis</i> m.		

Every noun has gender: masculine (masc.), feminine (fem.), or neuter (neut.). Every noun has number: singular (sg.) or plural (pl.). Every noun is in a case: nominative (nom.), genitive (gen.), dative (dat.), accusative (acc.), or ablative (abl.). (As of now, you have studied only the nominative and genitive cases.) Identify the following nouns by circling the correct gender, number, and case. (There may be more than one correct answer.)

Noun	Identification		Noun	Identification
<i>philosophiae</i>	masc/fem/neut sg/pl nom/gen		<i>patres</i>	masc/fem/neut sg/pl nom/gen
<i>imber</i>	masc/fem/neut sg/pl nom/gen		<i>regum</i>	masc/fem/neut sg/pl nom/gen
<i>domuum</i>	masc/fem/neut sg/pl nom/gen		<i>panum</i>	masc/fem/neut sg/pl nom/gen
<i>urbes</i>	masc/fem/neut sg/pl nom/gen		<i>numerus</i>	masc/fem/neut sg/pl nom/gen
<i>turris</i>	masc/fem/neut sg/pl nom/gen		<i>effectus</i>	masc/fem/neut sg/pl nom/gen

<i>fructus</i>	masc/fem/neut nom/gen	sg/pl		<i>caelebs</i>	masc/fem/neut nom/gen	sg/pl
<i>maria</i>	masc/fem/neut nom/gen	sg/pl		<i>lineae</i>	masc/fem/neut nom/gen	sg/pl
<i>sedes</i>	masc/fem/neut nom/gen	sg/pl		<i>cornu</i>	masc/fem/neut nom/gen	sg/pl
<i>genua</i>	masc/fem/neut nom/gen	sg/pl		<i>floris</i>	masc/fem/neut nom/gen	sg/pl
<i>quantitas</i>	masc/fem/neut nom/gen	sg/pl		<i>philosophorum</i>	masc/fem/neut nom/gen	sg/pl
<i>militum</i>	masc/fem/neut nom/gen	sg/pl		<i>acies</i>	masc/fem/neut nom/gen	sg/pl
<i>dierum</i>	masc/fem/neut nom/gen	sg/pl		<i>sanguis</i>	masc/fem/neut nom/gen	sg/pl
<i>capita</i>	masc/fem/neut nom/gen	sg/pl		<i>noctium</i>	masc/fem/neut nom/gen	sg/pl
<i>poematis</i>	masc/fem/neut nom/gen	sg/pl		<i>circuli</i>	masc/fem/neut nom/gen	sg/pl
<i>res</i>	masc/fem/neut nom/gen	sg/pl		<i>iuvenes</i>	masc/fem/neut nom/gen	sg/pl

For the following exercise, classify the i-stem nouns according to the following chart:

	PARISYLLABICS	IMPARYSYLLABICS
MASCULINE & FEMININE	1) Standard: simply add -s <i>civis, civis m./f. (civi-)</i> <i>finis, finis m. (fini-)</i> 2) Plural for Singular <i>nubes, nubis f. (nubi-)</i> 3) bri- & tri- stems: bare stem, loss of -i, insert -e <i>imber, imbris m.</i>	4) Add -s, loss of -i, etc. <i>urbs, urbis f. (urbi-)</i>
NEUTER	5) Bare stem, -i → -e <i>mare, maris n. (mari-)</i>	6) Bare stem, loss of -i <i>animal, animalis n. (animali-)</i>

i-stem Noun	Type		i-stem Noun	Type
<i>civis, civis m./f.</i>	1		<i>animal, animalis n.</i>	6
<i>pons, pontis m.</i>			<i>dos, dotis f.</i>	
<i>sedes, sedis f.</i>			<i>uter, utris m.</i>	
<i>sedile, sedilis n.</i>			<i>orbis, orbis m.</i>	
<i>piscis, piscis m.</i>			<i>exemplar, exemplaris n.</i>	
<i>plebs, plebis f.</i>			<i>dens, dentis m.</i>	
<i>vis, vis f.</i>			<i>venter, ventris m.</i>	
<i>linter, lintris f.</i>			<i>clavis, clavis f.</i>	

Which three consonant stem nouns look like parisyllabic i-stems of type 1?

Which type of i-stem noun is hardest to distinguish from consonant stems? Why?

11 o- and a-Stem Adjectives

An adjective is a part of speech that represents what it signifies as having a determinate and stable nature: “white,” “hot,” “triangular,” “human,” “wooden.” In this it is like a noun but unlike a verb. But whereas a noun represents what it signifies as a substance “standing by itself” (“man,” “animal,” “house,” but even “speech,” “angle”), an adjective represents what it signifies as inhering in or “thrown against” (*jactum ad*) another (“white,” “hot,” but even “human”). For this reason, an adjective must always modify a noun, at least implicitly (“The poor will be with you always.”). This modification is shown through agreement, whereby an adjective shows the same gender, number and case as the noun it modifies. As will be seen below, this does not necessarily result in the adjective and noun having the same ending (*sanctificetur nomen tuum; fiat voluntas tua...*).

o/a-Stem Adjectives

Latin morphology involves three classes of adjective: one kind using both the a-stem and the o-stem, another kind using an i-stem, and a small third class having consonant stems. Adjectives employing stems ending in *-i* or a consonant will be discussed in the next chapter. Those employing stems ending in *-a* and *-o*, (named as “o/a-stems”) and their “sub-declensions,” are discussed here. Their morphology is presented in LMP 6–8.

Most adjectives taking both the a-stem and the o-stem are generally inflected just as are the nouns using those stems. The dictionary entry for such adjectives presents three nominative singulars: masculine, feminine, and neuter: *bonus, bona, bonum; magnus, magna, magnum*. Hence the

11. O- AND A-STEM ADJECTIVES

plural of *bonus* is *boni*, that of *bona* is *bonae*, and that of *bonum* is *bona*. These adjectives take the a-stem to agree with feminine nouns or the o-stem to agree with masculine or neuter nouns. Learn the meanings of the o/a-stem adjectives in Table 11.1.

11.1 Some o/a-Stem Adjectives

alto/a-	altus, alta, altum
antiquo/a-	antiquus, antiqua, atiquum
bono/a-	bonus, bona, bonum
duro/a-	durus, dura, durum
humano/a-	humanus, humana, humanum
iusto/a-	iustus, iusta, iustum
magno/a-	magnus, magna, magnum
malo/a-	malus, mala, malum
novo/a-	novus, nova, novum
perfecto/a-	perfectus, perfecta, perfectum
recto/a-	rectus, recta, rectum
stulto/a-	stultus, stulta, stultum
ultimo/a-	ultimus, ultima, ultimum
vero/a-	verus, vera, verum
vivo/a-	vivus, viva, vivum

ro/ra-Stem Adjectives

There are, however, some adjective stems that end in *-ro* and *-ra* (named as “ro/ra-stems”). Like the “pure” o/a-stem adjectives, these give the nominative singular forms as the dictionary entry and most but not all of these stems decline almost exactly as *-ro* noun stems do. As are the ro-stem nouns, these noun stems are distinguished from the “pure” o/a-stem adjectives only in the masculine nominative singular formation: *liber*, *aeger*.

The ro/ra-stems that form a **sub-declension** come in two forms. In some the *-e* of the nominative singular is part of the stem, thus *liber*, *libera*, *liberum*; in others it is only in the masculine nominative singular, thus *aeger*, *aegra*, *aegrum*. This will appear, as in these examples, in the second and third parts of the dictionary entry. Hence the plural of *liber* is *liberi*,

11. O- AND A-STEM ADJECTIVES

while the plural of *aeger* is *aegri*. Learn the meanings of the ro/ra-stem adjectives in Table 11.2.

11.2 Some ro/ra-Stem Adjectives

aspero/a-	asper, aspera, asperum
dextro/a-	dexter, dextra, dextrum ^a
libero/a-	liber, libera, liberum
nigro/a-	niger, nigra, nigrum
misero/a-	miser, misera, miserum
pulchro/a-	pulcher, pulchra, pulchrum
sinistro/a-	sinister, sinistra, sinistrum

^aOriginally *dexter*, *dextera*, *dexterum* from *dextero/a-*.

11.3 “UNUS NAUTA”

ullo/a-	ullus, ulla, ullum (ullius , ulli)
nullo/a-	nullus, nulla, nullum (nullius , nulli)
uno/a-	unus, una, unum (unius , uni)
solo/a-	solus, sola, solum (solius , soli)

neutro/a-	neuter, neutra, neutrum (neutrius , neutri)
altero/a-	alter, altera, alterum (alterius , alteri)
utro/a-	uter, utra, utrum (utrius , utri)
toto/a-	totus, tota, totum (totius , toti)
alio/a-	alius, alia, aliud (alterius , alteri —from alter) ^a

^aN.B. The expected genitive form *alius* sometimes occurs, especially in the phrase *alius modi*.

With Singular Genitive Ending in *-ius* and Singular Dative Ending in *-i*

Nine adjectives or pronominal adjectives with stems in *o/a-* have two unusual formations. The singular genitive ends in *-ius* and the singular dative ends in *-i*. Note that three of these have stems in *-ro*. One of these three

11. O- AND A-STEM ADJECTIVES

has the *-e* in its stem. The mnemonic device *unus nauta* (“one sailor”) will remind you of the first letters of these nine adjectives. They are presented in Table 11.3.

Questions and Exercises for Chapter 11

Name _____

What makes *dōs, dotis* and *plēbs, plebis* unique among the i-stem nouns on our word list?

Identify the noun by gender, number and case. Then give the form of the adjective that agrees with the noun. (There may be more than one correct answer.)

Noun	Identification	Adjective
<i>philosophiae</i>	masc/fem/neut sg/pl nom/gen	<i>altus, alta, altum:</i>
<i>imbres</i>	masc/fem/neut sg/pl nom/gen	<i>durus, dura, durum:</i>
<i>circulorum</i>	masc/fem/neut sg/pl nom/gen	<i>rectus, recta, rectum:</i>
<i>spes</i>	masc/fem/neut sg/pl nom/gen	<i>liber, libera, liberum:</i>
<i>nox</i>	masc/fem/neut sg/pl nom/gen	<i>pulcher, pulchra, pulchrum:</i>
<i>reginarum</i>	masc/fem/neut sg/pl nom/gen	<i>unus, una, unum:</i>
<i>spiritus</i>	masc/fem/neut sg/pl nom/gen	<i>purus, pura, purum:</i>
<i>fidei</i>	masc/fem/neut sg/pl nom/gen	<i>totus, tota, totum:</i>
<i>regum</i>	masc/fem/neut sg/pl nom/gen	<i>bonus, bona, bonum:</i>
<i>femina</i>	masc/fem/neut sg/pl nom/gen	<i>humanus, humana, humanum:</i>
<i>philosophi</i>	masc/fem/neut sg/pl nom/gen	<i>verus, vera, verum:</i>
<i>floris</i>	masc/fem/neut sg/pl nom/gen	<i>asper, aspera, asperum:</i>
<i>puer</i>	masc/fem/neut sg/pl nom/gen	<i>miser, misera, miserum:</i>
<i>sanguis</i>	masc/fem/neut sg/pl nom/gen	<i>sinister, sinistra, sinistrum:</i>
<i>sensuum</i>	masc/fem/neut sg/pl nom/gen	<i>nullus, nulla, nullum:</i>
<i>nomen</i>	masc/fem/neut sg/pl nom/gen	<i>alius, alia, aliud:</i>

Explain peculiarities where they occur.

Dictionary Entry	Stem	Explanation
<i>aroma, aromatis</i> n.	aromat-	
<i>rex, regis</i> m.	reg-	
<i>heres, heredis</i> m./f.	hered-	
<i>forceps, forcipis</i> f./m.	forcip-	
<i>sanguis, sanguinis</i> m.	sanguin-	
<i>consul, consulis</i> m.	consul-	

<i>poema, poematis</i> n.	poemat-	
<i>iudex, iudicis</i> m.	iudic-	
<i>hiems, hiemis</i> f.	hiem-	
<i>orator, oratoris</i> m.	orator-	
<i>quantitas, quantitatis</i> f.	quantitat-	
<i>pater, patris</i> m.	patr-	
<i>natio, nationis</i> f.	nation-	
<i>lapis, lapidis</i> m.	lapid-	
<i>lux, lucis</i> f.	luc-	
<i>mulier, mulieris</i> f.	mulier-	
<i>panis, panis</i> m.	pan-	
<i>voluntas, voluntatis</i> f.	voluntat-	

For the following drill, classify the i-stem nouns according to this chart.

	PARISYLLABICS	IMPARISYLLABICS
MASCULINE & FEMININE	1) Standard 2) Plural for Singular 3) bri- & tri- stems	4) Add -s, loss of -i, etc.
NEUTER	5) Bare stem, -i → -e	6) Bare stem, loss of -i

i-stem Noun	Type		i-stem Noun	Type
<i>hostis, hostis</i> m.			<i>exemplar, exemplaris</i> n.	
<i>frons, frontis</i> f.			<i>arx, arcis</i> f.	
<i>mare, maris</i> n.			<i>sedes, sedis</i> f.	
<i>imber, imbris</i> m.			<i>turris, turris</i> f.	
<i>pons, pontis</i> m.			<i>mons, montis</i> m.	

Each of the following nouns have two stems. Give both stems. If appropriate, note when the second stem is used.

<i>cor, cordis</i> n.		
<i>domus, domus</i> f.		
<i>iter, itineris</i> n.		
<i>nix, nivis</i> f.		
<i>senex, senis</i> m.		
<i>vesper, vesperis</i> m.		
<i>vis, vis</i> f.		

What sets the UNUS NAUTA adjectives apart from other o/a-stem adjectives?

12 i-Stem and Consonant Stem Adjectives

i-Stem Adjectives

Many adjectives employ stems ending in *-i*. The morphology of these adjectives, and their sub-declensions, is presented in LMP 9–11. The subdeclensions of adjectives with the stem ending in *-i* are commonly distinguished as adjectives “of three endings,” “of two endings,” and “of one ending.” This means that some adjectives have distinct forms for the masculine, feminine and neuter in the nominative singular. Others have one form that is common to the masculine and feminine but a distinct form for the neuter. Still others use one form for all genders. Regardless of whether there are one, two or three forms for the nominative singular, there are always two forms for the nominative plural (masculine and feminine on the one hand and neuter on the other). The accusative case also has two forms, both in the singular and plural. For the remaining cases—the genitive, dative and ablative—there is only a one form in the singular and one form in the plural. The adjectives that belong to these three groups may be seen in MLWL 26. The paradigms for these adjectives may be found in LMP 9–11.

i-Stems of Three Endings

In Latin’s thirteen adjectives “of three endings,” the masculine, feminine, and neuter each have distinct nominative singular forms. These three forms are used for the dictionary entry. Twelve of these adjectives use stems ending in *-bri*, *-cri*, or *-tri*; the thirteenth stem is *celeri-*. The masculine

12. I-STEM AND CONSONANT STEM ADJECTIVES

nominative singular of these thirteen adjectives is formed like nouns with such stems, e.g., *linter*. Three such adjectives are needed in this *Primer*, and are presented in Table 12.1; learn their meanings now.

12.1 i-Stem Adjectives of Three Endings

Nominative Singulars	Stem	Nominative Plurals
<i>ācer, ācris, ācre</i>	acri-	acres (m./f.), acria
<i>celer, celeris, celere</i>	celeri-	celeres (m./f.), celeria
<i>salūber, salūbris, salūbre</i>	salubri-	salubres (m./f.), salubria

i-Stems of Two Endings

In i-stem adjectives “of two endings,” the neuter nominative singular is distinct from the other nominative singular form which the masculine and feminine singulars have in common. Hence there are only two nominative singular forms, which forms constitute the dictionary entry. These adjectives are presented in Table 12.2.

12.2 i-Stem Adjectives of Two Endings

Nominative Singulars	Stem	Nominative Plurals
<i>brevis, breve</i>	brevi-	breves, brevia
<i>commūnis, commūne</i>	communi-	commūnes, commūnia
<i>difficilis, difficile</i>	difficili-	difficiles, difficilia
<i>facilis, facile</i>	facili-	faciles, facilia
<i>humilis, humile</i>	humili-	humiles, humilia
<i>immortālis, immortalē</i>	immortali-	immortāles, immortalia
<i>mortālis, mortāle</i>	mortali-	mortāles, mortalia
<i>omnis, omne</i>	omni-	omnes, omnia
<i>suāvis, suāve</i>	suavi-	suāves, suāvia
<i>ūtilis, ūtile</i>	utili-	ūtiles, ūtilia

i-Stems of One Ending

Other i-stem adjectives show no distinction of gender in the nominative singular. The dictionary entry is therefore composed from the one nominative singular form together with the genitive singular, as with nouns. There is, however, a distinction of gender in the nominative plurals between the common masculine and feminine and the neuter. These adjectives are presented in Table 12.3: in the first column the genitive singular is provided in parentheses to make the dictionary entry clearer. Review the discussion of i-stem imparisyllabics (cf. Chapters 8 and 10) to explain the formation of the nominative singular.

12.3 i-Stem Adjectives of One Ending

Nomin. Sing. (Genitive)	Stem	Nominative Plurals
absēns, (absentis)	absenti-	absēntes, absentia
ēloquēns, (eloquentis)	eloquenti-	ēloquēntes, ēloquentia
fēlix, (felīcis)	fēlici-	fēlices, fēlicia
sapiēns, (sapiēntis)	sapiēnti-	sapiēntes, sapientia

12.4 Consonant Stem Adjectives

Nominative Singulars	Stems	Nominative Plurals
inferior, inferius	inferior-, inferios-	inferiores, inferiora
prior, prius	prior-, prios-	priores, priora
superior, superius	superior-, superios-	superiores, superiora
vetus ^a	vetes-	veteres, vetera

^aDictionary Entry: *vetus, veteris* (genitive)

Consonant Stem Adjectives

A small number of adjectives have stems ending in consonants. These are divided into adjectives of two endings, which are all **comparative adjectives**, and those of one ending. Wherever there are two forms, the masculine and feminine are common and distinguished from the neuter. Only

12. I-STEM AND CONSONANT STEM ADJECTIVES

four **consonant stem adjectives** must be learned; their nominative forms and stems are presented in Table 12.4.

12. I-STEM AND CONSONANT STEM ADJECTIVES

Vocabulary List 4

femina, feminae f.	6 ^a
rēgīna, rēgīnae f.	6
agricola, agricolae m.	6
poeta, poetae m.	6
dominus, domini m.	7
puer, pueri (puero-) m.	7
ager, agri (agro-) m.	7
vir, virī (viro-) m.	7
aedificium, aedificiī n.	7
donum, doni n.	7
venter, ventris (ventri-) m.	8
nubes, nubis (nubi-) f.	8
virtus, virtūtis (virtut-) f.	10
custos, custōdis (custod-) m./f.	10
dux, ducis (duc-) m./f.	11
mel, mellis (mell-) n.	13
os, oris (os-) n.	15
os, ossis (oss-) n.	15
cor, cordis n.	21
iter, itineris (itiner-; iter-) n.	21
altus, alta, altum	23
bonus, bona, bonum	23
dexter, dextra, dextrum	24
sinister, sinistra, sinistrum (sinistro/a-)	24

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

12. I-STEM AND CONSONANT STEM ADJECTIVES

Notes on Vocabulary List 4 *dominus* is derived from *domus*: he was the master of the house. *cor* has lost the final *d* (*cord* → *cor*) because in Latin a final *d* is usually lost after a long vowel or a consonant. In Chapter 17 we will see that the ablative singular used to end in a long vowel and a final *d*, but the *d* was lost: *animād* → *animā*, *animōd* → *animō*. The final *d* was retained after a short vowel: *sēd*. *iter* reflects that the parent language of Latin was much more complex than Latin itself. For example, proto-Indo-European had more declensions, which have been simplified and condensed into the five Latin declensions. *Iter* belonged to a small subdeclension of neuter nouns that had an r-stem in the nominative and an n-stem in the genitive: *iter*, *itinis*. Latin combined these forms into the new genitive singular *itineris*, which makes the noun an r-stem throughout but also reflects the old n-stem form. The English “sinister” has a negative connotation, but *sinister* can mean both “lucky” and “unlucky.” In Roman augury, the augur faced the south and his left side was associated with the East, which was considered the favorable side. Greek augurs faced north, putting the unfavorable west on their left side. Thus, the word took on opposite meanings. *altus* took on opposite meanings: “high” and “deep.” Here the opposites are alike in being far removed from sea level. A placid sea without waves had neither high crests nor deep troughs. *os*, *ossis* loses the second *s* of its stem because it is impossible to pronounce a double consonant at the end of a word.

Questions and Exercises for Chapter 12

Name _____

Determine the stems of the following adjectives. Classify them as o/a-stems, ro/ra-stems, UNUS NAUTA o/a-stems, i-stems, or consonant stems. For i-stems, indicate whether they are i-stems of one, two, or three endings.

Adjective	Class		Adjective	Class
<i>adultus, adulta, adultum</i>	o/a-		<i>inferior, inferius</i>	C
<i>immortalis, immortale</i>	i-2		<i>unus, una, unum</i>	UN
<i>acer, acris, acre</i>			<i>felix, felicitas</i>	
<i>nullus, nulla, nullum</i>			<i>aequus, aequa, aequum</i>	
<i>miser, misera, miserum</i>			<i>alter, altera, alterum</i>	
<i>diligens, diligentis</i>			<i>tristis, triste</i>	
<i>brevis, breve</i>			<i>aptus, apta, aptum</i>	
<i>summus, summa, summum</i>			<i>totus, tota, totum</i>	
<i>fortis, forte</i>			<i>par, paris</i>	
<i>celer, celeris, celere</i>			<i>niger, nigra, nigrum</i>	
<i>curvus, curva, curvum</i>			<i>omnis, omne</i>	
<i>fidelis, fidele</i>			<i>saluber, salubris, salubre</i>	
<i>ferox, ferocis</i>			<i>neuter, neutra, neutrum</i>	
<i>sinister, sinistra, sinistrum</i>			<i>divinus, divina, divinum</i>	
<i>solus, sola, solum</i>			<i>audax, audacis</i>	

Identify the noun by gender, number, and case. Then give the form of the adjective that agrees with the noun. (Remember, there may be more than one correct answer.)

Noun	Identification	Adjective Form
<i>agricolae</i>	masc/fem/neut sg/pl nom/gen	<i>altus, alta, altum:</i>
<i>corda</i>	masc/fem/neut sg/pl nom/gen	<i>durus, dura, durum:</i>
<i>iter</i>	masc/fem/neut sg/pl nom/gen	<i>prior, prius:</i>
<i>virtutis</i>	masc/fem/neut sg/pl nom/gen	<i>liber, libera, liberum:</i>
<i>puerorum</i>	masc/fem/neut sg/pl nom/gen	<i>facilis, facile:</i>
<i>dominus</i>	masc/fem/neut sg/pl nom/gen	<i>unus, una, unum:</i>
<i>poeta</i>	masc/fem/neut sg/pl nom/gen	<i>purus, pura, purum:</i>
<i>ora</i>	masc/fem/neut sg/pl nom/gen	<i>totus, tota, totum:</i>
<i>ossis</i>	masc/fem/neut sg/pl nom/gen	<i>bonus, bona, bonum:</i>
<i>doni</i>	masc/fem/neut sg/pl nom/gen	<i>celer, celeris, celere:</i>
<i>reginae</i>	masc/fem/neut sg/pl nom/gen	<i>mortalis, mortale:</i>

<i>ager</i>	masc/fem/neut nom/gen	sg/pl	<i>asper, aspera, asperum:</i>
<i>aedificia</i>	masc/fem/neut nom/gen	sg/pl	<i>suavis, suave:</i>
<i>nubes</i>	masc/fem/neut nom/gen	sg/pl	<i>sinister, sinistra, sinistrum:</i>
<i>custodis</i>	masc/fem/neut nom/gen	sg/pl	<i>nullus, nulla, nullum:</i>
<i>mella</i>	masc/fem/neut nom/gen	sg/pl	<i>absens, absentis:</i>
<i>senes</i>	masc/fem/neut nom/gen	sg/pl	<i>alius, alia, aliud:</i>

Which three consonant stem nouns look like parisyllabic i-stems?

What is unusual about *mel, mellis* and *fel, fellis*?

Give the correct forms of the following noun/adjective combinations.

Noun	Adjective	Number/Case	Inflected Form
<i>murus, muri</i> m.	<i>omnis, omne</i>	nom. pl.	
<i>rex, regis</i> m.	<i>bonus, bona, bonum</i>	gen. sg.	
<i>dubium, dubii</i> n.	<i>difficilis, difficile</i>	gen. pl.	
<i>leo, leonis</i> m.	<i>ferox, ferocis</i>	nom. sg.	
<i>nix, nivis</i> f.	<i>altus, alta, altum</i>	gen. pl.	
<i>poeta, poetae</i> m.	<i>prior, prius</i>	nom. pl.	
<i>effectus, effectus</i> m.	<i>alius, alia, aliud</i>	gen. sg.	
<i>fides, fidei</i> f.	<i>felix, felicitas</i>	nom. pl.	

Identify the following sentences/clauses as nominal or verbal. For nominal sentences, identify the principal part of the predicate as a noun, pronoun, adjective, adverb, or prepositional phrase.

(1) In the beginning was the Word, (2) and the Word was with God, (3) and the Word was God. (4) He was in the beginning with God; (5) all things were made through him, (6) and without him was not anything made (7) that was made. (8) In him was life, (9) and the life was the light of men. (10) The light shines in the darkness, (11) and the darkness has not overcome it. (12) There was a man sent from God, (13) whose name was John. (14) He came for testimony, to bear witness to the light, (15) that all might believe through him.

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

13 The Past, Present, and Future of *est* and *sunt*

Read the following sentences out loud.

In principio **erat** Verbum, et Verbum **erat** apud Deum, et Deus **erat** Verbum, hoc **erat** in principio apud Deum. (John 1:1–2)

Glória Patri et Fílio et Spíritui Sancto, sicut **erat** in principio et [est]nunc et [erit] semper in saécula saeculórum. Ámen.

Deus **erat**.

Deus **est**.

Deus **erit**.

Deus **erat**, **est**, et **erit**.

Verbum **est** Deus.

Verbum **erat** Deus.

Verbum Deus **est**.

Verbum Deus **erat**.

Deus **erat** Verbum.

Fílius **est** Deus.

Fílius Deus **est**.

Fílius **erat** Deus.

Fílius Deus **erat**.

Deus Fílius **erat**.

Pater **est** Deus.

Pater **erat** Deus.

Pater Deus **est**.

Spíritus Sanctus Deus **est**.

Spíritus Sanctus Deus **erat**.

Spíritus Sanctus **est** Deus.

Pater **est** Deus.

Fílius **est** Deus.

Pater non **est** Fílius.

Fílius non **est** Pater.

13. THE PAST, PRESENT, AND FUTURE OF *EST* AND *SUNT*

Pater et Fílius et Spíritus Sanctus **sunt** tres persónae.
Pater et Fílius et Spíritus Sanctus **sunt** persónae divínae.
Pater et Fílius et Spíritus Sanctus **sunt** unus Deus.

Pater et Fílius et Spíritus Sanctus **erant** in princípío.
In princípío **erant** Pater et Fílius et Spíritus Sanctus.
In princípío Pater **erat** et Fílius et Spíritus Sanctus.

Pater et Fílius et Spíritus Sanctus in aetérnum **erunt**.
Pater et Fílius et Spíritus Sanctus **erunt** in aetérnum.
Pater et Fílius et Spíritus Sanctus **erant** et **sunt** et **erunt** in aetérnum.

Order Within the Latin Verb

In English declarative statements our thoughts are usually presented in a certain order: “I walk,” “I am walking,” “I was walking,” “I shall walk,” “I shall be walking.” In all these sentences the subject comes first. A finite verb or helping verb comes next and this verb, apart from other things, indicates the time. Some of the sentences do not determine the content of the predication until the third or fourth word of the sentence: “He is here,” “He is not here,” “He may be here.”

In Latin (or perhaps the language from which Latin developed) the original order for indicating these things was opposite ours. The kind of action was expressed first, then some reference (if necessary) to time, and finally the person. For example, the word *ambulabam* can be divided into parts that contribute the meanings found in separate words of the English sentence above: *ambula-* (“walking”), *-ba* (“was”), *-m* (“I”). At first these were perhaps separate words that contracted into a single word. Attention to this order will help in considering the past and future forms of *est* and *sunt*. At the same time the common source of these two present forms can be explained.

Roots, Stems, and Formants

First, one must distinguish, as far as possible, a root from a stem. A **stem** is a sound that needs only its final suffix to become a determinate word.

But a **root** is some sound to which a **formant** can be added to become a stem. Each is common to many determinate forms of a word. But a stem belongs to one word, a noun, for example, while a root may belong to many parts of speech.

In English, the notion of “root” is a very useful one. We see the same root *leg-* in “legal,” “legislate,” “legitimate,” even “privilege,” and many other English words. But we have very little use for the notion of a stem.

In Latin both notions are very useful. Already some attention has been paid to the stems of nouns: a-stems, o-stems, e-stems, and so on. Here an important root will be pointed out. In this particular case, the various verbal forms derived from this root seem chaotic if one does not pay attention to how the various stems are formed from this root.

Analysis of Progressive Forms of *est* and *sunt*

The verb *est* has for its root the sound *es-*. All the forms that have been studied so far can be explained from this root. Thus, as is quite clear, the form *est*, which is present progressive, is composed of the root *es-* and the personal ending *-t*. (Here the root serves as the stem itself, without requiring a formant.) This personal ending is third person—neither the person speaking nor the person spoken to—and singular. The same ending is found in the forms *erat* and *erit*. What is surprising is that these forms have the same root.

The verb *erat* is composed of the “past progressive” stem *era-* and the personal ending *-t*. The verb *erit* is composed of the “future progressive” stem *eri-* and the personal ending *-t*. But these two stems, *era-* and *eri-*, are both formed from the root *es-* and the past and future formants, respectively *-a* and *-i*. Adding the past and future formants to this root produced *esa-* and *esi-*. In ancient Latin (long before Latin was written), an *s* between two vowels became an *r*. This is called, to use a very impressive term, “rhotacism of intervocalic *-s*.”

You should now be able to explain the verb *erant*. It can be analyzed into three parts: its root, its past (or temporal) formant, and its personal ending. The verb *erunt*, however, has used a *u* instead of the *i* one would expect. This is very common with the third person plural, though not

13. THE PAST, PRESENT, AND FUTURE OF *EST* AND *SUNT*

13.1 Past and Future Progressive

Past		Future	
erat	erant	erit	erunt
es-a-t	es-a-nt	es-i-t	es-i-nt
being-was-he/she/it	being-were-they	being-will be-he/she/it	being-will be-they

invariable, in the Latin future. Although the future progressive stem is *eri-*, the third person plural substitutes a *-u* for the future formant *-i*.

The verb *sunt* presents two difficulties. First, the *e* of the root *es-* has been lost. (Such a form, here *s-*, is called a **zero-grade root**.) Second, a vowel has been introduced between the root and the personal ending, unlike in the verb *est*. This is not a temporal formant. It is called a **theme vowel**.¹ Practically speaking, the present progressive sometimes uses the stem *es-* and sometimes uses the stem *su-*.

13.2 Present Progressive

est	sunt
es-t	ϕs-o-nt
is-he/she/it	are-they

These explanations for these forms may seem rather cumbersome. But later many forms that would otherwise seem arbitrary will be perfectly intelligible to those who pay attention to the points mentioned here. After they have been repeated many times, such explanations will become very familiar.

¹Theme vowels were used commonly in other Latin verbs in the present tense (and sometimes in the future, as seen in *erunt*). This verb *sunt* seems to have imitated other verbs by introducing an *o* between the *s-* (which is the zero-grade of the root *es-*) and the personal ending *-nt*. As happened often in Latin, the *-o* corrupted into a *u*.

Questions and Exercises for Chapter 13

Name _____

Divide (analyze) each of the following verbs into root, formant, and ending. (Do not put a theme vowel in the “formant” column.)

Verb	Root	Formant	[Theme Vowel]	Ending
<i>erat</i>	es-	a		t
<i>est</i>				
<i>erunt</i>				
<i>erant</i>				
<i>erit</i>				
<i>sunt</i>				

What is meant by “first person”, by “second person,” and by “third person”?

Identify each verb by person, number, and tense by circling the correct answer. (We will learn later that all these verbs are active, progressive, and indicative.)

Verb	Person	Number	Tense
<i>erat</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>est</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>erunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>erant</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>erit</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>sunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

What is the difference between the -o- in *sunt* and in *erunt*?

Here are some verbs other than *est*. Even though you have not studied these verbs, see if you can identify these verbs by looking for the formant and ending.

Verb	Person	Number	Tense
<i>fert</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>vocabit</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>habebat</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>volunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>ibant</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>potest</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>dabunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>ferunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>ferebat</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>dabit</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

What is the fancy expression for -s- changing to -r- between two vowels?

What is a root? How does it differ from a stem?

To what class do the following adjectives belong: *inferior, prior, superior, vetus*?

Which consonants are dentals? _____ Velars? _____

Liquids? _____ Nasals? _____ Labials? _____

For the following drill, classify the i-stem nouns according to this chart.

	PARISYLLABICS	IMPARISYLLABICS
MASCULINE & FEMININE	1) Standard 2) Plural for Singular 3) bri- & tri- stems	4) Add -s, loss of -i, etc.
NEUTER	5) Bare stem, -i → -e	6) Bare stem, loss of -i

i-stem Noun	Type		i-stem Noun	Type
<i>frons, frontis</i> f.			<i>orbis, orbis</i> m.	
<i>animal, animalis</i> n.			<i>mare, maris</i> n.	
<i>turris, turris</i> f.			<i>imber, imbris</i> m.	
<i>sedes, sedis</i> f.			<i>plēbs, plebis</i> f.	
<i>finis, finis</i> m.			<i>clavis, clavis</i> f.	

Give the correct forms of the following noun/adjective combinations.

Noun	Adjective	Number/Case	Inflected Form
<i>geminus, gemini</i> m.	<i>uter, utra, utrum</i>	nom. pl.	
<i>sedes, sedis</i> f.	<i>altus, alta, altum</i>	gen. sg.	
<i>fatum, fati</i> n.	<i>dulcis, dulce</i>	gen. pl.	
<i>clavis, clavis</i> f.	<i>gravis, grave</i>	nom. pl.	
<i>actus, actus</i> m.	<i>falsa, falsus, falsum</i>	gen. sg.	

List the UNUS NAUTA adjectives.

U		N
N		A
U		U
S		T
		A

14 The Progressive Indicative System of *sum, esse*

This chapter looks at one of the “systems” that form part of the verb *sum, esse*. The nature of the progressive “aspect” and the indicative “mood” will be examined later.

Read the following sentences out loud. Pay attention to the verbs in bold. Note the relation of the endings to the person and number.

Olim eram ego puer et tu eras puélla.

Nunc ego sum vir et tu es fémina.

Cras ego ero sponsus et tu eris sponsa.

Olim nos erámus in urbe sed vos erátis in villa.

Nunc nos in vico sumus et vos in urbe estis.

Cras nos in urbe érimus et vos étiam in urbe éritis.

olim long ago

puer boy

puélla girl

nunc now

vir man (male)

fémina woman

cras tomorrow

sponsus groom

sponsa bride

urbe city

villa villa, village

vico village

etiam also

14. THE PROGRESSIVE INDICATIVE SYSTEM OF *SUM, ESSE*

The sentences written above exhibit many forms of the verb *est*. They present the first and second person forms in a progressive or “ongoing” manner. Further, these forms are “indicative,” that is, they declare or “indicate” in a straightforward way, that something is so.

The third person forms of the progressive indicative have already been examined. Be sure you understand the following examples:

Fémīna in urbe **erat**. Nunc **est** in vico. Cras iterum in urbe
femina- urb(i)-e es-a-t es-t vico- urb(i)-e
erit.
es-i-t

Púeri eius étiam in urbe **erant**. Sed nunc in villa non **sunt**.
puer(o)-i urb(i)-e es-a-nt villa- (e)s-u-nt
Cras in urbe **erunt**.
urb(i)-e es-u-nt

The **second person** forms can be easily explained from the same principles. The past and future forms can be readily recognized and distinguished through the two stems: *era-* and *eri-*. You should be able to identify the singular and plural endings for the second person: *-s* and *-tis*.

These are in fact the same endings used in the singular and plural forms of the present tense. The second person plural is formed from the root *es-* and the second person plural ending *-tis*. Since the second person singular ending is *-s*, it contracts with the root when added immediately to it: *es-s* → *es*.

The **first person** forms are perfectly clear in the past: *era-m* and *era-mus*. These are the standard first person endings, *-m* for the singular and *-mus* for the plural.

Of the future forms, the plural is normal, the first person plural ending *-mus* added to the future indicative stem *eri-*: *eri-mus*. But the singular has been inflected with an *-o* ending.

This *-o* ending is very common in the present and future first person singular. It is so common that most students of Latin believe the *-o* ending to be the standard first person singular ending. The *-m* ending has nevertheless retained its place as the first person singular ending in much of the Latin verb.

In the present, an irregularity occurs: the first person singular *sum*. (This form is also used to name this verb.) Although the verb ends with

14. THE PROGRESSIVE INDICATIVE SYSTEM OF *SUM*, *ESSE*

the characteristic *-m*, it is very likely that this form was developed so that *sum* and *sumus* would sound like *era-m* and *era-mus*. *Su-mus* itself seems to have resulted from *esomus* by the addition of the standard first person plural ending, the introduction of a theme vowel *-o*, the loss of the initial *e-*, and the corruption of the theme vowel (perhaps in imitation of *sunt*).

The forms of *sum* used above are all **progressive** forms, that is, they represent what they signify as ongoing. This is called the verb's **aspect**. The progressive forms in English are quite obvious because they use the active participle: "he was walking," "I am talking." This progressive sense, however, is the original sense of these forms. They may be used otherwise as you will later learn. Nonetheless, the form should always be identified as progressive, even if its use is not progressive.

The progressive aspect is accurately described by other names: continuous, durative, ongoing. The name "imperfect" is excellent insofar as it very neatly distinguishes this aspect from the other aspect used in the Latin verb, namely the perfect. But the name is in fact ambiguous because it has become virtually synonymous with the "past progressive," which is in fact only one part of the "imperfect" system. The use of this term should therefore be studiously avoided until one clearly understands and distinguishes its two meanings. It will not be used in any exercises in this book and will not count as a correct answer, lest equivocation engender confusion.

14.1 The Progressive Indicative System of *sum*, *esse*

sum	es	est	sumus	estis	sunt
ϕs-o-m	es-s	es-t	ϕs-o-mus	es-tis	ϕs-o-nt
eram	eras	erat	eramus	eratis	erant
es-a-m	es-a-s	es-a-t	es-a-mus	es-a-tis	es-a-nt
ero	eris	erit	erimus	eritis	erunt
es-o	es-i-s	es-i-t	es-i-mus	es-i-tis	es-o-nt

Two other terms are in fact wrongly used for this aspect, "repetitive" and "frequentative." These terms name a use of the progressive and not its original manner of representing what it signifies. The frequentative or repetitive use of the progressive is exemplified in the statement, "In those days I was still buying my cigars from Havana." (In English we often use

14. THE PROGRESSIVE INDICATIVE SYSTEM OF *SUM*, *ESSE*

the form that employs the auxiliary or helping verb “used”: “In those days I used to buy my cigars from Havana.”)

The forms of *sum*, *esse* that have been introduced are the systems or conjugations of the past progressive, the present progressive, and the future progressive. You should therefore be able to identify any particular form from these conjugations.

You should thoroughly memorize the standard personal endings. The mnemonic device “***m-o-s-t -mus-nt sit-*** backwards” may help you. The first word, “most,” presents the singular endings: *-m* or *-o*, *-s*, *-t*. The second word, “mus-nt” presents the first and third person plural endings: *-mus* and *-nt*. The third word “sit” presents the second person plural ending (but backwards): *-tis*.

Questions and Exercises for Chapter 14

Name _____

Analyze each of the following verbs into root, formant, and ending. (Do not put a theme vowel in the “formant” column.)

Verb	Root	Formant	[Theme Vowel]	Ending
<i>erat</i>	es-	a		t
<i>sum</i>				
<i>estis</i>				
<i>erit</i>				
<i>eram</i>				
<i>eritis</i>				
<i>sunt</i>				
<i>eramus</i>				
<i>es</i>				
<i>ero</i>				
<i>sumus</i>				
<i>eras</i>				
<i>erunt</i>				
<i>eris</i>				

Explain the underlined vowel in each of the following verbs.

Verb	Explanation
<i><u>s</u>unt</i>	theme vowel: connects root to ending; -o corrupted to -u
<i>er<u>o</u></i>	
<i>er<u>u</u>nt</i>	
<i>er<u>a</u>nt</i>	
<i><u>s</u>umus</i>	
<i>er<u>i</u>mus</i>	

Identify each verb by person, number, and tense by circling the correct answer.

Verb	Person	Number	Tense
<i>erimus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>estis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>ero</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>eris</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>sumus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>sum</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>es</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>eramus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

<i>eritis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>eram</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

What is unusual about the root in *sumus*? What is the name of this root?

Here are some verbs other than *sum*. Even though you have not studied these verbs, see if you can identify them by looking for the formant and ending.

Verb	Person	Number	Tense
<i>fertis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>dabitis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>potero</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>volunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>fiēbam</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>do</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>ibis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>fers</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

Fill out this chart of the personal endings.

	Singular	Plural
1st Person		
2nd Person		
3rd Person		

Identify the following adjectives as o/a-stems, ro/ra-stems, UNUS NAUTA o/a-stems, i-stems, or consonant stems. For i-stems indicate whether they are i-stems of one, two, or three endings.

Adjective	Class		Adjective	Class
<i>sanus, sana, sanum</i>			<i>alter, altera, alterum</i>	
<i>acer, acris, acre</i>			<i>liber, libera, liberum</i>	
<i>dexter, dextra, dextrum</i>			<i>audax, audacis</i>	
<i>eloquens, eloquentis</i>			<i>ultimus, ultima, ultimum</i>	
<i>fortis, forte</i>			<i>tristis, triste</i>	
<i>vetus, veteris</i>			<i>ullus, ulla, ullum</i>	

Identify the noun by gender, number, and case. Then give the form of the adjective that agrees with the noun.

Noun	Identification	Adjective Form
<i>numeri</i>	masc/fem/neut sg/pl nom/gen	<i>decimus, decima, decimum:</i>
<i>vulgus</i>	masc/fem/neut sg/pl nom/gen	<i>totus, tota, totum:</i>
<i>liber</i>	masc/fem/neut sg/pl nom/gen	<i>niger, nigra, nigrum:</i>
<i>humorum</i>	masc/fem/neut sg/pl nom/gen	<i>communis, commune:</i>
<i>angeli</i>	masc/fem/neut sg/pl nom/gen	<i>immortalis, immortale:</i>

15 Compounds from *sum*, *esse*; *Reading: Descartes

In English we are familiar with many compound verbs: “to preexist,” “to understand,” “to overlook,” “to declassify,” “to overreach,” and so on. The verb *sum* has given rise through combination with prepositions to many verbs with closely related but distinct meanings. Look up each of these ten verbs in your dictionary:

absum, *abesse*

adsum (*assum*), *adesse*

consum, *conesse*

desum, *deesse*

obsum, *obesse*

postsum, *postesse*

praesum, *praeesse*

prosum, *prodesse*

subsum, *subesse*

supersum, *superesse*

- The following trick may help you remember them: 1 starts with *o*-; 2 with *s*-; 3 with *p*-; 4 from *a*- through *d*-.
- The verb *adsum* (sometimes *assum*) has as its first meaning “to be present.” The opposite of this is signified by the verb *absum*, from which comes the English “absent”.
- Be careful to distinguish *consum*, *conesse* from *consumo*, *consumere*. The first, from *sum*, *esse*, means “to be together,” while the other, from *sumo*, *sumere*, means “to eat,” “to consume,” “to devour.”
- *Desum* means “to be away” and so “to be lacking.”

15. COMPOUNDS FROM *SUM*, *ESSE*; *READING: DESCARTES

- The preposition *ob* has among its many senses that of being “before” or “facing” something and thereby the sense of being “against” and “in the way.” From it we get the words “obstacle” (from *sto, stare* “to stand”) and “opposite” (from *pono, ponere* “to put”). *Obsum* means “to be against, to hurt.”
- *Postsum, postesse* should be clear from the meaning of the English prefix “post-.”
- Note that *prosum* introduces a *-d-* between the prefix and any stems that begin with *-e*: *prodes-*; *prodera-*; *proderi-*.
- The Latin word used to describe the “now,” *praesens*, is derived from the verb *sum*. This is more clear if we consider its other meaning, the first in English: to be present to someone is to “be before” that person, as the student announces “Present” in class. The “now” is named the “present” from the fact that it is “before” us. In Latin the verb *praesum* has this meaning, “to be before.” But its first meaning in Latin is “to be in charge, to preside, to rule.” The adjective *praesens, praesentis* has two principal meanings: “being before (someone),” “existing now.”
- The meaning of *supersum, superesse* is not immediately clear from the English prefix. *Supersum* means “to be left over, to remain, to survive.”

Note that *desum, praesum, and prosum* have forms in which an intervocalic *s* does not become an *r*. Latin systematically changed an intervocalic *s* to an *r* at a certain period that ended in the fourth century before Christ. Thus, while “rhotacism of the intervocalic *s*” is generally the rule, some Latin words are exceptions. They may be archaic words which survived the period of rhotacism: *pignosa*. Or they may be words formed in Latin or adopted from other languages (*rosa*) after the period of rhotacism. In some cases, the *s* is a remnant of a double *s*: *quaesso* → *quaeso*. For these compounds of *sum*, perhaps the uncompounded forms of the verb were felt to be too fixed to undergo rhotacism.

15. COMPOUNDS FROM *SUM*, *ESSE*; *READING: DESCARTES

Exercise Study the verb analyses in Table 15.1. Verb analysis identifies the parts of a verb; in the case of these compounds from *sum*, four parts are identified: prefix, root, formant, and personal ending.

15.1 Verb Analyses: *sum*, *esse*

Verb	Dictionary Entry	Prefix	Root	Formant	Theme Vowel	Pers. End.
supereris	supersum, -esse	super-	es-	-i-		-s
deerat	desum, -esse	de-	es-	-a-		-t
subsum	subsum, -esse	sub-	ϕs-	—	-o-	-m
prodest	prosum, -esse	pro-	es-	—		-t
praeratis	praesum, -esse	prae-	es-	-a-		-tis
posterunt	postsum, -esse	post-	es-	-u-		-nt
conero	consum, -esse	con-	es-	—		-o
superestis	supersum, -esse	super-	es-	—		-tis
praesunt	praesum, -esse	prae-	ϕs-	—	-o-	-nt
deeramur	desum, -esse	de-	es-	-a-		-mus

15. COMPOUNDS FROM *SUM*, *ESSE*; *READING: DESCARTES

Reading Read the following paraphrase of a passage from the second meditation by Rene Descartes.

Est nihil certum? Ego sum. Ego exísto. Sed quid sum? Homo?
 es-t certo-m ꞑs-u-m ex-(s)ist-o qui-d ꞑs-u-m homin-

Quid est homo? Ánimal ratióale? Non.
 qui-d es-t homin- animali- ratióali-

Cogitátio est. Hábeo cogitátionem. Ego sum, ego exísto; certum
 cogitation- es-t habe-o cogitation-e-m ꞑs-u-m ex-(s)ist-o certo-m

est. Sum praecíse res cógitans, id est, mens, vel intelléctus,
 es-t ꞑs-u-m praeciso/a- re-s cogina-(nti)-s i-d es-t men(ti)-s intellectu-s

vel rátio. Sed quid sum? Res cógitans. Quid est hoc? Dúbitans,
 ratió- qui-d ꞑs-u-m re-s cogita-n(ti)-s qui-d es-t ho-c dubita-n(ti)-s

intélligens, affírman, négans, vólens, nólens, imáginans, et
 intellig-en(ti)-s af-firma-n(ti)-s nega-n(ti)-s vol-en(ti)-s nol-en(ti)-s imagina-n(ti)s

séntiens.
 senti-en(ti)-s

affirmans affirming
certum certain
cogitans thinking
cogitatio thought
cogitationem thought
dubitans doubting
habeo I have
hoc (n. sing) this
homo man
id est that is (i.e.)
imaginans imagining

intellectus intellect
intelligens understanding
mens mind
negans denying
nolens not willing
praecise precisely
quid? (interrog. pron.) what?
ratióale rational
res thing
sentiens sensing
volens willing

Vocabulary List 5

murus, muri m.	7 ^a
liber, libri (libro-) m.	7
nix, nivis (niv-; <i>nom. sg:</i> nig-) f.	16
senex, senis (<i>nom:</i> senec-; sen-) m.	21
vesper, vesperis (vesper-; vespero-) m.	21
vis, vis (<i>sg:</i> vi-; <i>pl:</i> viri-) f.	21
falsus, falsa, falsum	23
vērus, vēra, vērum	23
malus, mala, malum	23
longus, longa, longum	23
magnus, magna, magnum	23
asper, aspera, asperum (aspero/a-)	24
liber, libera, liberum (libero/a-)	24
ācer, ācris, ācre (acri-)	26
celer, celeris, celere (celeri-)	26
salūber, salūbris, salūbre (salubri-)	26
brevis, breve	26
difficilis, difficile	26
facilis, facile	26
omnis, omne	26
ūtilis, ūtile	26
suāvis, suāve	26
prior, prius	27
vetus, veteris (vetes-) m./f./n.	27
sum, esse, fuī, [futūrum] [es-/s-]	31

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

15. COMPOUNDS FROM *SUM*, *ESSE*; *READING: DESCARTES

Notes on Vocabulary List 5 *nix* cannot be explained simply from the stem *niv-*, since *nivs* would not contract to *nix*. Proto-Indo-European had a sound g^w or g^wh , which is like our q ($= k^w$) but voiced. The root from which *nix* derives is nig^wh- . If the g is lost, nig^wh- becomes *niv-*, the normal stem of this noun; if the w is lost nig^wh- becomes *nig-*. Thus, *nix* derives from the other stem taken from the same root: *nigs* \rightarrow *nix*. *senex* has two stems as shown. *Senectus* (“old age”) derives from one of these; *senatus* (“senate”) and *senator* derive from the other. *vis* reflects that proto-Indo-European had two i-stem declensions, one in which the i was long and the other in which it was short. Latin collapsed these two into its one i-stem declension (which it further compounded with consonant stems), in which the i is short. *Vis* had a stem that ended in a long i , so the accusative singular *vim* is regular; *vem*, which would be regular for a stem ending in a short i , is not used. Rather than retaining its \bar{i} -stem forms in the plural, it developed an s-stem, which by rhotacism becomes *virī-*. *vetus* is the one true consonant stem adjective to be learned. The others are comparatives. The root from which *vetus* is derived means “year.” Originally, *senex* was usually used to describe people and *vetus* was used to describe horses, which were much more likely to live longer than other cattle, since the Romans did not eat horses.

Questions and Exercises for Chapter 15

Name _____

Analyze each of the following verbs into prefix, root, formant, and ending.

Verb	Prefix	Root	Formant	[Theme Vowel]	Ending
<i>suberat</i>	sub-	es-	a		t
<i>aberimus</i>					
<i>consum</i>					
<i>deerat</i>					
<i>aderit</i>					
<i>posterunt</i>					
<i>superes</i>					
<i>praeestis</i>					
<i>proeram</i>					
<i>assumus</i>					
<i>oberant</i>					
<i>suberimus</i>					
<i>abero</i>					
<i>deeritis</i>					

Identify each verb by person, number, and tense by circling the correct answer.

Verb	Person	Number	Tense
<i>aberimus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>consum</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>deerat</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>aderit</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>posterunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>superes</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>praeestis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>proderam</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>assumus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>oberant</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>suberimus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>abero</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>deeritis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

What is the second person singular personal ending?

What is the third person plural personal ending?

What is a zero-grade root?

What are the consonant stem adjectives on our word list?

Give the correct forms of the following noun/adjective combinations.

Noun	Adjective	Number/Case	Inflected Form
<i>humus, humi</i> f.	<i>durus, dura, durum</i>	nom. sg.	
<i>furor, furoris</i> m.	<i>terribilis, terribile</i>	gen. pl.	
<i>mare, maris</i> n.	alius, alia, aliud	gen. sg.	
<i>injuria, injuriae</i> f.	<i>levis, leve</i>	nom. pl.	
<i>portus, portus</i> m.	<i>inferior, inferius</i>	gen. pl.	
<i>facies, faciei</i> f.	<i>clarus, clara, clarum</i>	nom. pl.	

List the UNUS NAUTA adjectives.

U		N
N		A
U		U
S		T
		A

Latin continuants are of three kinds: liquids (L), sibilants (S), and nasals (N). Identify them.

l _____ m _____ n _____ s _____ r _____

What is the Latin semi-vowel?

What ending(s) is(are) used for the nominative singular?

What ending(s) is(are) used for the nominative plural?

Explain the nominative singular of the following nouns.

Stem	Dictionary Entry	Explanation
corpos-	<i>corpus, corporis</i> n.	
flumin-	<i>flumen, fluminis</i> n.	
fratr-	<i>frater, fratris</i> m.	
aes-	<i>aes, aeris</i> n.	
artific-	<i>artifex, artificis</i> m.	
fell-	<i>fel, fellis</i> n.	
diputation-	<i>disputatio, disputationis</i> f.	
oss-	<i>os, ossis</i> n.	
princip-	<i>princeps, principis</i> m.	
pan-	<i>panis, panis</i> m.	
color-	<i>color, coloris</i> m.	
aestat-	<i>aestas, aestatis</i> f.	

16 The Ablative Case

Read CLS 8, 8.1, 8.2, 8.3. The three general uses of the ablative are the “**original**” sense, the **instrumental** sense, and the **locative** sense. The original ablative signifies a noun as the source or origin of something: “The smoke came from the fire.” In Latin, the noun “fire” would be in the ablative. The instrumental use of the ablative signifies something as an instrument or means: “He is building with a hammer.” The locative ablative signifies something as the place where something is or happens: “The cow is in the field.” There are several other uses of the ablative. Most of them are categorized under one of these three primary senses because they naturally arise from, and are conceptually related to, them. You will learn these later.

In Latin, various prepositions (e.g. *ex*, *ab*, *cum*, *in*, *sub*) are used in conjunction with a noun in the ablative case to convey one of these three senses. When this is so, the particular preposition used serves to indicate which sense of the ablative is intended. However, there are various uses of the ablative associated with each of these three senses that do not require a preposition.

Formation of the Ablative Singular

The ablative singular in nouns and adjectives uses, in general, the bare stem. Once a *-d* was added, but this has been lost in all stems. Its presence is implied, however, in the usual lengthening of the vowel that had preceded it. Stems ending in *-a*, *-e*, *-o*, and *-u* simply use the bare stem with a lengthened stem vowel. Here even the o-stem nouns and adjectives reveal

16. THE ABLATIVE CASE

their true stem ending. Consonant stems add an *-e* to form the ablative singular.

Only in the i-stems will gender affect the formation of the ablative singular. In neuter i-stems, the ablative singular retains the bare stem ending in *-i*. This is also true of all i-stem adjectives, of whatever gender. Masculine/feminine i-stems, on the other hand, usually imitate the consonant stems and present their stems ending in *-e*. Note, then, that a singular masculine/feminine i-stem noun and an i-stem adjective modifying it will almost always have different endings even though they are the same gender, number, and stem: *Venit in nave forti*. “He came in a strong ship.”

16.1 Ablative Singular Endings

Noun/Adjective Stem	Ablative Singular Form
-a, -e, -o, -u, -i (n./adj.)	(lengthened) bare stem
-i (m./f.)	-e
C stems	-e

16.2 Masculine and Feminine Stems with Ablative Singular

Stem	Ablative Sing.	Stem Ending	Stem	Ablative Sing.
acie-	acie	-e	re-	re
sensu-	sensu	-u	effectu-	effectu
loco-	loco	-o	servo-	servo
puero-	puero	-ro	quadro-	quadro
luna-	luna	-a	terra-	terra
duc-	duc-e	-c, -g	reg-	reg-e
laud-	laud-e	-d, -t	nepot-	nepot-e
flos-	flor-e	-s		
hiem-	hiem-e	-m, -n	leon-	leon-e
turri-	turr-e, turri	-i	tussi-	tussi
imbri-	imbr-e	-ri	celeri-	celeri

16.3 Neuter Stems with Ablatives

Stem	Ablative Sing.	Stem Ending	Stem	Ablative Sing.
cornu-	cornu	-u	genu-	genu
capit-	capit-e	-t	poemat-	poemat-e
mell-	mell-e	-l, -r	cadaver-	cadaver-e
vas-	vas-e	-s	oss-	oss-e
nomin-	nomin-e	-n	carmin-	carmin-e
sedili-	sedili	-i	exemplari-	exemplari
aedificio-	aedificio	-o	sepulchro-	sepulchro

Formation of the Ablative Plural

The ancient common ending for all ablative plurals was *-bus*. I-stems and e-stems still take this ending. The consonant stems add an *-i* before this ending (perhaps in imitation of the i-stems). U-stems imitate the consonant stems here. They drop the stem ending and add an *-i* before the *-bus* ending. Stems ending in *-a* and *-o*, however, have dropped their stem ending, *-a* or *-o*, and take a plural ending from a lost case, the locative. This ending is *-is*.

Note: A few a-stem nouns, usually with roots that have stems ending in both *-a* and *-o*, have retained the ancient ending. This allows one to distinguish *filiabus* from *filiis* and *animabus* from *animis*. Two o-stem nouns that are used in the dual rather than the plural, *duo* and *ambo*, retain the ancient ablative plural ending: *duo-bus* and *ambo-bus*.

16.4 Ablative Plural Endings

Noun/Adjective Stem	Ablative Plural Form
-i, -e	-bus
C stems	-i-bus
-u	- u -ibus
-a, -o	-is

16. THE ABLATIVE CASE

16.5 Masculine and Feminine Stems with Ablative Plural

Stem	Ablative Plur.	Vowel	Stem	Ablative Plur.
acie-	acie-bus	-e	re-	re-bus
sensu-	sens-i-bus	-u	effectu-	effect-i-bus
loco-	loc-is	-o	servo-	serv-is
duo-	duo-bus	-o	ambo-	ambo-bus
puero-	puer-is	-ro	quadro-	quadr-is
luna-	lun-is	-a	terra-	terr-is
anima-	anima- bus	-a	femina-	femina- bus ^a
duc-	duc-i-bus	-c, -g	reg-	reg-i-bus
laud-	laud-i-bus	-d, -t	nepot-	nepot-i-bus
flos-	flor-i-bus	-s		
hiem-	hiem-i-bus	-m, -n	leon-	leon-i-bus
turri-	turri-bus	-i	tussi-	tussi-bus
imbri-	imbri-bus	-ri	celeri-	celeri-bus

^aThis form appears only in late Latin.

16.6 Neuter Stems with Ablative (Dative) Plurals

Stem	Ablative Plur.	Vowel	Stem	Ablative Plur.
cornu-	corn-i-bus	-u ^a	genu-	gen-i-bus
capit-	capit-i-bus	-t-	poemat-	poemat-i-bus
mell-	mell-i-bus	-l-, -r-	cadaver-	cadaver-i-bus
vas-	vas-i-bus	-s-	oss-	oss-i-bus
nomin-	nomin-i-bus	-n-	carmin-	carmin-i-bus
sedili-	sedili-bus	-i-	exemplari-	exemplari-bus
aedificio-	aedifici-is	-o-	sepulchro-	sepulchr-is

^aN.B. The stem *tribu-* maintains the ancient ablative ending for its dative-ablative plural: *tribu-bus*.

The Preposition *ab* (or *a* or *abs*)¹ + Ablative

Read CLS 8.11, 8.12. When a noun in the ablative is the object of the preposition *ab*, this is a form of the “original” ablative. The first possible meaning of this prepositional phrase would state the source or place “from which” something originates: *Venit ab agro*. “He came from the field.” Alternatively, the preposition *ab* can also signify separation from a source: *Discedite a me qui operamini iniquitatem*. “Depart from me, you who work iniquity.” Context will determine which meaning is appropriate in any given sentence.

[There is another important “origin”-related use of the preposition *ab* + ablative that signifies agency (i.e., the source of an action): *Lex a rege datur*. “The law is given by the king.” However, you do not need to learn this use of the original ablative until you come to the passive voice in the Latin verbal system.]

The Preposition *in* + Ablative

Read CLS 8.3, 8.31. When the preposition *in* takes a noun in the ablative case, this is the primary locative sense signifying where something is or occurs. *Servus in urbe laborat*. “The slave labors in the city.” Unsurprisingly, the locative was not confined to the literal sense of place, but extended to states or conditions, and even to metaphorical uses: *in bello*, *in amore*.

The Ablative of Means

Read CLS 8.2 & 8.21 We see above that it was standard for the two primary senses of the original and locative ablative to be preceded by certain corresponding prepositions. This was not the case with the primary use of the instrumental ablative, which is typically called the “ablative of means.” This is a very common use of the ablative, but it can only be determined by context within the sentence: *Pugno arcu*. “I am fighting with a bow.”

¹When the object of the proposition begins with a consonant (except “h”), the form *a* is used. Before vowels and “h” (and sometimes consonants), the form *ab* is used. Additionally, sometimes the form *abs* is used before “c,” “q,” and “t.”

Questions and Exercises for Chapter 16

Name _____

What ending(s) is(are) used for the genitive singular?

What ending(s) is(are) used for the genitive plural?

On which syllables may a Latin word be accented? (Ch. 1)

What is the gender of nouns whose stems end in *-tor*? (MLWL 14.11)

Supply the ablative singular forms of the following nouns.

Dictionary Entry	Stem	Abl. Sg.		Dictionary Entry	Stem	Abl. Sg.
<i>toga, togae</i> f.	toga-	toga		<i>mare, maris</i> n.	mari-	
<i>insula, insulae</i> f.	insula-			<i>sedile, sedilis</i> n.	sedili-	
<i>porta, portae</i> f.	porta-			<i>poema, poematis</i> n.	poemat-	
<i>nauta, nautae</i> m.	nauta-			<i>sanitas, sanitatis</i> f.	sanitat-	
<i>filius, filii</i> m.	filio-			<i>pes, pedis</i> m.	ped-	
<i>nasus, nasi</i> m.	naso-			<i>rumor, rumoris</i> m.	rumor-	
<i>ventus, venti</i> m.	vento-			<i>sol, solis</i> m.	sol-	
<i>puer, pueri</i> m.	puero-			<i>cursus, cursus</i> m.	cursu-	
<i>dubium, dubii</i> n.	dubio-			<i>versus, versus</i> m.	versu-	
<i>forum, fori</i> n.	foro-			<i>cornu, cornus</i> n.	cornu-	
<i>civis, civis</i> m./f.	civi-			<i>dies, diei</i> f./m.	die-	
<i>orbis, orbis</i> m.	orbi-			<i>spes, spei</i> f.	spe-	

Supply the ablative plural forms of the following nouns.

Dictionary Entry	Stem	Abl. Pl.		Dictionary Entry	Stem	Abl. Pl.
<i>toga, togae</i> f.	toga-	togis		<i>mare, maris</i> n.	mari-	
<i>insula, insulae</i> f.	insula-			<i>sedile, sedilis</i> n.	sedili-	
<i>porta, portae</i> f.	porta-			<i>poema, poematis</i> n.	poemat-	
<i>nauta, nautae</i> m.	nauta-			<i>sanitas, sanitatis</i> f.	sanitat-	
<i>filius, filii</i> m.	filio-			<i>pes, pedis</i> m.	ped-	
<i>nasus, nasi</i> m.	naso-			<i>rumor, rumoris</i> m.	rumor-	
<i>ventus, venti</i> m.	vento-			<i>sol, solis</i> m.	sol-	
<i>puer, pueri</i> m.	puero-			<i>cursus, cursus</i> m.	cursu-	
<i>dubium, dubii</i> n.	dubio-			<i>versus, versus</i> m.	versu-	
<i>forum, fori</i> n.	foro-			<i>cornu, cornus</i> n.	cornu-	
<i>civis, civis</i> m./f.	civi-			<i>dies, diei</i> f./m.	die-	
<i>orbis, orbis</i> m.	orbi-			<i>spes, spei</i> f.	spe-	

Give the correct forms of the following noun/adjective combinations.

Noun	Adjective	Number/Case	Inflected Form
<i>aurum, auri</i> n.	<i>novus, nova, novum</i>	abl. sg.	
<i>radix, radicis</i> f.	<i>sanus, sana, sanum</i>	abl. pl.	
<i>lapis, lapidis</i> m.	unus, una, unum	abl. sg.	
<i>vultus, vultus</i> m.	<i>acer, acris, acre</i>	abl. pl.	
<i>nox, noctis</i> f.	<i>crudelis, crudele</i>	abl. pl.	

Identify the following nouns by circling the correct gender, number, and case. (There may be more than one correct answer.)

Noun	Identification		Noun	Identification
<i>turres</i>	masc/fem/neut sg/pl nom/gen/abl		<i>effectus</i>	masc/fem/neut sg/pl nom/gen/abl
<i>fructu</i>	masc/fem/neut sg/pl nom/gen/abl		<i>caelibis</i>	masc/fem/neut sg/pl nom/gen/abl
<i>mari</i>	masc/fem/neut sg/pl nom/gen/abl		<i>lineis</i>	masc/fem/neut sg/pl nom/gen/abl
<i>sedibus</i>	masc/fem/neut sg/pl nom/gen/abl		<i>cornu</i>	masc/fem/neut sg/pl nom/gen/abl
<i>genibus</i>	masc/fem/neut sg/pl nom/gen/abl		<i>flore</i>	masc/fem/neut sg/pl nom/gen/abl
<i>quantitate</i>	masc/fem/neut sg/pl nom/gen/abl		<i>philosophi</i>	masc/fem/neut sg/pl nom/gen/abl

What is the second person singular ending?

What is the second person plural ending?

Analyze each of the following verbs into prefix, root, formant, and ending.

Verb	Prefix	Root	Formant	[Theme Vowel]	Ending
<i>poterant</i>					
<i>praesumus</i>					
<i>aderit</i>					
<i>ero</i>					
<i>estis</i>					

Identify the following adjectives as o/a-stems, ro/ra-stems, UNUS NAUTA o/a-stems, i-stems, or consonant stems. For i-stems indicate whether they are i-stems of one, two, or three endings.

Adjective	Class		Adjective	Class
<i>saluber, salubris, salubre</i>			<i>curvus, curva, curvum</i>	
<i>dulcis, dulce</i>			<i>par, paris</i>	
<i>nullus, nulla, nullum</i>			<i>gravis, grave</i>	
<i>vetus, veteris</i>			<i>solus, sola, solum</i>	

17 The Subjunctive Mood

In the following readings English verbs in the “subjunctive” mood are in **bold**, and those in the “indicative” are underlined. How do the former verbs differ from the latter? The former include the ancient English subjunctive and modern “modal” subjunctives. This distinction will be discussed later.

English Texts Employing the Subjunctive

Compare the use of the indicative.

From Jane Austen’s juvenile *History of England*

Henry the 8th. It **would be** an affront to my Readers **were** I to suppose that they **were** not as well acquainted with the particulars of this King’s reign as I am myself. It will therefore be saving *them* the task of reading again what they have read before, & *myself* the trouble of writing what I do not perfectly recollect, by giving only a slight sketch of the principal Events which marked his reign....The Crimes & Cruelties of this Prince were too numerous to be mentioned... & nothing can be said in his vindication, but that his abolishing Religious Houses & leaving them to the ruinous depredations of time has been of infinite use to the landscape of England in general, which probably was a principal motive for his doing it, since otherwise why **should** a Man who was of no Religion himself **be** at so much trouble to abolish one which had for Ages been established in the Kingdom? His Majesty’s 5th wife was the Duke of Norfolk’s Niece who, tho’ universally acquitted of the crimes for which she was beheaded, has been by many people supposed to have led an abandoned Life before her

17. THE SUBJUNCTIVE MOOD

Marriage – of this, however, I have many doubts, since she was a relation of that noble Duke of Norfolk who was so warm in the Queen of Scotland's cause, & who at last fell a victim to it. The king's last wife contrived to survive him, but with difficulty effected it. He was succeeded by his only son Edward.

From Euclid's *Elements* II

Proposition 2

If a straight line **be** cut at random, the rectangle contained by the whole and both of the segments is equal to the square on the whole.

For **let** the straight line AB **be cut** at random at the point C ; I say that the rectangle contained by AB , BC together with the rectangle contained by BA , AC is equal to the square on AB .

For **let** the square $ADEB$ **be described** on AB , and **let** CF **be drawn** through C parallel to either AD or BE . Then AE is equal to AF , CE . Now AE is the square on AB ; AF is the rectangle contained by BA , AC , for it is contained by DA , AC , and AD is equal to AB ; and CE is the rectangle AB , BC , for BE is equal to AB .

Therefore the rectangle BA , AC together with the rectangle AB , BC is equal to the square on AB .

Therefore etc. Q.E.D.

The opening of John Milton's *Paradise Lost*

Of Mans First Disobedience, and the Fruit
Of that Forbidden Tree, whose mortal tast
Brought Death into the World, and all our woe,
With loss of EDEN, till one greater Man
Restore us, and **regain** the blissful Seat,
Sing Heav'nly Muse, that on the secret top
Of OREB, or of SINAI, didst inspire
That Shepherd, who first taught the chosen Seed,
In the Beginning how the Heav'ns and Earth
Rose out of CHAOS: Or if SION Hill

5

10

Delight thee more, and SILOA'S Brook that flow'd
 Fast by the Oracle of God; I thence
Invoke thy aid to my adventrous Song,
 That with no middle flight intends to soar
 Above th' AONIAN Mount, while it pursues 15
 Things unattempted yet in Prose or Rhime.
 And chiefly Thou O Spirit, that dost prefer
 Before all Temples th' upright heart and pure,
 Instruct me, for Thou know'st; Thou from the first
Wast present, and with mighty wings outspread 20
 Dove-like satst brooding on the vast Abyss
 And mad'st it pregnant: What in me is dark
 Illumine, what is low raise and support;
 That to the highth of this great Argument
 I **may assert** th' Eternal Providence, 25
 And **justify** the wayes of God to men.

The English Subjunctive

The English subjunctive has two “tenses”: past and present. The **present** subjunctive is formed by removing the “to” from the infinitive: “to be” → “be”, “to have” → “have”, etc. Apart from the verb “to be”, this subjunctive can be recognized only in the third person singular: “It is necessary that he **be** here,” “It is necessary that you **be** here,” “It is necessary that he **come** here,” “It is necessary that you **come** here.”

The **past** subjunctive is generally identical with the standard past indicative. For all persons and numbers, this form can be recognized only in the verb “to be”: compare “If he **was** the murderer, he did it with an axe” with “If he **were** the murderer, he would have done it with an axe.” But in other verbs the subjunctive cannot be distinguished here: “If he **murdered** the man, he did it with an axe,” and “If he **murdered** the man, he would have done it with an axe.”

Although these subjunctives are called “past” and “present”, they do not signify time so much as nearness and remoteness from reality. This distinction should be clear from a comparison of these two sentences: “If he **be** here, I cannot see him,” and “If he **were** here, I would see him.”

17. THE SUBJUNCTIVE MOOD

Most English subjunctives have been replaced with verbs using “modal auxiliaries” such as “would”, “may” and so on. “**May** it **rain!**” “It **may rain.**” “He **might come.**” “You **would have been** a doctor.” Some grammarians consider these verbs to be true subjunctives and call them “modal subjunctives”, but others do not.

Questions and Exercises for Chapter 17

Name _____

What is the gender of nouns whose stems end in *-tudin-*? (MLWL 18.21)

What is the gender of nouns whose stems end in *-mat-*? (MLWL 10.1)

What are the dental consonants? _____ What phonological principle concerning them have we learned? (LMP 1)

Which consonants reject a final *-s*? (LMP 1)

From the dictionary entry, identify the stem of the following nouns. If necessary, look them up.

Dictionary Entry	Stem		Dictionary Entry	Stem
<i>ornatus, ornatus</i> m.			<i>panis, panis</i> m.	
<i>facies, faciei</i> f.			<i>saxum, saxi</i> n.	
<i>agricola, agricolae</i> m.			<i>merces, mercedis</i> f.	
<i>aes, aeris</i> n.			<i>portus, portus</i> m.	
<i>vir, viri</i> m.			<i>species, speciei</i> f.	
<i>pons, pontis</i> m.			<i>sapientia, sapientiae</i> f.	
<i>sol, solis</i> m.			<i>dux, ducis</i> m.	
<i>nomen, nominis</i> n.			<i>arx, arcis</i> f.	
<i>humus, humi</i> f.			<i>dogma, dogmatis</i> n.	
<i>fel, fellis</i> n.			<i>vulgus, vulgi</i> n.	
<i>virgo, virginis</i> f.			<i>legio, legionis</i> f.	
<i>theologia, theologiae</i> f.			<i>os, oris</i> n.	

Identify the following sentences/clauses as nominal or verbal. For nominal sentences, identify the principal part of the predicate as a noun, pronoun, adjective, adverb, or prepositional phrase.

That (1) which was from the beginning, (2) which we have heard, (3) which we have seen with our eyes, (4) which we looked upon and have touched with our hands, concerning the word of life—(5) the life was made manifest, (6) and we have seen it, (7) and testify to it (8) and proclaim to you the eternal life, (9) which was with the Father (10) and was made manifest to us—(11) that which we have seen and heard (12) we proclaim also to you, (13) so that you too may have fellowship with us.

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | |
| 5. | 10. | |

List the UNUS NAUTA adjectives.

U		N
N		A
U		U
S		T
		A

Identify each verb by person, number, and tense by circling the correct answer.

Verb	Person	Number	Tense
<i>possunt</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>aberat</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>posterimus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>estis</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>praeeram</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>erit</i>	1 st —2 nd —3 rd	singular—plural	present—past—future
<i>aderam</i>	1 st —2 nd —3 rd	singular—plural	present—past—future

Translate the following phrases. Indicate which general use of the ablative is employed: original, instrumental, or locative.

Phrase	Translation	Use
<i>in libro</i>	"in a book"	locative
<i>ab sene</i>		
<i>donis</i>		
<i>in corde</i>		
<i>ab aedificio</i>		
<i>in nocte</i>		
<i>animalibus</i>		

What ending(s) is(are) used for the ablative singular?

What ending(s) is(are) used for the ablative plural?

Indicate whether the following verbs are in the subjunctive (Y/N).

- _____ If I were a rich man . . .
- _____ I thought so.
- _____ May it always be sunny.
- _____ You should not do that.
- _____ He might be sick.
- _____ If I leave today . . .
- _____ I consider him to be friendly.
- _____ It is fitting that he apologize for what he said.
- _____ If he was not there, then no one saw him there.

18 The Subjunctive of *sum, esse*

The forms of the verb *sum* that have been examined so far are all indicative. Such forms declare or indicate what is so, when they are used in declarative sentences. As discussed earlier, these forms of *sum* are all based upon the root *es-*, in its normal grade (*es-*) or in its zero grade (*s-*). Table 18.1 reviews these forms. You should see immediately which use the normal grade and which use the zero grade.

18.1 The Progressive Indicative System of *sum, esse*

sum ϕs-o-m	es es-s	est es-t	sumus ϕs-u-mus	estis es-tis	sunt ϕs-o-nt
eram es-a-m	eras es-a-s	erat es-a-t	eramus es-a-mus	eratis es-a-tis	erant es-a-nt
ero es-o	eris es-i-s	erit es-i-t	erimus es-i-mus	eritis es-i-tis	erunt es-o-nt

By now, the reason for the normal grade's mutation to *er-* should be familiar: "rhotacism of intervocalic *-s*." You should also recognize the vowels used to form the past and future tenses: *-a* and *-i*, respectively. The standard endings used should be well-known to you; remember the mnemonic device "***-m-o-s-t, -mus-nt, sit-*** backwards."

Note carefully that the future tenses also include two "aberrant" forms: *ero* and *erunt*. The present tense includes forms that use the normal grade and those that use the zero grade. These "irregularities" can be recalled

18. THE SUBJUNCTIVE OF *SUM*, *ESSE*

easily by thoroughly learning the three stems and two other mnemonic devices. The progressive indicative stems for *sum*, *esse* are:

Present: *s-u-* (N), *es-*
Past: *er-a-*
Future: *er-i-* (IOU)

One must recall here that in the present progressive indicative, *su-* is used before any nasal ending (N), hence *su-m*, *su-mus*, and *su-nt*. IOU stands for “four *-i*’s, an *-o* at the beginning, a *-u* at the end.”

Active Subjunctive Forms of *sum*, *esse*

There are also subjunctive forms of *sum* based upon these roots *es-* and *s-*. A system called the “present progressive subjunctive” is based upon the zero grade of the root. Another called the “past progressive subjunctive” is based upon the normal grade of the root. Here the names “present” and “past” do not suggest time strictly speaking. Rather they denote something closer or farther from reality, a characteristic not unlike time.

Just as the vowels *-a* and *-i* are added to the stem in the past and future tenses of the progressive indicative, so also formants are used in the subjunctives. The formant for the present progressive subjunctive is also *-i* (the Latin **i-subjunctive**). It will not be confused with the future because it uses the zero grade of the root (e.g., *simus* vs. *erimus*). The past progressive subjunctive uses *-se* as its formant. For this reason, the normal grade of the root is protected and does not “rhotacise.” All forms use standard personal endings and are in every way regular.

18.2 The Active Subjunctive Forms of *sum*, *esse*

s-i-m	s-i-s	s-i-t	s-i-mus	s-i-tis	s-i-nt
es-se-m	es-se-s	es-se-t	es-se-mus	es-se-tis	es-se-nt

Here two more stems can be introduced: *si-* and *esse-*. These are sufficient because they take the standard endings throughout each system. The five progressive stems presented below will allow us to master the entire progressive system of *sum*, as shown in Table 18.3.

18. THE SUBJUNCTIVE OF *SUM*, *ESSE*

18.3 The Five Progressive Stems of *sum*, *esse*

Present Progressive Indicative	s-u- (N), es-
Past Progressive Indicative	er- a -
Future Progressive Indicative	er- i - (IOU)
Present Progressive Subjunctive	s- i -
Past Progressive Subjunctive	es- se -

The compounds of *sum* already studied will likewise have five stems. The prefix appropriate to each compound is merely added to each of the stems expressed above. For example, the five stems of *absum*, *abesse* and *prosum*, *prodesse* are shown in Table 18.4.

18.4 The Five Stems of *absum* and *prosum*

absum, abesse	prosum, prodesse
ab-s-u- (N), ab-es-	pro-su- (N), pro(d)-es-
ab-er- a -	pro(d)-er- a -
ab-er- i - (IOU)	pro(d)-er- i - (IOU)
ab-s- i -	pro-s- i -
ab-es- se -	pro(d)-es- se -

Classroom Drill 1. Form the five progressive stems for each of the ten compounds from *sum*, *esse*: *absum*, *adsum*, *consum*, *desum*, *obsum*, *postsum*, *praesum*, *prosum*, *subsum*, *supersum*.

Classroom Drill 2. Form a complete system of finite verbs from any single stem and the mnemonic device “**-m-o-s-t -mus-nt sit-** backwards.” An example from the future progressive indicative stem of *desum*, *deesse*: *deeri-* (IOU): *deer-o*, *deeri-s*, *deeri-t*, *deeri-mus*, *deeri-tis*, *deeru-nt*.

Vocabulary List 6

in (prep., acc. and abl.)	1 ^a
super (prep., abl. and acc.)	1
ā, ab, abs (prep., abl. only)	3
dē (prep., abl. only)	3
ex, ē (prep., abl. only)	3
cum (prep., abl. only)	3
prae (prep., abl. only)	3
prō (prep., abl. only)	3
sine (prep., abl. only)	3
sub (prep., abl. and acc.)	3
ūllus, ūlla, ūllum (ullius)	25
nūllus, nūlla, nūllum (nullius)	25
ūnus, ūna, ūnum (unius)	25
sōlus, sōla, sōlum (solius)	25
neuter, neutra, neutrum (neutrius)	25
alter, altera, alterum (alterius)	25
uter, utra, utrum (utrius) (utro/a-)	25
tōtus, tōta, tōtum (totius)	25
alius, alia, aliud (alterius— <i>from alter</i>)	25
commūnis, commūne	26
humilis, humile	26
immortālis, immortalē	26
mortālis, mortāle	26
inferior, inferius	27
superior, superius	27

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

18. THE SUBJUNCTIVE OF *SUM*, *ESSE*

Notes on Vocabulary List 6 *in*, *pro* and other prepositions were originally adverbs (“He went in.” “It has happened before.”), which came to be further specified by a noun (“He went in the room.” “It happened before noon.”) Their adverbial force is also felt when they are used as prefixes for verbs: *prosum*, *ineo*. ***humilis*** is derived from the noun *humus* (“ground, soil”). *Hummus* is from Arabic, a non-Indo-European language, and so not related. *Humus* does appear to be related to *homo* (“man,” i.e., “earthling”) and *humanus*. Thus, the meaning of the proto-Indo-European root suggests that man is made of earth: “Then the Lord God formed man from the dust of the ground” (Gen. 2:7). ***mortalis*** and other adjectives show the suffix *-alis* which generally means “belonging to, connected with, derived from.” Some suffixes like *-alis* make adjectives out of nouns without any extra special meaning: *-ius* (*patrius*, “paternal”), *-cus* (*bellicus*, “of war”), *-nus* (*caninus*, “canine”), *-aris* (*popularis*, “of the people”), etc. Other suffixes both add a special meaning and form an adjective from a noun: *-ax* (having a tendency: *tenax*, “tenacious, able to hold on”), *-bilis* (having a passive quality or ability: *mobilis*, “able to be moved”), *-osus* (fullness: *verbosus*, “verbose, full of words”). ***communis*** comes from *cum* (“with”) and *munus* (“function, task, duty”). Community arises from sharing in the tasks and duties of others.

Questions and Exercises for Chapter 18

Name _____

What do “(N)” and “(IOU)” mean when given with the five stems of *sum, esse*?

What is the difference between the normal grade and the zero grade of root of *sum, esse*?

Analyze the following forms of *sum, esse*.

Verb	Root	Formant	[Theme Vowel]	Ending
<i>estis</i>				
<i>erit</i>				
<i>essem</i>				
<i>sim</i>				
<i>sumus</i>				
<i>sint</i>				
<i>sum</i>				
<i>eras</i>				
<i>ero</i>				
<i>essetis</i>				
<i>erunt</i>				
<i>sunt</i>				

Indicate which root and which formant are used for each of the following tense/mood combinations of *sum, esse*.

Tense/Mood	Root	Formant
Present Indicative		
Past Indicative		
Future Indicative		
Present Subjunctive		
Past Subjunctive		

Identify the indicated verbs from the passages below.

Carissimi, nunc filii Dei sumus et nondum apparuit quid erimus. Scimus quoniam cum apparuerit, similes ei erimus, quoniam videbimus eum sicuti est.

Carissimi, nolite omni spiritui credere, sed probate spiritus si ex Deo sint.

Verb	Person	Number	Tense	Mood
<i>sumus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future	indicative—subjunctive
<i>erimus</i>	1 st —2 nd —3 rd	singular—plural	present—past—future	indicative—subjunctive

<i>est</i>	1 st —2 nd —3 rd	singular—plural	present—past—future	indicative—subjunctive
<i>sint</i>	1 st —2 nd —3 rd	singular—plural	present—past—future	indicative—subjunctive

Identify the gender, number, and case of the indicated nouns and adjectives in the following passage.

In **principio** creavit **Deus** caelum et terram. **Terra** autem erat **inanis** et **vacua**, et **tenebrae** super faciem **abyssi** et **spiritus Dei** ferebatur super aquas. Dixitque Deus “fiat **lux**” et **facta** est lux.

Noun/Adj.	Stem	Gender	Number	Case
<i>principio</i>	principio-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Deus</i>	deo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>terra</i>	terra-	masc-fem-neut	sg-pl	nom-gen-abl
<i>inanis</i>	inani-	masc-fem-neut	sg-pl	nom-gen-abl
<i>vacua</i>	vacuo/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>tenebrae</i>	tenebra-	masc-fem-neut	sg-pl	nom-gen-abl
<i>abyssi</i>	abyss-	masc-fem-neut	sg-pl	nom-gen-abl
<i>spiritus</i>	spiritu-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Dei</i>	deo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>lux</i>	luc-	masc-fem-neut	sg-pl	nom-gen-abl
<i>facta</i>	facto/a-	masc-fem-neut	sg-pl	nom-gen-abl

Give the stem of the following nouns, then give their ablative singular and ablative plural form.

Dictionary Entry	Stem	Ablative Singular	Ablative Plural
<i>ornatus, ornatus</i> m.			
<i>facies, faciei</i> f.			
<i>agricola, agricolae</i> m.			
<i>aes, aedis</i> n.			
<i>vir, viri</i> m.			
<i>pons, pontis</i> m.			
<i>sol, solis</i> m.			
<i>nomen, nominis</i> n.			
<i>humus, humi</i> f.			
<i>fel, fellis</i> n.			
<i>virgo, virginis</i> f.			
<i>theologia, theologiae</i> f.			
<i>panis, panis</i> m.			
<i>saxum, saxi</i> n.			
<i>merces, mercedis</i> f.			
<i>portus, portus</i> m.			
<i>species, speciei</i> f.			
<i>sapientia, sapientiae</i> f.			
<i>dux, ducis</i> m.			

What ending(s) is(are) used for the nominative singular?

What ending(s) is(are) used for the nominative plural?

19 Independent Uses of the Indicative and Subjunctive Moods; The Infinitive

The Independent Uses of the Progressive Forms of *Sum*

Read CLS 14.5, 14.6, 14.7. Both the indicative and subjunctive are used in “independent” sentences (or clauses), those that do not depend upon another. This seems odd if one considers how the Latins named the subjunctive. *Sub-iunctivum* means “under a yoke.” This mood received the name because the Latins had come to think of it as the mood of the subordinate or dependent sentence (or “clause”). In fact, the Latin subjunctive had three distinct uses in independent sentences. Knowledge of these independent uses is particularly useful in organizing the dependent or subordinate uses of the subjunctive.

Indicative

Examples of the indicative in direct question and in simple statement follow:

Quid est homo? (*quid* what?; *homo* man)
Homo est ánimal rationále mortále.

Here in the indicative the present, past, and future progressive each have their purest meaning. Each describes something as “ongoing” or “progress-

19. INDEPENDENT USES OF MOODS; INFINITIVE

ing” in the time signified. One must note that the present and future progressive are also used to signify an action simply—without attention to whether it is still going on or already complete—in the present or the future. But here the use of these tenses must be distinguished from the original sense of the form. These three tenses all most distinctly signify something as ongoing or in progress.

Subjunctive

The three independent uses of the Latin subjunctive can be distinguished as follows: the potential subjunctive, the optative subjunctive, and the jussive subjunctive.

Potential Subjunctive (CLS 14.71, 14.711–712)

Labor eius utilis sit. His work would be useful.

Labor eius utilis esset. His work would have been useful.

The potential subjunctive is denied by the adverb *non*:

Labor eius utilis non sit. His work would not be useful.

Questions asking whether something is possible or conceivable likewise use the potential subjunctive.

Optative Subjunctive (CLS 14.72, 14.721–724)

Uti labor eius utilis sit. O that his work be useful.

Uti labor eius utilis esset. O that his work were useful.

The optative subjunctive is denied by the adverb *ne*:

Ne labor eius utilis sit. May his work not be useful.

Again, direct questions asking what someone wishes use the optative subjunctive.

Jussive Subjunctive (CLS 14.73, 14.731–733, 14.74, 14.75)

Labor eius utilis sit. Let his work be useful.

Labor eius utilis esset. His work should have been useful.

The jussive subjunctive is denied by the adverb *ne*:

Ne labor eius utilis sit. Let not his work be useful.

As with the other uses of the subjunctive, a direct question about a command or exhortation uses the jussive subjunctive. Here the subjunctive receives a new name, the “deliberative subjunctive.” This subjunctive is important in the development of certain subordinate clauses, and it will be discussed in detail later.

The subjunctive mood is also used in various kinds of subordinate clauses. In a more simple use of language, two simple sentences could express some thought, and the second of these sentences might employ the subjunctive. For example:

Tam celeriter currit. Uti effugiat.

He is running (so) fast. He may somehow escape.

Either by a mere change of accentuation or by the insertion of a conjunction, these two simple sentences could become one complex sentence:

He is running so fast he may somehow escape;

or

He is running so fast that he may somehow escape.¹

In Latin this would look like the following:

Tam celeriter currit ut effugiat.

By a process such as this, the use of the subjunctive was extended to subordinate clauses in such a way that the use of the subjunctive in a given kind of subordinate clause can generally be traced to one of the three uses of the subjunctive in an independent clause.

¹In Latin the adverb *uti* becomes the conjunction *ut*: *Tam celeriter currit ut effugiat.*

19. INDEPENDENT USES OF MOODS; INFINITIVE

While we often use the subjunctive mood in English where it would also be used in Latin, this is not always so. For example, when the Latin conjunction *cum* is used to mean “since,” the verb in Latin will be in the subjunctive mood, but the corresponding verb in an English sentence would be in the indicative mood:

Dolo erat pugnandum, cum par non esset armis.

It was necessary to fight by guile since he was not a match in arms.

Most of the uses of the subjunctive in subordinate clauses will not be studied until the second volume of the syntax manual. Until then, it will not be necessary for you to provide a full account of every subjunctive verb you encounter in the readings. You may find it helpful, however, to try to discern whether each subjunctive verb retains something of the potential, optative, or jussive force.

Examples of a result clause and a *cum*-clause have already been given. Purpose clauses often look similar to result clauses as both may begin with the conjunction *ut*:

Interrogate diligenter de puero et cum inveneritis, renuntiate mihi ut et ego veniens adorem eum.

Inquire diligently about the child and when you have found him, report back to me so that I may come and adore him as well.

Here are a couple other uses of the subjunctive in a subordinate clause, all of which will be considered carefully later: in certain conditions (*Si hoc diceret, erraret*. If he said this, he would be making a mistake); in indirect questions (*Quaeratur utrum Deus sit*. It is asked whether God exists).

CLS suggests that purpose clauses derive from the jussive subjunctive. Result clauses, conditions, and *cum*-clauses derive from the potential subjunctive. Indirect questions may derive from both the jussive and the potential subjunctive.

The Infinitive

A verbal noun—the active progressive infinitive—is formed from a verb’s root with the same suffix that is used for the past progressive active subjunctive. Thus, the active progressive infinitive of the verb *sum* is *es-se*.

Note that the fact that the root ends in an *-s* prevents rhotacism in this infinitive, just as it did in the past progressive active subjunctive. Note that this is uncommon: although the verbs compounded from *sum* have an active progressive infinitive ending in *-se*, most verbs have stems that end in vowels and therefore the infinitive characteristically ends in *-re*. In such verbs the past progressive active subjunctive likewise ends in *-re* with the addition of the appropriate personal ending.

Unfortunately, one other root preserves the *-se* ending in its active infinitive. This root is *ed-* from which we get our verb “to eat.” This root has the same meaning in Latin. As seen in other cases, however, the dental that ends the stem, *-d*, cannot stand before an *-s*. It therefore “assimilates” to the *-s*, producing the infinitive *ēsse*. Since texts rarely include marks of vowel length, this infinitive cannot generally be distinguished from *esse* except by context. Fortunately for students, it is a rare verb. (A medieval form of *ēsse*—*edere*—causes no confusion with *esse*, but does cause confusion with yet another infinitive meaning “to publish.”)

Latin Phonology

1. An *-s* between two vowels becomes *-r* (rhotacism of intervocalic *-s*)
2. A dental (*-d* or *-t*) falls out before a final *-s*.
3. A dental (*-d* or *-t*) assimilates to a non-final *-s*.
4. An *-o* in a final syllable, when followed by a consonant, generally corrupts to *-u*.

Questions and Exercises for Chapter 19

Name _____

Identify the independent use of the subjunctive (P, O, J) employed in each of the following sentences.

_____ **Adveniat regnum tuum.**

Thy kingdom come.

_____ **Eamus et nos ut moriamur cum eo.**

Let us go too, so that we may die with him.

_____ **Numquam condemnassetis innocentes.**

You would not have condemned the innocent.

_____ **Deus misereatur nostri.**

May God have mercy on us.

Give the five progressive stems of *sum*, *esse*.

Tense	Mood	Stem

The formant *-i-* is used for both the future indicative and the present subjunctive. How can you tell these verb forms apart?

Indicate whether the underlined verbs are indicative or subjunctive. (Latin subjunctives are rendered as English subjunctives.)

Si non fuerit primum in causis efficientibus, non erit ultimum nec medium.

If there (1) will not be a first among efficient causes, there (2) will not be a last or intermediate.

(1)

(2)

Si igitur omnia sunt possibilia non esse, aliquando nihil fuit in rebus.

If, therefore, all things (3) are able not to be, once there (4) was nothing in reality.

(3)

(4)

Sed si hoc est verum, etiam nunc nihil esset.

But if this (5) is true, then there (6) would be nothing now.

(5)

(6)

Non est inconueniens, si etiam secundum litteralem sensum in una littera Scripturae plures sint sensus.

It (7) is not unfitting if even according to the literal sense there (8) be many meanings in one passage of Sacred Scripture.

(7)

(8)

Analyze and identify the following forms of the verb *sum*, which appear in the sentences above.

Verb	Root	Formant	[Theme Vowel]	Ending	Identification
<i>erit</i>					1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>sunt</i>					1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>est</i>					1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>esset</i>					1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>sint</i>					1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj

Indicate which endings are used for each case. Note where the neuter takes a different ending.

	Singular				Plural		
	Nom.	Gen.	Abl.		Nom.	Gen.	Abl.
-a							
-o							
-e							
-u							
C							
-i							

Identify the underlined nouns, adjectives, and noun/adjective combinations.

Ave Maria, gratia plena, Dominus tecum. Benedicta tu in mulieribus, et benedictus fructus ventris tui, Iesus. Sancta Maria, Mater Dei, ora pro nobis peccatoribus, nunc, et in hora mortis nostrae. Amen.

Noun/Adj.	Stem	Gender	Number	Case
<i>plena</i>	pleno/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Dominus</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>Benedicta</i>	benedicto/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>mulieribus</i>	mulier-	masc-fem-neut	sg-pl	nom-gen-abl
<i>benedictus</i>	benedicto/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>fructus</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>ventris</i>	ventr-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Sancta</i>	sancto/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Mater</i>	matr-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Dei</i>	deo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>peccatoribus</i>	peccator-	masc-fem-neut	sg-pl	nom-gen-abl
<i>hora</i>	hora-	masc-fem-neut	sg-pl	nom-gen-abl
<i>mortis nostrae</i>	mort-nostro/a-	masc-fem-neut	sg-pl	nom-gen-abl

20 Mixed Verbs and the Perfect System of *sum*

Mixed Verbs

Both the Latin word *sum* and the English word “to be” are “mixed” verbs. This means that various parts of the verb are formed from different roots. A very simple example of a mixed verb is the English word “go.” Its original past tense—“yode”—had the same root *ghe-*. Its current past tense—“went”—originally belonged to the verb “wend.” After “went” replaced “yode,” the verb “wend” developed a new past tense, “wended.”

The English verb “to be” is a much more complex case. Its various parts are derived from four roots, each with a distinct original meaning. “Is” and “am” come from the root *es-*. (The English word “sin” comes from the zero grade of this root. It is derived from the confession, “it is (so).”) The root *es-* seems always to have meant “to be.” “Are” and “art” are from a root *er-* that first meant “to move” or “to set in motion.” “Was” and “were” come from *wes-*, a root meaning “to dwell.” (Note the rhotacism in “were.”) The infinitive and present subjunctive of the English verb—“to be” and “be”—are from a root that first meant “to grow” and “to become”: *bheuə-*.

The Latin word *sum* has been derived from two of the roots used for the English verb “to be.” We have already seen the forms that are derived from one of these roots—*es-*. These forms are active (in form) and progressive, that is, they signify something as though ongoing.

Other forms of *sum* have arisen from the root *bheuə-*. This root shows

up in the formation of *sum*, *esse* as *fu-*. (Remember that “f” and “b” are both labials.) All forms of *sum*, *esse* based on this root are perfect rather than progressive. In origin, they represent what they signify as complete (although certain uses may not).

The Perfect System of *sum*, *esse*

The Latin perfect has the same five tense-mood combinations that the progressive has: the present, past, and future indicative, and the present and past subjunctive. Fortunately, the formation of the five perfect stems works, with very few irregularities, the same way in every Latin verb. Table 20.1 shows the perfect stems for *sum*, *esse* and two of its compounds: *supersum*, *superesse* and *absum*, *abesse*.

20.1 The Perfect Stems for *sum*, *esse* and Compounds

Present Perfect Indicative	fu-i-	super-fu-i-	a-fu-i-
Past Perfect Indicative	fu-era-	super-fu-era-	a-fu-era-
Future Perfect Indicative	fu-eri- (IO)	super-fu-eri-	a-fu-eri-
Present Perfect Subjunctive	fu-eri- (I)	super-fu-eri-	a-fu-eri-
Past Perfect Subjunctive	fu-is-se-	super-fu-is-se	a-fu-is-se

Note the following:

1. The prefix *ab-* uses the form *a-*, its regular form, before a consonant (except *s*).
2. Except for the present perfect indicative, the endings are regular.
3. Two mnemonic devices indicate whether the secondary first person ending *-o* is introduced. This is of particular importance because the future perfect indicative and the present perfect subjunctive have the same stem: the (IO) signifies that *-i* is used everywhere but the first person singular, while (I) signifies that *-i* is used everywhere. These two systems are presented in Table 20.2 for comparison, with the future perfect indicative above, and the present perfect subjunctive below.

20. MIXED VERBS AND THE PERFECT SYSTEM OF *SUM*

20.2 Comparison of Future Indicative and Present Subjunctive

fuero	ueris	uerit	uerimus	ueritis	uerint
fu-er(i)-o	fu-eri-s	fu-eri-t	fu-eri-mus	fu-eri-tis	fu-eri-nt
uerim	ueris	uerit	uerimus	ueritis	uerint
fu-eri-m	fu-eri-s	fu-eri-t	fu-eri-mus	fu-eri-tis	fu-eri-nt

The present perfect indicative has several deviations from the standard personal endings, as shown in Table 20.3.

1. The first person singular adds no personal ending to the *-i* that characterizes the system.
2. The second person singular not only adds *-s* to the stem, but an additional *-ti*.
3. The second person plural adds yet another *-s* to this, or (more accurately) it introduces an *-s* before the standard *-tis* ending.
4. The third person plural introduces the *-erunt* ending.

20.3 Present Perfect Indicative

fui	fuisti	fuit	fuimus	fuistis	fuerunt
fu-i	fu-isti	fu-it	fu-imus	fu-istis	fu-erunt

Since the first person singular is one of the principal parts by which the verb *sum* is named—i.e., *sum*, *esse*, *fui*—it is not difficult to remember. But the other deviations must be remembered. If one writes (*-ti-s*; *u*) or perhaps (*-sti-s*, *-eru*) after this stem, these deviations should not be difficult to remember.

The perfect active infinitive of *sum*, *esse* is formed by adding *-isse* to the perfect root: *fu-isse*. As in the progressive system, the past subjunctive stem and the active infinitive are accidentally identical.

The Sense of the Perfect

The sense of the perfect is clearly paralleled by the English perfect, although the subjunctives in English are not as distinct as they are in Latin.

20. MIXED VERBS AND THE PERFECT SYSTEM OF *SUM*

20.4 Senses in the English Perfect System

Present Perfect Indicative	I have been (also replaces “I was”)
Past Perfect Indicative	I had been
Future Perfect Indicative	I shall have been
Present Perfect Subjunctive	I may have been
Past Perfect Subjunctive	I might have been, ... I had been ...

The Ten Stems of *sum*, *esse*, *fui*

With the ten stems of the verb *sum*, *esse* shown in Table 20.5, all the finite forms other than the imperative can be formed. Learn them well now. (LMP 32.1)

20.5 The Ten Stems of *sum*, *esse*

es-, su- (N=nasal)	fu-i- (-sti-s; -eru-)
er-a-	fu- era -
er-i- (IOU)	fu- eri - (IO)
s-i-	fu- eri - (I)
es-se-	fu- isse -

Appendix: On the Origin of the Perfect Active System

The Latin verb exhibits distinction of the progressive and the perfect, but nothing corresponding to our simple tenses in English. But once, Latin seems to have had such a simple or “aorist” (from the Greek “undetermined”) system. However, this system has become entirely confused with the perfect system. In fact, most of the Latin perfect system seems to have been “aorist” in origin.

This is clear in the past perfect active subjunctive. The aorist suffix *-is* is added to the stem: *fu-is-*. Then the past subjunctive formant *-se-*: *fu-is-se-*. The perfect active infinitive also adds the aorist suffix and a *-se* formant: *fu-is-se*.

20. MIXED VERBS AND THE PERFECT SYSTEM OF *SUM*

In the past and future perfect active indicative, the aorist suffix was added, but then the past and future temporal formants were added: *fu-is-a-* and *fu-is-i-*. This demanded rhotacism: *fu-ir-a-* and *fu-ir-i-*. But *-i* often corrupts to *-e* before an *-r*: *fu-is-a-* → *fu-ir-a-* → *fuera-*; *fu-is-i-* → *fu-ir-i-* → *fueri-*. Hence, these stems are *fuera-* and *fueri-*.

The present perfect active subjunctive also exhibits the aorist suffix with rhotacism and degeneration of the *-i* to *-e*. But here the old optative formant *-i* serves again as a subjunctive formant, as it did in *sim*, *sis*, *sit*. Hence, the stem is *fueri-*.¹

Three forms of the present perfect active indicative are actually aorist in origin. These are the three that exhibit some “irregularity.” The second person singular and plural both show the aorist suffix *-is*. The plural uses the regular personal ending, but the singular uses an alternate personal ending found in other languages in the family, viz., *-ti*: *fu-is-ti* and *fu-is-tis*. The third person plural shows the aorist suffix with rhotacism, degeneration of the *-i* to *-e*, and the addition of the theme vowel before the personal ending: *fu-is-o-nt* → *fu-ir-o-nt* → *fu-er-u-nt*.

20.6 The Perfect Active System of *sum*, *esse* with the Aorist Suffix *-is*

fui	fuisti	fuit	fuiamus	fuistis	fuerunt
fui	fu-is-ti	fui-t	fui-mus	fu-is-tis	fu-is-o-nt
fueram	fueras	fuerat	fueramus	fueratis	fuerant
fu-is-a-m	fu-is-a-s	fu-is-a-t	fu-is-a-mus	fu-is-a-tis	fu-is-a-nt
fuero	fueris	fuerit	fuerimus	fueritis	fuerint
fu-is-o	fu-is-i-s	fu-is-i-t	fu-is-i-mus	fu-is-i-tis	fu-is-i-nt
fuerim	fueris	fuerit	fuerimus	fueritis	fuerint
fu-is-i-m	fu-is-i-s	fu-is-i-t	fu-is-i-mus	fu-is-i-tis	fu-is-i-nt
fuissem	fuissetis	fuisset	fuissemus	fuissetis	fuisset
fu-is-se-m	fu-is-se-s	fu-is-se-t	fu-is-se-mus	fu-is-se-tis	fu-is-se-nt

¹N.B. The use of the *-is* formant and the tense-mood formants of *sum*, *esse* cause many to imagine that the progressive forms of *sum*, *esse* are added to the perfect root.

Questions and Exercises for Chapter 20

Name _____

Analyze and identify the following forms of the verb *sum, esse*.

Verb	Root	Formant	[Theme Vowel]	Personal Ending	Identification
<i>fuisset</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuisti</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuissetis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuero</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fui</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fueras</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuertunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuertatis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Render *sum, esse* into the proper form as indicated.

Verb Properties	Root	Formant	[Theme Vowel]	Ending	INFLECTED FORM
1 st pl. progr. past indic.	es-	-a-	-----	-mus	eramus
1 st sg. perf. pres. subj.					
3 rd sg. progr. past subj.					
2 nd sg. perf. pres. indic.					

Change the following verbs from progressive to perfect or perfect to progressive without changing the person, number, tense, or mood.

<i>sim</i>			<i>essent</i>	
<i>fuertunt</i>			<i>fuimus</i>	
<i>fuertint</i>			<i>es</i>	
<i>sunt</i>			<i>fuertat</i>	
<i>eratis</i>			<i>fuisset</i>	

Complete the chart of verb endings.

	Personal Endings			Perfect Endings	
	Singular	Plural		Singular	Plural
1st Person					
2nd Person					
3rd Person					

Indicate whether the underlined verbs are indicative or subjunctive. (Latin subjunctives are translated as English subjunctives.)

<i>Nec lingua <u>valet</u> dicere, nec littera exprímere: expertus <u>potest</u> crédere, quid <u>sit</u> Jesum dilígere.</i>	No tongue <u>can</u> tell, No letter express; He who has experience of it <u>can</u> believe What it <u>be</u> to love Jesus.	_____ _____ _____
<i><u>Sis</u>, Jesu, nostrum gaúdium, qui <u>es</u> futurus praémium: <u>sit</u> nostra in te glória, per cuncta semper saécula.</i>	O Jesus, <u>may</u> you <u>be</u> our joy, You who <u>are</u> our future reward. <u>May</u> our glory <u>be</u> in you Throughout all eternity.	_____ _____ _____

Analyze and identify the following forms of the verb *sum, esse*, which appear in the passage above.

Verb	Prefix	Root	Formant	[Theme Vowel]	Ending	Identification
<i>potest</i>						1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>sit</i>						1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>sis</i>						1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj
<i>es</i>						1 st /2 nd /3 rd sg/pl pres/past/fut indic/subj

Identify the underlined nouns and noun/adjective combinations.

Pater noster, qui es in caelis, sanctificetur nomen tuum. Adveniat regnum tuum. Fiat voluntas tua, sicut in caelo et in terra. Panem nostrum quotidianum da nobis hodie, et dimitte nobis debita nostra sicut et nos dimittimus debitoribus nostris. Et ne nos inducas in tentationem, sed libera nos a malo. Amen.

Noun/Adj.	Stem	Gender	Number	Case
<i>caelis</i>	caelo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>nomen tuum</i>	nomin-tuo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>regnum tuum</i>	regno-tuo-	masc-fem-neut	sg-pl	nom-gen-abl
<i>voluntas tua</i>	voluntat-tua-	masc-fem-neut	sg-pl	nom-gen-abl
<i>caelo</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>terra</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>debitoribus nostris</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>malo</i>		masc-fem-neut	sg-pl	nom-gen-abl

What is a mixed verb?

21 Overview of the Latin Verbal System

This chapter provides an overview of the Latin verbal system. Characteristics of the Latin verb that are introduced here will be considered in detail in subsequent chapters.

An Overview of Verbs

Just like nouns and adjectives, verbs are formed from roots by the addition of various prefixes, infixes (or formants), and endings. The basic meaning of the verb comes from the root and any prefixes added to it. For example, *ago* means “drive” and *cogo* (*cum* + *ago*) means “drive together.”¹ The grammatical properties of a verb, on the other hand, are signified by the formants and endings added to the root. For example, the verbs *amat* (he loves) and *amamus* (we love) both come from *amare* (to love), which shares a root (*am-*) with the noun *amor* (love). *Amat* is third person singular, while *amamus* is first person plural.

Verbs have six grammatical properties: person, number, tense, mood, voice, and aspect. **Person**, discussed in chapter 15, may be first, second, or third. This depends on the relation of the speaker to the subject of the sentence. **Number** may be singular or plural. A verb agrees in number with

¹Occasionally an infix will add to the meaning of a word. For example, *ago* means “to drive” while *agito* means “to drive onward, impel.” The *-it-* infix is iterative, i.e., it conveys that the action is carried on repeatedly.

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

its subject (CLS 14.1). **Tense** may be present, past, or future (CLS 14.2).² **Mood** may be indicative, imperative, or subjunctive. The indicative mood is used for direct statements and questions. The imperative mood conveys commands. The subjunctive mood is used in various ways which were first presented in chapter 19. (See also CLS 24-27.) **Voice** may be active, passive or middle. The passive and middle voices will be discussed in chapters 27 to 29. **Aspect** may be simple, progressive, or perfect. Aspect will be discussed below.³

The various forms of verbs for the most part uniquely correspond to these properties, but there are exceptions. Just as for nouns and adjectives, a single form may be ambiguous: *angelis* might be either dative plural or ablative plural; *fuert* might be future indicative perfect or present subjunctive perfect.⁴ Additionally, Latin lacks forms for certain of the grammatical properties mentioned above. For example, there are no unique forms for the simple aspect or middle voice. The result is first that a single form may signify more than one property. For example, *laudat* is progressive in form but may convey either progressive or simple aspect, and it may be translated, therefore, as “you praise” or “you are praising.” A second result is that we may distinguish between the **form** of a verb and its **use** in a given sentence. *Laudat* would always be identified as progressive in form, but it might be used to signify simple aspect in a particular sentence. Morphological drills will be concerned only with the form, but reading and translating Latin will involve consideration of the use as well.

²The standard method of teaching Latin gives six tenses, but these combine tense and aspect: the “present tense” is really the present progressive; the “imperfect tense” is the past progressive, etc. Here we will use the term “tense” more precisely, i.e. it will indicate time and not aspect.

³**Finite verbs**—“finite” here has the sense of “determinate”—are determined in all six of these properties, including person and number. Other forms of the verb display only some of them: Verbal nouns such as the **infinitive** and the **gerund** lack person and number. **Participles**, which are verbal adjectives, are also not finite forms of the verb.

⁴English examples include nouns (sheep, deer) and pronouns (you) that use the same form for singular and plural, and verbs (beat, set) that use the same forms for present and past.

Verb Stems

There is an order in which formants are added to the root to convey the grammatical properties of a verb. First of all, **aspect stems** are formed by the addition of formants to the root.⁵ This reflects that aspect is the most fundamental verbal distinction in the family of languages that includes Latin. Thus, the **progressive stem** *ama-* and the **perfect stem** *amav-* are formed from the root *am-*. There is no stem for the simple aspect, as the simple aspect in Latin is signified sometimes by a progressive form and sometimes by a perfect form, as we will see later.

21.1 Aspect Stems

Root	Progressive Stem	Perfect Stem
laud-	lauda-	laudav-
mon-	mone-	monu-
aud-	audi -	audiv-
reg-	regĕ-	rex-
s-, es-/fu-	s-, es-	fu-

Formants that convey both tense and mood are then added to the aspect stems. There are five progressive and five perfect tense-mood stems. We have seen the ten tense-mood stems of *sum*, *esse* in Chapter 20. Table 21.2 presents the ten stems⁶ for *amo*, *amare*.

Note that in a manner analogous to nouns, the stem ending will sometimes be lost or modified due to the addition of a formant or personal ending. Thus, the present subjunctive progressive stem of *amare* will be *ame-*. Note that no formant is added to the progressive stem for present indicative: the present indicative progressive stem is the same as the common progressive stem. Note also that the formants used for *amare* are not altogether the same as those used for *esse*. Which formants are used to make the tense-mood stems varies for the five classes of verbs. Mastery of Latin verb morphology will consist in large part in learning which formants

⁵This occurs according to rules studied in Chapters 33 and 34.

⁶Aspect stems will always be called the “progressive stem” or the “perfect stem” or will be referred to together as “aspect stems.” If a verb stem is spoken of without further specification, a tense-mood stem is intended.

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

21.2 Tense-Mood Stems

	Progressive	Perfect
Present Indicative	ama-	amav-
Past Indicative	ama- ba -	amav- era -
Future Indicative	ama- bi -	amav- eri -
Present Subjunctive	ama- a - e -	amav- eri -
Past Subjunctive ^a	ama- re -	amav- isse -

^aThere are no future subjunctive forms.

are used with which classes of verbs. An overview of this is contained in the chart at the end of this chapter.⁷

21.3 Additional Tense-Mood Stems

moneo, monere		audio, audire	
mone-	monu-	audi-	audiv-
mone- ba -	monu- era -	audi- eba -	audiv- era -
mone- bi -	monu- eri -	audi- e -	audiv- eri -
mone- a -	monu- eri -	audi- a -	audiv- eri -
mone- re -	monu- isse -	audi- re -	audiv- isse -
rego, regere		sum, esse	
regĕ-	rex-	s-u- (N), es-	fu-
regĕ- eba -	rex- era -	er- a -	fu- era -
regĕ- e -	rex- eri -	er- i -	fu- eri -
regĕ- a -	rex- eri -	s- i -	fu- eri -
regĕ- re -	rex- isse -	es- se -	fu- isse -

Regere is a thematic primitive verb, the progressive forms of which include a theme vowel often but not always. This variation will be studied in Chapter 34.⁸

⁷Fortunately, the same five formants are used to make the five perfect tense-mood stems for all classes of verbs. Variation is found only in the progressive system.

⁸The progressive stem of a thematic primitive verb will always be given with a theme

Finite verbs are made by adding a personal ending to one of the ten tense-mood stems. Both active and passive endings may be added to the five progressive stems. Only active endings are added to the five perfect stems. Verbs that are both passive and perfect are formed using the perfect participle.

Classes of Verbs

Latin verbs can be divided into five classes, traditionally called conjugations, according to the ending of the progressive stem. For example, *amare* is an a-stem verb; traditionally such verbs are referred to as first conjugation verbs.⁹ Verbs may be first divided into two groups, primitive verbs and denominative verbs. Although roots may be shared by verbs and nouns, every root was originally a verb root or a noun root. Those verbs formed from roots that were originally verb roots are called primitive verbs. Those verbs formed from roots that were originally noun roots are called denominative verbs (*de* from + *nomen* noun). Primitive verbs are of two kinds: sometimes the root is used as the progressive stem without modification, but at other times a theme vowel is added to the root to make the progressive stem. The former are called **root verbs**; the latter may be called **thematic primitive verbs** or ě-stem (“short e-stem”) verbs. *Sum, esse* is a root verb, of which there are ten in Latin. These will be treated first in the coming chapters. **Denominative verbs** form the progressive stem from the root by the addition of a long vowel: ā, ē, or ī. Thus, there are a-stem, ē-stem (“long e-stem”), and i-stem verbs.¹⁰

vowel, but the theme vowel will be struck through where it does not appear. It is more accurate to think of the theme vowel as not having been added, rather than having been added and subsequently lost as our practice might imply. The reason for always listing the theme vowel is to clearly represent the difference between thematic primitive verbs, which will also be called short e-stem verbs, and root verbs.

⁹Latin verbs are customarily presented as belonging to one of four classes of regular verbs (the first, second, third, and fourth conjugations) or as being irregular. As will be seen, those verbs called “irregular” are called “root verbs” in the stem method and they are quite regular.

¹⁰For simplicity a macron is not written in the terms “a-stem” and “i-stem,” although these vowels are long. It is necessary to include a macron or *breve* for ē-stem or ě-stem verbs, respectively.

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

21.4 Classes of Latin Verbs

Primitive Verbs	Denominative Verbs
Root Verbs	a-Stem Verbs
Thematic Primitive (ĕ-Stem Verbs)	ē-Stem Verbs
	i-Stem Verbs

Aspect

It may seem surprising that aspect is the most fundamental property of Latin verbs, as many Latin textbooks do not even mention aspect.¹¹ Consider the following three English phrases: “they praise,” “they are praising,” “they have praised.” The verbs in these phrases do not differ except in aspect. An English grammarian would identify them as simple present, present progressive, and present perfect.¹² Each is present, active, third person, plural, and indicative. Aspect indicates that the action of the verb is signified as ongoing (progressive), or complete (perfect), or as something whole, neither ongoing nor complete (simple or aorist). (See CLS 14.3 and its subsections.) See Table 21.5 for examples of tense and aspect in English; all these verbs are third person, singular, active, and indicative.

21.5 Examples of English Tense and Aspect

	Simple	Progressive	Perfect
Present	he calls	he is calling	he has called
Past	he called	he was calling	he had called
Future	he will call	he will be calling	he will have called

The language from which Latin developed had distinct forms for each of these three aspects, but Latin retains only two: the progressive and perfect. Thus, the form of any verb will be identified as progressive or perfect, but in reading or translating Latin it is necessary to discern whether that verb form is being used by the author as progressive, perfect or simple

¹¹Their use of the term “tense” compounds the notions of time and aspect.

¹²In English there may even be a combination of aspects (“they have been calling”), but this does not occur in Latin.

aspect. The progressive form will never convey perfect aspect and vice versa. But all progressive forms may convey the progressive aspect and some may also convey simple aspect. For example, *vocant* may be translated as “they are calling” or “they call.” The perfect forms may always convey the perfect aspect and may sometimes convey simple aspect: *vocaverunt* may be translated as “they have called” or “they called.” The details of this will be studied later.

The Dictionary Entry for Verbs

The progressive and perfect stems are necessary for producing all of the finite forms of a verb as well as some participles and infinitives. Additionally, there is a **participial stem** for each verb used to make certain other participles and infinitives. When Latin verbs are given in a dictionary, four different forms are given from which one may discern the two aspect stems and the participial stem of that verb.¹³ These forms are called the **principal parts** of the verb.¹⁴ In addition to these principal parts, stem method materials will provide the root in parentheses. Thus, the entry for the Latin verb meaning “to love” will look like this:

amo, amare, amavi, amatum (am-)

These four principal parts are 1) the first person singular present progressive active indicative, 2) the progressive active infinitive, 3) the first person singular present perfect active indicative, 4) the perfect participle.

The first two principal parts may be used to discern the progressive stem. The perfect stem may be gleaned from the third principal part, and the participial stem can be known from the fourth principal part. The root is provided since it serves as the basis of both the progressive and the perfect stems. How to use the principal parts to discern these stems will

¹³As we will see in Chapter 36, the progressive stem is also used for some participles, but the participle stem is unlike the aspect stems in that it is not used for any finite verb forms. Instead, it is used only for participles and a rare form called the supine. For example, the participles *amans* and *amandus* are based on the progressive stem *ama-*; the participles *amatum* and *amaturus* use the participle stem *amato-/a-*.

¹⁴English verbs have three principal parts: kick, kicked, kicked; begin, began, begun; choose, chose, chosen; etc.

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

be explained as each of the classes of verbs is presented. It is necessary to memorize all the principal parts of a verb as well as the root.

Begin now to memorize the principal parts of the root verbs, presented in Table 21.6. A dash indicates when a form is lacking in a given verb. When, however, the perfect participle is lacking, the future active participle is given in square brackets if there is one. For *fero* the ancient form of the fourth principal part began with a *t*. It is included in brackets to show that the third and fourth principal parts are formed from the same root.

21.6 Principal Parts of the Root Verbs

sum, esse, fui, [futurum]	volo, velle, volui, —
possum, posse, potui, —	nolo, nolle, nolui, —
	malo, malle, malui, —
eo, ire, ii (ivi), [itum]	
	fio, fieri, —, —
do, dare, dedi, datum	
	edo, ēsse (edere), edi, esum
fero, ferre, tuli, [t]latum	

Tables

The following tables present two overviews of the Latin verbal system. The first presents a schematic division of the various finite and non-finite forms of a verb. The second table presents the formants used with different verbs as well as verb endings. At the top, one may see all the formants used to make tense-mood stems in Latin. Then the formants used with each of the ten root verbs are presented. Since the formants are the same for all verbs belonging to a single class, except root verbs, the formants for the other four classes are presented next. Finally, the sets of personal endings that may be added to a tense-mood stem are given.

21.7 The Latin Verbal System

Progressive		Perfect	
Active	Passive	Active	Passive
Finite Verbs			
INDICATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
Past	Past	Past	Past
Present	Present	Present	Present
Future	Future	Future	Future
IMPERATIVE	SUBJUNCTIVE	INDICATIVE	SUBJUNCTIVE
—	Past	Past	Past
Present	Present	Present	Present
Future	Future	Future	Future
IMPERATIVE	IMPERATIVE		
—	—		
Present	Present		
Future	Future		
Infinitives			
Progressive Active	“Present” Passive	Perfect Active	Perfect Passive
Future Active	Future Passive	—	—
Gerund	—	—	—
Supine	—	—	—
Participles			
Present Active	—	Perfect	
Future Active	Future Passive (Gerundive)	—	—

21.8 Latin Verbs: Common Formants

Progressive System				Perfect System							
INDICATIVE		SUBJUNCTIVE		INDICATIVE		SUBJUNCTIVE					
Present	Past	Future	Present	Past	Present	Past	Past				
—	-a/-ba/-eba	-i/-bi/-e	-i/-e/-a	-se	—	-era	-eri (IO)	-eri (I)	-isse		
Verbs											
Formants by Root Verb											
sum, esse	su-/es-	er-i-	s-i-	es-se	fu-i-	fu-era-	fu-eri-	fu-eri-	fu-isse-		
possum, posse	possu-/potes-	poter-a-	poter-i-	pos-se-	potu-i-	potu-era-	potu-eri-	potu-eri-	potu-isse-		
volo, velle	volu-/vul-	vol-eba-	vol-e-	vel-(se→)e-	volu-i-	volu-era-	volu-eri-	volu-eri-	volu-isse-		
nolo, nolle	nol(n)-	nol-eba-	nol-e-	nol-(se→)e-	nolu-i-	nolu-era-	nolu-eri-	nolu-eri-	nolu-isse-		
malo, malle	mal(n)-	mal-eba-	mal-e-	mal-(se→)e-	malu-i-	malu-era-	malu-eri-	malu-eri-	malu-isse-		
do, dare	da-	da-ba-	da-bi-	dā-e-	ded-i-	ded-era-	ded-eri-	ded-eri-	ded-isse-		
edo, esse	ed-	ed-eba-	ed-e-	e(d→)s-se-	ed-i-	ed-era-	ed-eri-	ed-eri-	ed-isse-		
eo, ire	e-/i-	i-ba-	i-bi-	e-a-	i(v)-i-	i(v)-era-	i(v)-eri-	i(v)-eri-	i(v)-isse-		
fero, ferre	fer-	fer-eba-	fer-e-	fer-a-	tul-i-	tul-era-	tul-eri-	tul-eri-	tul-isse-		
fiō, fieri	fi-	fi-eba-	fi-e-	fi-a-							
Formants by Stem Ending											
Stems											
-ĕ	ĕ-	ĕ-eba-	ĕ-e-	ĕ-a-	ĕ-(se→)re-	-i-	-era-	-eri-	-eri-	-isse-	
-a	a-	a-ba-	a-bi-	ā-e-	a-(se→)re-	-i-	-era-	-eri-	-eri-	-isse-	
-e	e-	e-ba-	e-bi-	e-a-	e-(se→)re-	-i-	-era-	-eri-	-eri-	-isse-	
-i	i-	i-eba-	i-e-	i-a-	i-(se→)re-	-i-	-era-	-eri-	-eri-	-isse-	
rego, regere, rexi, reatum											
regō (IOU)		regere, rexi, reatum		capio, capere, cepi, captum		laudo, -are, -avi, -atum		moneo, -ēre, -ui, -itum		audio, -ire, -ivi, -itum	
regĕ-eba-	rex-i-	rex-era-	cep-i-	lauda-(O)	laudav-i-	mone-(O)	monu-i-	audi-(IOU)	audi-v-i-	audi-eba-	audi-v-er-a-
regĕ-e- (-am)	rex-eri-(IO)	capĭ-eba-	cep-er-a-	laudab-a	laudav-er-a-	mone-ba-	monu-er-a-	audi-e-ba-	audi-v-er-a-	audi-e- (-am)	audi-v-er-a-(IO)
regĕ-a-	rex-er-i-(I)	capĭ-a-	cep-er-i-(IO)	laudab-i	laudav-er-i-(IO)	mone-bi-	monu-er-i-(IO)	audi-a-	audi-a-	audi-a-	audi-v-er-i-(I)
regĕ-re-	rex-isse-	capĕ-re-	cep-isse-	laudare	laudav-isse-	mone-re-	monu-isse-	audi-re-	audi-re-	audi-re-	audi-isse-
Personal Endings											
“R Passive”			Present Perfect			Active Imperative			Passive Imperative		
-m/-o	-mns	-(o)r	-mur	-i	-imus	—	—	—	—	—	—
-s	-tis	-re/ris	-mini	-isti	-istis	—/to	-te/-tote	-re/-tor	-re/-tor	-mini	-mini
-t	-nt	-tur	-ntur	-it	-erunt	-to	-nto	-tor	-tor	-ntur	-ntur

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

Vocabulary List 7

anima, animae f.	6 ^a
luna, lunae f.	6
locus, loci m. (n. pl. loca and loci)	7
sedile, sedilis (sedili-) n.	8
laus, laudis (laud-; laudi-) f.	10
iudex, iudicis (iudic-) m./f.	11
sol, solis (sol-) m.	13
honor, honoris (honos- → honor-) m.	14
cinis, cineris (cines-) m.	15
vas, vasis (vas-) n.	15
bos, bovis (bov-) m./f.	16
hiems, hiemis f.	17
imāgō, imāginis (imagin-) f.	18
antīquus, antīqua, antīquum	23
dūrus, dūra, dūrum	23
hūmānus, hūmāna, hūmānum	23
novus, nova, novum	23
perfectus, perfecta, perfectum	23
pūrus, pūra, pūrum	23
stultus, stulta, stultum	23
ultimus, ultima, ultimum	23
vīvus, vīva, vīvum	23
miser, misera, miserum (misero/a-)	24
niger, nigra, nigrum (nigro/a-)	24
pulcher, pulchra, pulchrum (pulchro/a-)	24

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

21. OVERVIEW OF THE LATIN VERBAL SYSTEM

Notes on Vocabulary List 7 *sedile* and *sedes* are nearly equivalent. *Sedes* was formed directly from the verbal root of *sedeo*. *sedile* added the adjectival suffix *-ile*, which was then used substantively (“a thing which may be sat on”) and eventually became a noun. **bos** shows two stems (*bo-* and *bov-*): (sing.) *bo-s*, *bov-is*, *bov-i*, *bov-em*, *bov-e*; (pl.) *bov-es*, *bov-um*, *bo-bus*, *bov-es*, *bo-bus*. One also sees *bu-bus* and *bov-ibus* for *bobus*. All these come from the same root, which we may represent as *bou-*. The stem *bo-* reflects a loss of the second vowel; the stem *bov-* reflects the change of the vowel *u* into the semi-vowel *v*. *Bu-* of *bubus* apparently comes from losing the *o* of *bou-* instead of the *u*. **hiems** is the only *m*-stem we learn. The English “hibernate” comes from the Latin *hibernus*, which itself comes from *hiemrinus*. Note that *m* and *b* are pronounced with the mouth in the same position; they differ only in whether the breath passes through the nose or exits the mouth at the parting of the lips. This makes a transition from *m* to *b* easy. **cinis** comes from a root related to a verb meaning “to burn.” This root can be seen in words like “incense” and “incendiary.” **antiquus** is just a different spelling of *anticus*, an adjective formed from the adverb *antea* (“before, in front of”). Something is old or ancient because it comes before us in time. **stultus** may derive from a verb meaning “to place,” so a fool is someone whose mind is unmoving or stuck in place.

Questions and Exercises for Chapter 21

Name _____

Give the ten stems of *sum*, *esse*.

Progressive		
Tense	Mood	Stem

Perfect		
Tense	Mood	Stem

Analyze and identify the forms of compounds of *sum*, *esse* that appear in the following sentences.

Post praedicta superest cognoscere de ordinibus Angelorum quid Scriptura tradat.
 After these things, it remains to know what Scripture hands down about the choirs of angels.

Quia si uni deesset quod alter haberet, neuter perfectus esset.
 For if what one had were lacking to the other, neither would be perfect.

Etenim si nihil prosumus his pro quibus flemus, . . .
 Even if we are no better off than those for whom we weep, . . .

. . . est ut nulli prosit et obsit alicui; . . . est quod prodest uni ita ut alteri obsit.
 [One kind of lie] is such that it benefit no one and harm some one; [another] is what benefits one such that it harm another.

Verb	Prefix	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>superest</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>deesset</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>esset</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>prosumus</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>prosit</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>obsit</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>prodest</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

What are the three moods in Latin?

What is a finite verb?

What is the difference between the form and use of a word?

What is the difference between a primitive verb and a denominative verb?

List the UNUS NAUTA adjectives.

U		N
N		A
U		U
S		T
		A

Give the stem of the following nouns and form the genitive singular and plural.

Dictionary Entry	Stem	Genitive Singular	Genitive Plural
<i>plebs, plebis</i> f.	plebi-		
<i>ferrum, ferri</i> n.			
<i>grex, gregis</i> m.			
<i>turba, turbae</i> f.			
<i>ius, iuris</i> n.			
<i>cervus, cervi</i> m.			
<i>facultas, facultatis</i> f.			
<i>casus, casus</i> m.			
<i>magister, magistri</i> m.			

Give the stem of the following nouns and form the ablative singular and plural.

Dictionary Entry	Stem	Ablative Singular	Ablative Plural
<i>insula, insulae</i> f.			
<i>homo, hominis</i> m.			
<i>dos, dotis</i> f.	doti-		
<i>error, erroris</i> m.			
<i>nuntius, nuntii</i> m.			
<i>facies, faciei</i> f.			
<i>odium, odii</i> n.			
<i>laus, laudis</i> f.			

Compare the verbs *fuero* and *fuero*.

22 The Common Progressive Temporal Formants

We have already seen how *-a* and *-i* are formants used to produce the past and future tenses of the progressive indicative system. As can be seen in table 21.8, however, there are other formants that are used to the same effect, including *-ba* and *-bi*, which are augmentations of the formants *-a* and *-i*. Which formant is used depends on which class a verb belongs to, as can also be seen in Table 21.8. Here we will consider the origin of the *-b* in *-ba* and *-bi*.

The English verbs “go” and “wend” have already been mentioned as examples of mixed verbs. Once, each possessed a complete and independent verbal system. The original past tense of “go” included the forms “yede” and “yode.” (The “y” is close in sound to “g.”) These forms have completely disappeared from English. The original past tense of “wend” was “went,” which came to be used as the past tense of “go.”

Likewise the Latin system based upon the root *bheuō-* (from which comes the Latin *fu-*) was once complete with progressive and perfect forms. For our purposes, this stem can be conceived merely as *bhu-*. Thus, there were past progressive forms and future progressive forms that meant something very close to the past progressive forms and future progressive forms based upon the root *es-*. *Eram* and *bhuam* therefore meant more or less the same thing. Table 22.1 presents a simplified formation of these verbs.

The meanings of these forms of *bhu-* were similar to the forms based upon the root *es-*. But neither the original formation nor the independent use of these forms is of concern to us. Rather, we must look at a simplified form of these verbs. This simplified form, in the future progressive, will

22. THE COMMON PROGRESSIVE TEMPORAL FORMANTS

22.1 Past and Future Progressive Forms from *es-* and *bheu-*

er-a-m	er-a-s	er-a-t	er-a-mus	er-a-tis	er-a-nt
bhu-a-m	bhu-a-s	bhu-a-t	bhu-a-mus	bhu-a-tis	bhu-a-nt
er-o	er-i-s	er-i-t	er-i-mus	er-i-tis	er-u-nt
bhu-o	bhu-i-s	bhu-i-t	bhu-i-mus	bhu-i-tis	bhu-u-nt

appear as a suffix in many other Latin verbs. In the past progressive, it will appear as a suffix in almost every other Latin verb. (The exceptions are precisely the verbs that are compounds of *sum*.)

The simplified forms based on *bhu-* are compared with the past and future progressive forms of *sum* in Table 22.2. Remember that these forms will never be used independently but will be found as suffixes used to form the past and future progressive of many Latin verbs.

22.2 Comparison of *sum*, *esse* with Simplified Forms from *bhu-*

eram	eras	erat	eramus	eratis	erant
-bam	-bas	-bat	-bamus	-batis	-bant
ero	eris	erit	erimus	eritis	erunt
-bo	-bis	-bit	-bimus	-bitis	-bunt

These three comments sum up all there is to consider in these suffixes:

1. Note that in origin the “b” in these forms was the verbal root with a verbal signification. This meaning will be irrelevant in its use as a suffix.
2. Note that the personal endings are normal. “O” is not the only first person singular ending, but it is common in the present and the future.
3. In these forms, the vowel “a” signified past time in the progressive aspect. As a suffix, “ba” will signify the past progressive. Likewise, the vowel “i” signified future time in the progressive, with two exceptions (IOU) that we have already seen. Be sure that you can identify and express these exceptions.

Using the Past and Future Progressive Suffixes

Let us apply these suffixes to a new root, written *i-/e-*, because it shifts between *e-* and *i-*. This root bears the meaning “to go.” Although it fluctuates between *e-* and *i-*, the root is usually *i-*. In the past and future progressive, it is always *i-*. Thus, we can compare the past and future progressive forms of this verb with those of *sum* as shown in Table 22.3.

22.3 Comparison with Forms from *i-/e-*

er-a-m	er-a-s	er-a-t	er-a-mus	er-a-tis	er-a-nt
i-ba-m	i-ba-s	i-ba-t	i-ba-mus	i-ba-tis	i-ba-nt
er-o	er-i-s	er-i-t	er-i-mus	er-i-tis	er-u-nt
i-bo	i-bi-s	i-bi-t	i-bi-mus	i-bi-tis	i-bu-nt

Although the conjugation of this verb will not be considered until the next chapter, you have already learned its dictionary entry (its four principal parts). Note that in the second principal part, when the infinitive formant *-se* is added to the root *i-*, the “s” rhotacizes, becoming an “r.” Hence the infinitive is *i-se* → *ire*, and, in its compounds, *ab-ire*, *circum-ire*, and so on.

Questions and Exercises for Chapter 22

Name _____

Give the ten stems of *sum, esse*.

Progressive		
Tense	Mood	Stem

Perfect		
Tense	Mood	Stem

In the following passage, six nouns or noun/adjective combinations have been taken out. Supply the missing words (“inflected form”) according to the information given.

Deus, qui nobis sub (1) (2) memoriam reliquisti; tribue, quaesumus, ita nos (3) et (4) sacra mysteria venerari, ut (5) fructum in nobis iugiter sentiamus: Qui vivis et regnas in saecula (6). Amen.

	Noun Stem	Meaning	Gender	Adjective Stem	Inflected Form
1	sacramento-		n.	mirabili-	abl. sg.:
2	passion-		f.	tuo/a-	gen. sg.:
3	corpos-		n.		gen. sg.:
4	sanguin-		m.	tuo/a-	gen. sg.:
5	redemption-		f.	tuo/a-	gen. sg.:
6	saeculo-		n.		gen. pl.:

Which gender is the Latin suffix *-sion-* (e.g., *missio, missionis*)? (MLWL 18.24)

Which a-stem nouns are masculine?

Which e-stem noun can be both masculine and feminine?

Does the present indicative ever use a formant? (Table 21.8)

What makes *dōs, dotis* and *plēbs, plebis* unique among the i-stem nouns on our word list?

For the following drill, classify the i-stem nouns according to this chart.

	PARISYLLABICS	IMPARISYLLABICS
MASCULINE & FEMININE	1) Standard 2) Plural for Singular 3) bri- & tri- stems	4) Add -s, loss of -i, etc.
NEUTER	5) Bare stem, -i → -e	6) Bare stem, loss of -i

i-stem Noun	Type		i-stem Noun	Type
<i>mensis, mensis</i> m.			<i>animal, animalis</i> n.	
<i>mens, mentis</i> f.			<i>nox, noctis</i> f.	
<i>sedile, sedilis</i> n.			<i>piscis, piscis</i> m.	
<i>nubes, nubis</i> f.			<i>moenia, moenium</i> n. (pl. only)	
<i>gens, gentis</i> f.			<i>urbs, urbis</i> f.	

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>essent</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>erant</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ibunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>sint</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ibant</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>erunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Identify the underlined nouns and noun/adjective combinations in the following passage (*Acts*, ch. 2).

Et cum conplerentur dies pentecostes erant omnes pariter in eodem loco. Et factus est repente de caelo sonus tamquam advenientis spiritus vehementis et replevit totam domum ubi erant sedentes. Et apparuerunt illis dispertitae linguae tamquam ignis seditque supra singulos eorum.

Noun/Adj.	Stem	Gender	Number	Case
<i>dies</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>loco</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>caelo</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>sonus</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>spiritus vehementis</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>dispertitae linguae</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>ignis</i>	igni-	masc-fem-neut	sg-pl	nom-gen-abl

23 *eo, ire, ii (ivi), itum*

The Progressive System

The verb *eo, ire* is formed from a root that shifts between *i-* and *e-*. (These are not two roots, but a shift—ablaut—from one grade to another.) A quick look at the progressive active forms in Table 23.1 makes clear that the root shifts to *e-* before the vowels *o*, *u*, and *a*. You should see very clearly that the second and third lines are the past and future progressive indicative. The other forms are not difficult to explain.

23.1 The Progressive System of *eo, ire*

<i>eo</i>	<i>is</i>	<i>it</i>	<i>imus</i>	<i>itis</i>	<i>eunt</i>
<i>ibam</i>	<i>ibas</i>	<i>ibat</i>	<i>ibamus</i>	<i>ibatis</i>	<i>ibant</i>
<i>ibo</i>	<i>ibis</i>	<i>ibit</i>	<i>ibimus</i>	<i>ibitis</i>	<i>ibunt</i>
<i>eam</i>	<i>eas</i>	<i>eat</i>	<i>eamus</i>	<i>eatis</i>	<i>eant</i>
<i>irem</i>	<i>ires</i>	<i>iret</i>	<i>iremus</i>	<i>iretis</i>	<i>irent</i>

The first line in this table presents the present progressive indicative forms of *eo, ire*. Here the stem is *e-/i-* (IOU). (The use of the IOU mnemonic device is ambiguous here, since the *i* is part of the stem and not a formant, but it works.)

Commit to memory the fact that the root shifts to *e-* before the vowels *o*, *u*, and *a*. An alternative is to conceive the root as shifting to *e-* before any vowel in the progressive system. There is no shift in the perfect system.

The last line is even easier to explain. The past progressive subjunctive takes the suffix *-se-* plus the personal endings. The root *i-* remains, but the intervocalic *-s-* “rhotacizes.” The personal endings are all standard. The stem is *ire-*.

The fourth line demands some explanation. This is the present progressive subjunctive. This root does not use the ancient Indo-European optative form *-i-*. Rather, like most Latin verbs, it uses a subjunctive form peculiar to Latin: the **-a- subjunctive**. In the *-a-* subjunctive, the root adds the suffix *-a-* to form the subjunctive stem, to which the personal endings are added. Since this root is unstable, it shifts to *e-* in the subjunctive stem: *ea-*. The standard personal endings are added to this stem.

The Perfect System

The perfect system of *eo, ire* uses the same formants and personal endings studied in the perfect system of *sum, esse*. The root is formed in the manner most common in Latin: the addition of *-v-* (or *-u-*): *iv-*. Perhaps the *w* sound of this semi-vowel in the classical period led to a usual reduction of the root to a mere *i-*. Table 23.2 shows both forms in the present perfect indicative, but the full form can occur anywhere in the perfect system.

Compare the formation of the perfect in the same table. Note that sometimes in the present perfect indicative, a double *i* is contracted to one: *i-i-* → *i-*. For example: *i-i-sti* → *isti*. Such contraction occurs throughout the past perfect subjunctive: *i-issem* → *issem*, etc. Likewise the perfect active infinitive is *isse*.

The Progressive Active Infinitive

We have seen that the second principal part of a verb is the progressive active infinitive. A verb is often named from just this part (*esse, dare, ire*), sometimes from the first two parts together (*sum, esse; do, dare; eo, ire*). The infinitive is not a finite verb form at all, however, but a verbal noun. For now, it is enough to know that the Latin infinitive is often used in a way that is equivalent to an English infinitive (“to be,” “to give,” “to go”). The infinitive will be considered in more detail later.

The progressive active infinitive is formed by adding the noun suffix *-se* to the progressive stem of a verb. Although different in origin, the noun suffix looks the same as the past progressive subjunctive formant, and it undergoes rhoticism just as often. In effect, then, the past progressive subjunctive stem and the progressive active infinitive are identical in all verbs except one: see *feri* in chapter 32.

23.2 The Perfect System of *eo, ire*

ii	isti	iit	iimus	istis	ierunt
(ivi)	(ivisti)	(ivit)	(ivimus)	(ivistis)	(iverunt)
i-i	i-isti	i-it	i-imus	i-istis	i-erunt
(iv-i)	(iv-isti)	(iv-it)	(iv-imus)	(iv-istis)	(iv-erunt)
ieram	ieras	ierat	ieramus	ieratis	ierant
i-era-m	i-era-s	i-era-t	i-era-mus	i-era-tis	i-era-nt
iero	ieris	ierit	ierimus	ieritis	ierint
i-er-o	i-eri-s	i-eri-t	i-eri-mus	i-eri-tis	i-eri-nt
ierim	ieris	ierit	ierimus	ieritis	ierint
i-eri-m	i-eri-s	i-eri-t	i-eri-mus	i-eri-tis	i-eri-nt
issem	isses	isset	issemus	issetis	issent
i-isse-m	i-isse-s	i-isse-t	i-isse-mus	i-isse-tis	i-isse-nt

23.3 The Ten Stems of *eo, ire*

e-/i- (IOU)	i; īv- (-sti-s; -eru-)
i-bā-	i- era -; īv- era -
i-bi- (IOU)	i- eri -; īv- eri - (IO)
e-a-	i- eri -; īv- eri - (I)
i-re-	isse -; īv- isse -

Comparison of Verb Formations

Take a moment to compare the principles used in forming the progressive active system of *eo, ire* with those of *sum, esse*. Compare the infinitives: *esse* and *ire*.

23.4 Comparison of Verb Formations: *sum, esse* and *eo, ire*

sum	es	est	sumus	estis	sunt
eo	is	it	imus	itis	eunt
eram	eras	erat	eramus	eratis	erant
ibam	ibas	ibat	ibamus	ibatis	ibant
ero	eris	erit	erimus	eritis	erunt
ibo	ibis	ibit	ibimus	ibitis	ibunt
sim	sis	sit	simus	sitis	sint
eam	eas	eat	eamus	eatis	eant
essem	esses	esset	essemus	essetis	essent
irem	ires	iret	iremus	iretis	irent

Questions and Exercises for Chapter 23

Name _____

Give the ten stems of *eo*, *ire*, *ii* (*ivi*), [*itum*].

Progressive		
Tense	Mood	Stem

Perfect		
Tense	Mood	Stem

Analyze and identify the following forms of the verb *eo*, *ire*.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>ierint</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>imus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>eas</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>iretis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>isti</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>eunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ibunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>iveramus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>isses</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Supply the requested forms.

Stem	Nom. Sg.	Gen. Sg.	Abl. Sg.
insula- f.			
viro- m.			
regno- n.			
plebi- f.			
phantasmat- n.			
reg- m.			
fratr- m.			
ambition- f.			
gradu- m.			
re- f.			

Supply the requested forms.

Stem	Nom. Pl.	Gen. Pl.	Abl. Pl.
insula- f.			
viro- m.			
regno- n.			
plebi- f.			
phantasmat- n.			
reg- m.			
fratr- m.			
ambition- f.			
gradu- m.			
re- f.			

Which three feminine u-stem nouns are on our list?

Which two neuter u-stem nouns are on our list?

For which two verbs does the infinitive formant *-se-* not change into *-re-*?

Identify the underlined nouns and noun/adjective combinations of the following verses of Psalm 1.

Beátus vir, qui non ábiit in consílio impiórum, et in via peccatórum non stetit, et in cathédra pestiléntiae non sedit; sed in lege Dómini volúntas eius, et in lege eius meditábitur die ac nocte.

Noun/Adj.	Stem	Gender	Number	Case
<i>Beatus</i> <i>vir</i>	beato/a- viro-	masc-fem-neut	sg-pl	nom-gen-abl
<i>consilio</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>impiorum</i> <i>via</i>	impio/a-	masc-fem-neut	sg-pl	nom-gen-abl
<i>peccatorum</i> <i>cathedra</i>	peccator- cathedra-	masc-fem-neut	sg-pl	nom-gen-abl
<i>pestilentiae</i> <i>lege</i>	pestilentia-	masc-fem-neut	sg-pl	nom-gen-abl
<i>Domini</i> <i>voluntas</i>		masc-fem-neut	sg-pl	nom-gen-abl
<i>die</i> <i>nocte</i>	voluntat- nocti-	masc-fem-neut	sg-pl	nom-gen-abl

Using your knowledge and your dictionary, translate this line from Psalm 1: **“Iter impiorum peribit.”**

24 The Accusative Case

Case

A thing or substance can be related to action in many ways. A thing does something or it is that to which something is done. Again, a thing, especially a person, may be given or told something or may possess something. These differences give rise to the grammatical property called **case**. Nouns and pronouns have this property and adjectives have the property in a secondary way, i.e., by agreement with nouns.

Etymologically, the word “case” refers to a “falling away” from the form of the noun that would serve principally as a subject, the nominative, which merely “names” the thing. (The Latin word for “noun” and “name” are the same: *nomen*.) Yet the word “case” was eventually extended to include the nominative case, even in Latin, and the notion of falling away was introduced again, by distinguishing the nominative as the *casus rectus* or “upright case” from the various *casus obliqui*, the “oblique” or “declining” cases. These cases represent something as an object to the action of a verb or as some condition to that action or even as the object of the act of speaking: “I hit Jim,” “I began counting with Jim,” “Jim, watch out!”

Case has almost vanished from the English language. English pronouns still have case: *he*, (perhaps) *his*, *him*; *she*, *her*; and *they*, *their*, *them*. The distinction in the form of these words is for the purpose of expressing the word’s role in a sentence. Here we have some words in the “subject” case (nominative): *he*, *she*, *they*. Also, some words in the “object” case (accusative): *him*, *her*, *them*. Again, the one form that maintains a distinct form in English for nouns as well as pronouns is the possessive case (genitive): *his*, *her*, *their*; but also *Bill’s*, the *book’s*, *James’*.

While in English distinct forms for the cases of nouns have been lost except in the possessive case, word order makes clear the case of a noun: “The dog bit the man.” In this sentence there is no doubt about who bit and who was bitten.

Formation of Accusatives

Masculine and Feminine Singular

The accusative singular ending is *-m*. Masculine and feminine nouns and adjectives with stems ending in *-a*, *-e*, *-u* add this case ending unproblematically. The *-o* of the *o*-stems corrupts to *-u* in the singular: *angelo-m* → *angelum*. Consonant stem nouns add an *-e* before the *-m* ending: *milit-e-m*. In the accusative case masculine and feminine *i*-stem nouns and adjectives imitate the consonant stem nouns on the whole and the *-i* of the stem is replaced by *-e*. But a few *-i* stem nouns maintain the stem ending before the accusative ending *-m*. Compare these accusative formations with their stems in Table 24.1.

Neuter Singular

Neuter nouns use the same form for the nominative and the accusative singular. The *u*-stem and *C* stem neuters take the bare stem in these singulars. In the *C* stems this often involves ablaut or loss of the *t*-stem’s ending: *capit-* → *caput*, but *poemat-* → *poema*; *nomin-* → *nomen*. *I*-stem neuters also take the bare stem but with the *-i* weakened to *-e* or lost altogether: *mari-* → *mare*, *animali-* → *animal*. But the *o*-stem neuters seem to have begun their life in the accusative, for the singular form for nominative and accusative is the corrupted *o*-stem with the accusative ending *-m*. There are no neuter nouns with stems ending in *-e* or *-a*. Compare these accusative formations with their stems in Table 24.2.

24.1 Masculine and Feminine Stems with Accusative Singular

Stem	Accusative Sing.	Stem Ending	Stem	Accusative Sing.
acie-	acie-m	-e	re-	re-m
sensu-	sensu-m	-u	effectu-	effectu-m
loco-	locu-m	-o	servo-	servu-m
puero-	pueru-m	-ro	quadro-	quadru-m
luna-	luna-m	-a	terra-	terra-m
duc-	duc-e-m	-c, -g	reg-	reg-e-m
laud-	laud-e-m	-d, -t	nepot-	nepot-e-m
caelib-	caelib-e-m	-b, -p	op-	op-e-m
sol-	sol-e-m	-l, -r	amor-	amor-e-m
flos-	flor-e-m	-s		
bov-	bov-e-m	-v	gru(u)-	gru-e-m
hiem-	hiem-e-m	-m, -n	leon-	leon-e-m
turri-	turr-e-m	-i	tussi-	tussi-m
denti-	dent-e-m			
imbri-	imbr-e-m	-ri	celeri-	celer-e-m

24.2 Neuter Stems with Accusatives

Stem	Accusative Sing.	Stem Ending	Stem	Accusative Sing.
cornu-	cornu	-u	genu-	genu
capit-	caput	-t	poemat-	poema-
mell-	mel	-l, -r	cadaver-	cadaver
vas-	vas	-s	oss-	os
nomin-	nomen	-n	carmin-	carmen
sedili-	sedile	-i	exemplari-	exemplar
aedificio-	aedificiu-m	-o	sepulchro-	sepulchru-m

Masculine and Feminine Plural

The accusative plural originally used the ending *-ns* for masculine and feminine nouns. This has reduced to *-s* with a lengthened stem vowel in a-stems, o-stems, u-stems, and e-stems. C stems add an *-e* between the stem and this *-s* ending. Hence, the nominative and accusative plural look the same for masculine and feminine C stems. The i-stems imitate the C stems. These are presented in Table 24.3.

24.3 Masculine and Feminine Stems with Accusative Plural

Stem	Accus. Plur.	Stem Ending	Stem	Accus. Plur.
acie-	acie-s	<i>-e</i>	re-	re-s
sensu-	sensu-s	<i>-u</i>	effectu-	effectu-s
loco-	loco-s	<i>-o</i>	servo-	servo-s
puero-	puero-s	<i>-ro</i>	quadro-	quadro-s
luna-	luna-s	<i>-a</i>	terra-	terra-s
duc-	duc-e-s	<i>-c, -g</i>	reg-	reg-e-s
laud-	laud-e-s	<i>-d, -t</i>	nepot-	nepot-e-s
caelib-	caelibes	<i>-b, -p</i>	op-	op-e-s
sol-	sol-e-s	<i>-l, -r</i>	amor-	amor-e-s
flos-	flor-e-s	<i>-s</i>		
bo(v)-	bov-e-s	<i>-v</i>	gru(u)-	gru-e-s
hiem-	hiem-e-s	<i>-m, -n</i>	leon-	leon-e-s
turri-	turr-e-s	<i>-i</i>	tussi-	tuss-e-s
denti-	dent-e-s			
imbri-	imbr-e-s	<i>-ri</i>	celeri-	celer-e-s

Neuter Plural

The neuter uses the same form in the nominative and accusative plural. The *-a* ending is added to the stem ending, with a loss of the stem ending in o-stems. These are presented in Table 24.4.

24.4 Neuter Stems with Accusative Plurals

Stem	Accusative Plur.	Stem Ending	Stem	Accusative Plur.
cornu-	cornu-a	-u	genu-	genu-a
capit-	capit-a	-t	poemat-	poemat-a
mell-	mell-a	-l, -r	cadaver-	cadaver-a
vas-	vas-a	-s	oss-	oss-a
nomin-	nomin-a	-n	carmin-	carmin-a
sedili-	sedili-a	-i	exemplari-	exemplari-a
aedificio-	aedifici-a	-o	sepulchro-	sepulchr-a

Direct Object

A sentence “says something of something,” and in its most vivid form an *action* is “said of” some subject. While the action may not be represented as passing into or affecting another (“Socrates talks.” “Dogs bark.”), sometimes it is represented this way (“Achilles killed Hector.” “Socrates addressed Meno.”) Just as the nominative case is used to show that a noun is the agent, the subject of the sentence, the accusative case is used to show that the noun is receiving the action of the verb: it is the direct object of the sentence. This is the most characteristic use of the accusative case. See CLS 7.1, 7.11, 7.12.

Donum tibi do. I am giving you a gift.

Alexander multa animalia Aristotili donabat. Alexander used to give many animals to Aristotle.

Longam orationem dedisti. You have given a long speech.

The Preposition *in* + The Accusative

The Latin preposition *in* governs the ablative case when it means “in” or “on.” But, when this preposition governs the accusative, as it often does with the verb *eo*, *ire* and its compounds, it describes where this motion comes to its end: *eo in domum*; *eamus in stadium*. The English prepositions “into,” “onto,” “up to” and the like are used in a similar manner.

Other Prepositions Governing the Accusative

Sections 1 and 2 of the MLWL include the other prepositions governing the accusative that you are required to know. Begin to learn the meanings of these prepositions now. Take special care to understand the force of the prepositions used in your syntax drill.

Vocabulary List 8

ad (prep., acc. only)	2 ^a
per (prep., acc. only)	2
post (prep., acc. only)	2
propter (prep., acc. only)	2
trāns (prep., acc. only)	2
tussis, tussis (tussi-) f.	8
dōs, dōtis (dōti-) f.	8
linter, lintris (lintri-) f.	8
uter, utris (utri-) m.	8
femur, femoris (femor-) n.	14
corpus, corporis (corpos-) n.	15
grus, gruis (gru(v)-) f.	16
sus, suis (su(v)-) m./f.	16
eō, ire, iī (ivī), itum [eo]	31
adeō, adire, adiī, aditum [eo]	31
obeō, obire, obiī (obivī), obitum [eo]	31
redeō, -ire, rediī (redivī), reditum [eo]	31
trānseō, -ire, transiī (-ivī), -situm [eo]	31
regō, regere, rēxī, rēctum [reg-]	32
amō, amāre, amāvī, amātum [am-]	34
laudō, -āre, laudāvī, laudātum [laus]	34
dēbeō, dēbere, dēbuī, dēbitum [habeo]	35
moneō, -ēre, monuī, monitum [man-]	35
audiō, audire, audivī, audītum [au- ²]	36
sciō, scire, scivī, scītum [sec- ¹]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

24. THE ACCUSATIVE CASE

Notes on Vocabulary List 8 *propter* is derived from *prope* (“nearby, at hand”). Since a reason or cause is near its effect in a figurative sense, *propter* came to mean “on account of, for the sake of.” *uter* gave rise to the name for the organ, “uterus,” for obvious reasons. It is not related to *uter*, *utra*, *utrum*, which dropped the opening consonant of its original stem *quoter-* or *cuter-*. Thus, *uter*, *utra*, *utrum* is a compound with the same stem *quo/a-* found in *cum* and many pronouns, such as *qui*, *quae*, *quod*. *grus* and *sus* are listed as having the stems *gru(v)-* and *su(v)-*. This does not mean that they are sometimes u-stems and sometimes consonant stems. The forms of *sus* are (sing.) *sus*, *suis*, *sui*, *suim/suem*, *sui/sue*; (pl.) *se*, *suim*, *suibus*, *suis/sues*, *suibus*. Note that the stem never ends in *-uv*. *Grus* is the same. Rather, the *v* in *su(v)-* and *gru(v)-* means that these nouns must be thought of as ending in a consonant rather than a vowel. Thus, these nouns are consonant stems rather than u-stems. Proto-Indo-European had both a short-u and a long-u declension, which were collapsed into the one u-stem declension in Latin. *Grus* and *sus* were \bar{u} -stems that did not follow the normal pattern of becoming \check{u} -stems but were drawn into the consonant stem declension, because the endings of the proto-Indo-European \bar{u} -stems were more like the endings of consonant stems than the endings of \check{u} -stems. *adeo*, *adire* and the other verbs on this list are followed by information in brackets. This indicates either the other Latin word or the pre-Latin root from which these words derive: *rego*, *regere* comes from the root *reg-*. *Adeo*, *adire* is a compound of *eo*, *ire*. *Laudo*, *laudare* derives from the Latin noun *laus*, *laudis*. *Audio* is said to come from the root *au-²*, because there is another root, *au-¹*, which is spelled the same but unrelated. The numbers do not indicate an order between them, just that they are distinct. Thus, one can see that *audeo* [*au-¹*] is not related to *audio* [*au-²*]. Likewise, *scio*, *scire* [*sec-¹*] is not related to *sequor*, *sequi* [*sec-²*]. *De* + *habeo* → *debeo*. *De-* has a negating force: you lack what you do not have; you are in debt or you owe when you lack what you must pay back.

Questions and Exercises for Chapter 24

Name _____

Supply the requested forms.

Stem	Acc. Sing.	Acc. Plural		Stem	Acc. Sing.	Acc. Plural
cena- f.				bello- n.		
lacrima- f.				vulgo- n.		
codic- m.				puero- m.		
voc- f.				viro- m.		
equit- m.				amor- m.		
auri- f.				decor- m.		
arti- f.				cines- m.		
sedi- f.				sceles- n.		
mari- n.				portu- m.		
sol- m.				actu- m.		
bov- m./f.				ornatu- m.		
cupidin- f.				cornu- n.		
carmin- n.				acie- f.		
amico- m.				re- f.		
modo- m.				spe- f.		

What is the origin of the formants *-ba-* and *-bi-*? (ch. 22)

What sets the UNUS NAUTA adjectives apart from other o/a-stem adjectives?

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>eamus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>simus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fuimus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ierimus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>sumus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>fueramus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>iremus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>issemus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Identify the underlined nouns and noun/adjective combinations in the following passage from St. Thomas Aquinas.

Quinta via sumitur ex gubernatione rerum. Videmus enim quod aliqua quae cognitione carent, scilicet corpora naturalia, operantur propter finem, quod apparet ex hoc quod semper aut frequentius eodem modo operantur, ut consequantur id quod est optimum; unde patet quod non a casu, sed ex intentione perveniunt ad finem. Ea autem quae non habent cognitionem, non tendunt in finem nisi directa ab aliquo cognoscente et intelligente, sicut sagitta a sagittante. Ergo est aliquid intelligens, a quo omnes res naturales ordinantur ad finem, et hoc dicimus deum.

Noun/Adj.	Stem	Gender	Number	Case
<i>Quinta via</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>gubernatione</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>rerum</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>cognitione</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>corpora naturalia</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>finem</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>modo</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>optimum</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>casu</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>intentione</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>cognitionem</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>cognoscente</i>	cognoscenti-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>sagitta</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>sagittante</i>	sagittanti-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>intelligens</i>	intelligenti-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>res naturales</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>deum</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl

Give the ten tense-mood stems of *sum, esse* and of *eo, ire*.

<i>sum, esse</i>	

<i>eo, ire</i>	

25 *Readings: Sir Isaac Newton and Saint Augustine

Sir Isaac Newton

Natúra simplex est. Córpora ómnia extensiónem habent. Córpora natura- simplici-s es-t corpus-a omni-a extension-e-m habe-nt corpus-a ómnia impenetrabilia sunt. Córpora ómnia mobília sunt. Hoc est omni-a im-penetrabili-a s-o-nt corpus-a omni-a mobili-a s-o-nt ho-c es-t fundamentum philosophiae.
fundamento-m philosophia-e

corpora bodies
extensionem extension
fundamentum foundation
habent have

impenetrabilia impenetrable
mobilia mobile, movable
philosophiae of philosophy
simplex simple

Córpora ómnia in circúitu terrae habent gravitátem. Luna habet corpus-a omni-a circuitu- terra-e habe-nt gravitat-e-m luna- habe-t gravitátem. Planéetae habent gravitátem. Coméetae habent gravitatat-e-m planeta-e habe-nt gravitat-e-m cometa-e habe-nt gravitátem in solem. Argumentum de gravitáte universáli erit per gravitat-e-m sol-e-m argumento-m gravitat-e universali- es-i-t experimentum. Argumentum de gravitáte universáli erit ex experimento-m argumento-m gravitat-e universali- es-i-t

phaenómenis. Non affírmō gravitátem essentiálem esse
 phaenomeno-is
 corpóribus.
 corporo-i-bus

affirmo I affirm, I am affirming
circuitu compass, bounds
cometae comets
experimentum experience, ex-
 periment
gravitatem heaviness

luna moon
phaenomenis phenomena
planetae planets
solem sun
universali universal

Saint Augustine

Read the introductions to the simple, compound and complex sentences in CLS. The following paraphrase of an argument from Saint Augustine's *De immortalitate animae* is presented in two parts and each in two forms. First the matter of Augustine's argument is presented in a series of simple and slightly complex sentences. Then a version of each part of the argument is given in a complex sentence much closer to the original. Read the following sentences to prepare for the first passage from Saint Augustine:

Disciplína est alicubi. Disciplína est solum in eo quod uiuit.
 disciplina- es-t aliud-ubi disciplina- es-t solo-m eo- quo-d viv-i-t
 Disciplína est semper. Id quod est semper solum est in eo quod
 disciplina- es-t i-d quo-d es-t solo-m es-t eo- quo-d
 est semper. Semper uiuit id in quo est disciplína.
 es-t viv-i-t i-d quo- es-t disciplina-

alicubi somewhere
disciplina learning, discipline
eo it, that
id it, that
quo, quod which, that

si if
semper always, forever
solum only
uiuit = vivit lives

First Passage:

Si alicubi est disciplína, et disciplína est solum in eo quod uiuit,
 aliud-ubi es-t disciplina- disciplina- es-t solo-m eo- quo-d viv-i-t
 et si disciplína semper est, et id quod est semper solum est in eo
 disciplina- es-t i-d quo-d es-t solo-m es-t eo-
 quod est semper; semper uiuit id in quo est disciplína.
 quo-d es-t viv-i-t i-d quo- es-t disciplina-

Read the following sentences to prepare for the second passage from Saint Augustine:

Nos sumus ánimus noster. Cogitátio recta non est sine
 no-s s-o-mus animo-s nostr- cogitation- recto/a- es-t
 disciplína. Sine disciplína ánimus noster non potest úiuere.
 disciplina- disciplina- animo-s nostr- potis-es-t viv-e-se
 Disciplína est in ánimo hómínis. Ánimus noster semper uiuit.
 disciplina- es-t animo- homin-is animo-s nostr- viv-i-t

cogitatio thinking
ergo therefore
hominis of man, man's
nec nor
noster our

potest can, to be able
recta right
sine without (takes instrumen-
 tal abl.)
uiuere = *vivere* to live

Second Passage:

Si nos sumus ánimus noster, nec est cogitátio recta sine
 no-s s-o-mus animo-s nostr- es-t cogitation- recto/a-
 disciplína, nec sine disciplína úiuere potest ánimus noster; est in
 disciplina- disciplina- viv-e-se potis-es-t animo-s nostr- es-t
 hómínis ánimo disciplína. Semper uiuit ergo ánimus noster.
 homin-is animo- disciplina- viv-i-t animo-s nostr-

Questions and Exercises for Chapter 25

Name _____

Identify the underlined nouns, adjectives, and noun/adjective combinations in the following passage from the Mass.

Hanc igitur oblationem servitutis nostræ, sed et cunctæ familiæ tuæ, quaesumus, Domine, ut placatus accipias: diésque nostros in tua pace dispónas, atque ab aeterna damnatióne nos éripi, et in electórum tuórum iúbeas grege numerári. Quam oblationem tu, Deus, in ómnibus, quaesumus, benedictam, adscriptam, ratam, rationábilem, acceptabilémque fácere dignéris: ut nobis Corpus et Sanguis fiat dilectíssimi Filii tui, Dómini nostri Iesu Christi.

Noun/Adj.	Stem	Gender	Number	Case
<i>Hanc oblationem</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>servitutis nostræ</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>cunctæ familiæ tuæ</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>placatus</i>	placato/a-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>dies nostros</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>tua pace</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>aeterna damnatióne</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>electórum tuórum</i>	electo/a- tuo-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>grege</i>	greg-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>oblationem</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>ratam</i>	rato/a-	masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>Corpus</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>Sanguis</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl
<i>Filii tui</i>		masc-fem-neut	sg-pl	nom-gen-acc-abl

Give the present progressive indicative and present perfect indicative forms of *sum, esse, fui, [futurum]*.

	Singular	Plural
1 st		
2 nd		
3 rd		

	Singular	Plural

Give the present progressive indicative and present perfect indicative forms of *eo, ire, ii (ivi), itum*.

	Singular	Plural
1 st		
2 nd		
3 rd		

	Singular	Plural

Analyze and identify the verbs in the following passage.

Ostensum est deum esse ómnino perféctum, cui nulla perféctio desit. Si igitur sunt plures dii, opórtet esse plura huiúsmodi perfecta. Hoc autem est impossíbile: nam si nulli eórum deest áliqua perféctio, nec áliqua imperféctio admiscétur, quod requíritur ad hoc quod áliquid sit simpliciter perféctum, non erit in quo ad ívicem distinguántur. Impossíbile est igitur plures deos pónere.

Verb	[Prefix]	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>esse</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>desit</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>sunt</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>est</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>deest</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>sit</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>erit</i>						1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Identify each sentence as simple, compound, or complex. If the sentence is compound, indicate where it can be divided into two or more independent clauses. If it is complex, underline the subordinate clause(s).

(1) The old woman and her daughter were sitting on their porch when Mr. Shiftlet came up their road for the first time. (2) The old woman slid to the edge of her chair and leaned forward, shading her eyes from the piercing sunset with her hand. (3) The daughter could not see far in front of her and continued to play with her fingers. (4) Although the woman lived in this desolate spot with only her daughter and she had never seen Mr. Shiftlet before, she could tell, even from a distance, that he was a tramp and no one to be afraid of. (5) His left coat sleeve was folded up to show there was only half an arm in it, and his gaunt figure listed slightly to the side as if the breeze were pushing him. (6) He had on a black town suit and a brown felt hat that was turned up in the front and down in the back and he carried a tin toolbox by a handle.

- | | |
|-----|-----|
| (1) | (4) |
| (2) | (5) |
| (3) | (6) |

What is St. Augustine's definition of a sign? [p. xviii]

Explain how the noun *corpus* is a sign.

26 *do, dare, dedi, datum* and the Dative Case

A common Latin verb, *do, dare*, (“to give”¹) is sometimes included among “irregular” verbs and sometimes among verbs whose stems end in *-ā*. This happens because the root of this verb shifts between *dā-* and *da-*. For this reason, its long and short vowels do not everywhere agree with those of verbs with a stem ending in *-ā*. Otherwise the conjugation of this verb does not differ from that of verbs ending in *-ā*. It is included here because it is a root verb that illustrates one of the ways of forming the present progressive subjunctive.

The Progressive System of *do, dare*

The progressive system of *do, dare* is presented in Table 26.1. The formation of four of these five progressive systems should be quite familiar. Remember that the *-se-* used as a formant for the past progressive active subjunctive suffers “rhotacism,” since the root to which it is added ends in a vowel: *da-se-* → *dare-*. (This will be the norm.) Thus the stem for the past progressive active subjunctive is *dare-*.

Note that the past progressive active subjunctive stem is identical to the (progressive active) infinitive *dare*. Thus, the commonly proposed rule: “form the past progressive active subjunctive (usually called the ‘imperfect

¹ George M. Lane, *A Latin Grammar*, n. 754: “There are two verbs **dō**, one meaning *give*, and one meaning *put*. The **dō** meaning *put* is oftenest used in compounds: the simple verb has been crowded out by **pōnō**.”

26.1 The Progressive System of *do*, *dare*

dō	dā-s	da-t	da-mus	da-tis	da-nt
da- ba -m	da- bā -s	da- ba -t	da- bā -mus	da- bā -tis	da- ba -nt
da- b -o	da- bi -s	da- bi -t	da- bi -mus	da- bi -tis	da- bu -nt
d- e -m	d- ē -s	d- e -t	d- ē -mus	d- ē -tis	d- e -nt
da- re -m	da- rē -s	da- re -t	da- rē -mus	da- rē -tis	da- re -nt

subjunctive’) by adding the personal endings to the infinitive.” (This rule has exceptions.)

The stems for the past and future progressive active indicative systems are also easily recognized: *daba-* and *dabi-* (IOU). Remember that in the future the first person singular and the third person plural have been “infected;” they introduce the *-o* and *-u* often found in these personal endings: *dabo* and *dabunt*.

Note also that the present progressive active indicative, using the bare root as a stem, suffers this “infection” in the first person singular but (unlike the verb *eo*, *ire*) not in the third person plural. The stem will be listed as *da-* (O).

The new method of forming the present progressive active subjunctive can be called the “**e-subjunctive**,” since the vowel used as the subjunctive formant here is *-e*.

This method of forming the subjunctive was the common method in the parent language, Indo-European. Here, the *-e* formant merely replaces the *-a* vowel with which the root ends. (In Latin the e-subjunctive remains only as replacing the *-a* of a-stem verbs.)

Thus, there are three methods of forming the present progressive active subjunctive in Latin: the **i-subjunctive**, originally the Indo-European optative, as seen in *sum*, *esse*; the **e-subjunctive**, which is the common Indo-European subjunctive, as seen in *do*, *dare*; and the **a-subjunctive**, proper to Latin, as seen in *eo*, *ire*. Later, it will be clear why Latin needed this new a-subjunctive.

The Perfect System of *do*, *dare*

The perfect stem of *do*, *dare* is *ded-*. It is formed by an important morphological process called “**reduplication**.” This term describes the “doubling” of the consonant that opens a root, together with some vowel between the two consonants, as a prefix. Here, the consonant with which the verbal root *da-* begins is “duplicated” and used, together with an *-e*, as a prefix: *de-d-*. When reduplication occurs in the Latin perfect system, the vowel *-e* was used to form the prefix. In this verb, the vowel *-a* of the root has been lost. The formation of the perfect system is, as always, perfectly regular.

26.2 The Perfect System of *do*, *dare*

dedi ded-i	dedisti ded-isti	dedit ded-it	dedimus ded-imus	dedistis ded-istis	dederunt ded-erunt
dederam ded-era-m	dederas ded-era-s	dederat ded-era-t	dederamus ded-era-mus	dederatis ded-era-tis	dederant ded-era-nt
dederō ded-er-o	dederis ded-eri-s	dederit ded-eri-t	dederimus ded-eri-mus	dederitis ded-eri-tis	dederint ded-eri-nt
dederim ded-eri-m	dederis ded-eri-s	dederit ded-eri-t	dederimus ded-eri-mus	dederitis ded-eri-tis	dederint ded-eri-nt
dedissem ded-isse-m	dedisses ded-isse-s	dedisset ded-isse-t	dedissemus ded-isse-mus	dedissetis ded-isse-tis	dedissent ded-isse-nt

26.3 The Ten Stems of *do*, *dare*

da- (O)	ded- (-ti-s; -eru-)
da- bā -	ded- era -
da- bi - (IOU)	ded- eri - (IO)
d a - e -	ded- eri - (I)
da- re -	ded- isse -

When we give the ten stems of a verb, we list the progressive stems in one column and the perfect stems in the other. The five rows are the present, past and future indicative, and the present and past subjunctive. The progressive and perfect aspect stems are followed by hyphens and the tense-mood formants. Mnemonic devices are given in parentheses: “(O)”

26. DO, DARE, DEDI, DATUM AND THE DATIVE CASE

means that the personal ending *-o* is used instead of *-m*: *do* rather than *dam*. “(IOU)” means that the *-i* of *-bi-* is lost before *-o* and *-u* in the first person singular and the third person plural: *dabo, dabunt*. “(IO)” means the same except that the *-i* is kept and *-u* is not added in the third person plural: *dederint*. “(I)” means that the *-i* is kept throughout: *dederim*, etc.

26.4 Verb Formation Compared: Progressive Systems of *sum, eo, do*

Present Progressive Active Indicative						
<i>es/su-</i> (N)	sum	es	est	sumus	estis	sunt
<i>i/e-</i> (IOU)	eo	is	it	imus	itis	eunt
<i>da-</i> (O)	do	das	dat	damus	datis	dant
Past Progressive Active Indicative						
<i>-a</i> formant	eram	eras	erat	eramus	eratis	erant
	ibam	ibas	ibat	ibamus	ibatis	ibant
<i>-ba</i> formant	dabam	dabas	dabat	dabamus	dabatis	dabant
Future Progressive Active Indicative (IOU)						
<i>-i</i> formant	ero	eris	erit	erimus	eritis	erunt
	ibo	ibis	ibit	ibimus	ibitis	ibunt
<i>-bi</i> formant	dabo	dabis	dabit	dabimus	dabitis	dabunt
Present Progressive Active Subjunctive						
<i>-i</i> formant	sim	sis	sit	simus	sitis	sint
<i>-a</i> formant	eam	eas	eat	eamus	eatis	eant
<i>-e</i> formant	dem	des	det	demus	detis	dent
Past Progressive Active Subjunctive						
<i>-se</i> formant	essem	esses	esset	essemus	essetis	essent
(usually	irem	ires	iret	iremus	iretis	irent
rhotacised)	darem	dares	daret	daremus	daretis	darent

The Dative Case

Tables 26.5 and 26.6 provide examples of how the dative case is formed for the various stems.

Formation of the Dative Singular

The following are some general rules for formation of the dative singular:

In the singular the dative case takes an *-i* ending, regardless of gender.

In a-stems this is written as an *-e* (so that it is not distinguishable from the genitive singular or nominative plural).

In o-stems the *-i* ending is “swallowed” by the stem ending *-o*. In the tables below, the ending is presented as struck through (thus: \dot{i}) to indicate that it would have been added but was lost.

In i-stems the ending contracts with the stem ending.

In neuter u-stems the *-i* ending is rejected, but it is usually retained in masculine and feminine u-stems.

Formation of the Dative Plural

Before the time of extant Latin inscriptions and texts, the dative and ablative had fused completely in the plural. Hence the dative plural for any noun is exactly the same as its ablative plural.

Indirect Object

The dative case generally indicates the person to whose advantage some action is done. Often this happens when there is no direct object of the verb: *cedere alicui* (to yield to someone), *servire alicui* (to be a servant to someone → to serve someone). When the verb takes a direct object, the person to whose advantage the action occurs is called the indirect object. The action passes over into that person indirectly: *Dat mihi librum* (He gives me a book, or He gives a book to me), *Mitto tibi epistulam* (I am sending you

26. DO, DARE, DEDI, DATUM AND THE DATIVE CASE

26.5 Masculine and Feminine Stems with Dative Singular

Stem	Dative Sing.	Stem Ending	Stem	Dative Sing.
acie-	acie-i	-e	re-	re-i
sensu-	sensu-i	-u	effectu-	effectu-i
loco-	loco-ī	-o	servo-	servo-ī
puero-	puero-ī	-ro	quadro-	quadro-ī
luna-	luna-e	-a	terra-	terra-e
duc-	duc-i	-c, -g	reg-	reg-i
laud-	laud-i	-d, -t	nepot-	nepot-i
caelib-	caelib-i	-b, -p	op-	op-i
sol-	sol-i	-l, -r	amor-	amor-i
flos-	flor-i	-s		
bov-	bov-i	-v	gru(u)-	gru-i
hiem-	hiem-i	-m, -n	leon-	leon-i
turri-	turri-ī	-i	tussi-	tussi-ī
denti-	denti-ī			
imbri-	imbri-ī	-ri	celeri-	celeri-ī

26.6 Neuter Stems with Dative Singular

Stem	Dative Sing.	Vowel	Stem	Dative Sing.
cornu-	cornu-ī	-u	genu-	genu-ī
capit-	capit-i	-t	poemat-	poemat-i
mell-	mell-i	-l, -r	cadaver-	cadaver-i
vas-	vas-i	-s	oss-	oss-i
nomin-	nomin-i	-n	carmin-	carmin-i
sedili-	sedili-ī	-i	exemplari-	exemplari-ī
aedificio-	aedificio-ī	-o	sepulchro-	sepulchro-ī

a letter). It is possible that the advantage may be for some thing instead of for some person: *Dabis profecto misericordiae quod iracundiae negavisti* (You will surely grant to mercy what you refused to wrath).

Other uses of the dative case are related to the notion of advantage. For example, one specific kind of advantage is found in ownership, so that the dative may signify possession: *Est mihi magna domus* (I have a big

26. *DO, DARE, DEDI, DATUM* AND THE DATIVE CASE

house). One may also use the dative case to represent the person to whose disadvantage some action occurs: *repugnare alicui* (to fight with someone). These other uses of the dative case will be studied later.

Questions and Exercises for Chapter 26

Name _____

Give the ten tense-mood stems of *eo, ire, ii (ivi), itum* and *do, dare, dedi, datum*.

<i>eo, ire</i>	

<i>do, dare</i>	

What are the three ways of forming the present progressive subjunctive in Latin?

What is reduplication?

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>dant</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dares</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>demus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dedit</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dabitis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dedissem</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dabat</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dederis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>damus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>dederant</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

Which cases are the “oblique cases”?

What endings are used for the accusative singular?

What endings are used for the accusative plural?

What endings are used for the dative singular?

What endings are used for the dative plural?

Supply the requested forms.

Stem	Dat. Sing.	Dat. Plural		Stem	Dat. Sing.	Dat. Plural
insula- f.				bello- n.		
terra- f.				odio- n.		
codic- m.				nuntio- m.		
reg- m.				viro- m.		
equit- m.				error- m.		
auri- f.				decor- m.		
arti- f.				cines- m.		
doti- f.				sceles- n.		
animali- n.				sensu- m.		
sol- m.				actu- m.		
bov- m./f.				ornatu- m.		
homin- m.				cornu- n.		
carmin- n.				facie- f.		
amico- m.				re- f.		
modo- m.				die- m./f.		

Identify the underlined nouns, adjectives, and noun/adjective combinations in the following prayers.

In nomine Patris et Filii et Spiritus Sancti. Amen.

Gloria Patri et Filio et Spiritui Sancto, sicut erat in principio, et nunc et semper, et in saecula saeculorum. Amen.

Noun/Adj.	Stem	Gender	Number	Case
<i>nomine</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Patris</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Filii</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Spiritus Sancti</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Gloria</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Patri</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Filio</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Spiritui Sancto</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>principio</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>saecula</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>saeculorum</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl

27 *fero, ferre, tuli, (t)latum*

The very important Latin verb *fero, ferre* (together with the many compounds formed from it) is from the Indo-European root *bher-*. (Recall that *b* and *f* are both labials.) The English word “bear” is from the same root, and these verbs share an important cluster of meanings. Further, many words have come into English directly from the Latin verb. Many English verbs of this sort are obvious from the *-fer* ending: “offer,” “suffer,” “proffer,” “defer,” “prefer,” “differ,” and so on.

Though usually considered an “irregular” verb, *fero, ferre* is almost perfectly regular, if a few fundamental principles are attended to. Since it is a mixed verb, *fero, ferre* has more than one root. Like *sum, esse*, the progressive system is formed from one root and the perfect system is taken from another—*tul-*, the root of the verb *tollo, tollere*.

This verb has a great abundance of compounds. These compounds are very important and should be learned very early. Knowledge of them is likewise helpful toward better understanding the many English verbs derived from them. A list of compounds to be learned is supplied. (MLWL 31)

Note that the active infinitive ending *-se* has suffered a change when added to the root *fer-*. This cannot, however, result from rhotacism of intervocalic *-s*. Rather, this is a process called **assimilation**. The combination *-rs* is unstable in Latin words and rarely survives.¹ Here the *-s* assimilates to the *-r*. It thus produces an infinitive with a double *-r*. With other roots, assimilation may occur with other letters.

The ten stems of *fero, ferre* are shown in Table 27.1 and discussed below.

¹Kent, *Sounds* 164.3.

27.1 The Ten Stems of *fero, ferre*

fer-	tul- i (-sti-s; -eru-)
fer- ēba -	tul- era -
fer- e - (-am)	tul- eri - (IO)
fer- a -	tul- eri - (I)
fer- re -	tul- isse -

Formation of the Progressive System of *fero, ferre*

The basic formation of the present progressive active indicative involves addition of personal endings to the root *fer-*, with the first person singular taking *-o*. The second person ending is added immediately to the root without any change: *fer-s*. The third person plural has introduced an *-o* (theme vowel) which has corrupted to *-u*. The one unusual formation is the introduction of the theme vowel *-i* between the root and the personal ending in the first person plural.

The formation of the past progressive active indicative has one “irregularity,” an *-e* introduced in each part between the root and the past progressive formant.² This will be the third (and last) way to form the past progressive indicative: the *-eba* formant.

In the future progressive active indicative of *fero, ferre* a third manner of forming the future progressive indicative is found. What occurs here is not the introduction of an entirely new formant, however, but a borrowing of two present progressive subjunctive formants—the *e*-subjunctive and the *a*-subjunctive—on the principle that the present subjunctive regularly takes on a future signification. In *fero, ferre*, the *e*-subjunctive developed such a meaning, becoming the future progressive formant (*fer-e-s, fer-e-t*), although the *a*-subjunctive is employed for the first person singular (*fer-a-m*). (This peculiarity is indicated in the list of stems by writing *-am* after the future progressive stem.)

Note two things carefully: (1) all verbs (except *volo, velle* and its compounds) that use the ancient *e*-subjunctive to form the future progressive

² Most likely this is evidence that this verb was once formed from a root lengthened to *ferē-*. (Kent 370.6, 381.1; but Palmer 266, 269.)

(with 1s a-subjunctive) also use the a-subjunctive to form the present subjunctive (but not the converse); and (2) an ambiguity arises in the first person singular, since the first person future progressive active indicative and the first person present progressive active subjunctive have the same form (as will their passive counterparts). Only context can make clear which verb is being used.

In the present progressive active subjunctive, the a-subjunctive is used.

In the past progressive active subjunctive, the formation is perfectly regular. The past subjunctive formant *-se* is added to the root before the personal endings, and the formant suffers assimilation. Again, one sees that the infinitive can be conceived as the stem of this system.

27.2 The Progressive System of *fero*, *ferre*

fer-o	fer-s	fer-t	fer- <i>i</i> -mus	fer-tis	fer- <i>u</i> -nt
fer- eba -m	fer- eba -s	fer- eba -t	fer- eba -mus	fer- eba -tis	fer- eba -nt
fer- a -m	fer- e -s	fer- e -t	fer- e -mus	fer- e -tis	fer- e -nt
fer- a -m	fer- a -s	fer- a -t	fer- a -mus	fer- a -tis	fer- a -nt
fer- re -m	fer- re -s	fer- re -t	fer- re -mus	fer- re -tis	fer- re -nt

Summary of Progressive Temporal Formants

With *fero*, *ferre*, then, we come to the third and final way of forming the past progressive indicative. The first way is the *-a* formant (used by *sum*, *esse* and its compounds), from which develops the second way—the *-ba* formant—and the third way—the *-eba* formant.

With *fero*, *ferre*, we also are met with the third and final way of forming the future progressive indicative. So, there is the *-i* formant, the *-bi* formant, and the e-subjunctive (with 1s a-subjunctive).

The entire progressive system of *fero*, *ferre* is presented in Table 27.2.

Compounds of *fero*, *ferre*

Thirteen compounds of *fero*, *ferre* follow. Look up each in your dictionary and see how the prefix adds to the basic meaning of this verb.

affero, *afferre* (*ad*+*fero*)

27. *FERO, FERRE, TULI, (T)LATUM*

aufero, auferre (ab+fero)
confero, conferre
defero, deferre
differo, differre (dis+fero)
effero, efferre (ex+fero)
infero, inferre
offero, offerre (ob+fero)
praefero, praeferre
profero, proferre
refero, referre
suffero, sufferre (sub+fero)
transfero, transferre

Vocabulary List 9

enim	4 ^a
neque, nec	4
sī (conj.)	4
dō, dare, dedī, datum [d-]	31
condō, condere, condidī, -ditum [dare]	32
crēdō, crēdere, crēdidī, crēditum [dare]	32
vendō, vendere, vendidī, -ditum [venum + dare]	32
ferō, ferre, tulī, (t)lātum [fer-]	31
adferō, adferre, attulī, allātum [fero]	31
auferō, auferre, abstulī, ablātum [fero]	31
cōnferō, -ferre, cōntulī, collātum [fero]	31
efferō, efferre, extulī, ēlātum [fero]	31
īnferō, īnferre, intulī, illātum [fero]	31
offerō, offerre, obtulī, oblātum [fero]	31
perferō, perferre, pertulī, perlātum [fero]	31
praeferō, -ferre, -tulī, praelātum [fero]	31
prōferō, prōferre, prōtulī, prōlātum [fero]	31
referō, referre, retulī, relātum [fero]	31
transferō, -ferre, transtulī, -lātum [fero]	31
ergō	37
nunc	37
semper	37
numquam	38
ōlim	38
sōlum	39

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

27. FERO, FERRE, TULI, (T)LATUM

Notes on Vocabulary List 9 *credo, credere* combines the root of *cor, cordis* and *do, dare*: “to put in the heart” → “to believe.” Many of the compounds of *fero, ferre*, have prefixes that may stand alone as adverbs or prepositions; others may not. The prefix *ob-*, as in *offerre*, means “towards, in front of, against.” It is found in many other words, such as “obstacle” (from *ob + stare*, “what is standing in the way”), “obedience” (from *ob + audire*, “to listen to”), “object” (from *ob + iacere*, “to throw against”), “obligation” (from *ob + ligare*, “what is tied onto”), and so on. The principal parts of *offere* also reveal the connection between the words “offering” and “oblation.” *semper* has the root *sa-*, which is also written as *sem-* and *sim-* and means “together, like.” Related words are *semel* (“once”), *simul* (“together, at the same time”), *similis* (“like, similar”), and *simplex* (“having a single layer, simple”).

Questions and Exercises for Chapter 27

Name _____

Give the aspect stems for the following root verbs.

Principal Parts	Progressive Stem	Perfect Stem
<i>sum, esse, fui, [futurum]</i>		
<i>eo, ire, ii (ivi), itum</i>		
<i>do, dare, dedi, datum</i>		
<i>fero, ferre, tuli, [t]latum</i>		

Give the ten tense-mood stems of *do, dare* and *fero, ferre*.

<i>do, dare</i>	

<i>fero, ferre</i>	

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>ferebatis</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>feremus</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>tulit</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ferrem</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>tulisses</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>feram</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>tuleris</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj
<i>ferunt</i>					1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj

What are the three past progressive formants and how are they related?

Is the *-e-* future indicative formant of *ferre* the same as or different than the *-e-* present subjunctive formant of *dare*? Explain.

fer-se → *ferre*. Explain.

Identify and translate the underlined nouns, adjectives, and verbs in the following passages. (You do not need to translate them as they are used in context; translate the form.)

Si fieri posset, oculos vestros eruissetis et dedissetis mihi. (Gal. 4:15)

Noun/Adj.	Stem	Identification	Translation
<i>oculos</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
Verb	Stem	Identification	Translation
<i>dedissetis</i>		1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj	

Mundamini qui fertis vasa Domini. (Is. 52:11)

Verb	Stem	Identification	Translation
<i>fertis</i>		1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj	

Neque egerunt paenitentiam ut darent illi gloriam. (Rev. 16:9)

Noun/Adj.	Stem	Identification	Translation
<i>paenitentiam</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
<i>gloriam</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
Verb	Stem	Identification	Translation
<i>darent</i>		1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj	

Misitque iuvenes de filiis Israel et obtulerunt holocausta. (Ex. 24:5)

Noun/Adj.	Stem	Identification	Translation
<i>iuvenes</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
<i>filiis</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
<i>holocausta</i>	holocausto-	masc/fem/neut sg/pl nom/gen/dat/acc/abl	
Verb	Stem	Identification	Translation
<i>obtulerunt</i>		1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj	

Terram autem dedit filiis hominum. (Ps. 113:24)

Noun/Adj.	Stem	Identification	Translation
<i>terram</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
<i>filiis</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
<i>hominum</i>		masc/fem/neut sg/pl nom/gen/dat/acc/abl	
Verb	Stem	Identification	Translation
<i>dedit</i>		1 st /2 nd /3 rd sg/pl prog/perf pres/past/fut indic/subj	

28 Voice, Progressive Passive System

Voice

Read CLS 14.4, 14.41, 14.42. In English, many (if not most) verbs have two “voices”: active and passive. For example, in “the boy broke the window,” the verb “break” is in the active voice, whereas, in “the window was broken,” it is in the passive voice.¹

In its fullest form, the **active voice** represents the action signified by the verb as “coming forth” from the verb’s subject and terminating in some object. The **passive voice** represents the action as in some way “happening” in the verb’s subject in virtue of another. This difference in voice obviously corresponds in some way to the categories of action and passion, and these two voices take their names from those categories without any immediate confusion.

The Progressive Passive System – *R* Passive

Latin uses a different set of personal endings to signify the passive voice for progressive verbs. (The passive voice of perfect verbs will be considered in the next chapter.) Most of the passive endings are modifications of the active personal endings, caused by the introduction of the letter *r*. Hence, this method of forming the passive voice is called the “R-passive.”

¹Clearly the English passive form was an “afterthought,” composed from other parts of the English verb, namely the past participle—“broken”—and some form of the verb “to be”—“was,” “has been,” “shall have been,” and so on.

28. VOICE, PROGRESSIVE PASSIVE SYSTEM

The passive endings are as follows.

-(o)r -re/-ris -tur -mur -mini -ntur

Note the following:

- Adding *r* requires the introduction of *u* in both third person endings.
- The first person singular ending is either *-m* or *-o*. The *r* replaces the *-m* ending but it is added to *-o*: $-o + r \rightarrow -or$.
- There are two second person singular endings. One of them, *-ris*, was made by adding by adding *r*, but the vowel *i* was inserted instead of *u*. Note that *r* was added before the active ending, whereas it was added after the active ending elsewhere. The *-re* ending was formed by a different process but still looks passive because of the presence of an *r*.
- In the first person plural, *r* replaces the *-s* of the active ending: $-mus + r \rightarrow -mur$.
- The second person plural ending also developed by a different process. In fact, it is an old participle ending that was turned into a personal ending. Thus, it neither is nor looks like an instance of the R-passive.

Table 28.1 shows, as a model, the passive forms of *fero*, *ferre*.²

Conversion of Active Voice into Passive Voice

The active voice is found in its most pure form in “transitive” verbs, in which the action is represented as coming forth from the subject and passing into an object, i.e., into the direct object: “He threw the ball.” Such transitive verbs usually have a passive voice as well. The passive voice has as its

²Note that not all verbs perfectly follow the paradigm of *fero*, *ferre*. In many verbs (root verbs or otherwise) ablaut occasionally occurs when adding the second person singular passive formants to certain tense-mood formants. For example, *do*, *dare* undergoes ablaut in the future indicative (as do all *ā*-stem verbs): rather than da-**bi**-re and da-**bi**-ris the form is da-**be**-ris and da-**be**-re. See *LMP* 33.1.

28. VOICE, PROGRESSIVE PASSIVE SYSTEM

28.1 The Passive of *fero, ferre*

feror	ferre ferris	fertur	ferimur	ferimini	feruntur
ferebar	ferebare ferebaris	ferebatur	ferebamur	ferebamini	ferebantur
ferar	ferere fereris	feretur	feremur	feremini	ferentur
ferar	ferare feraris	feratur	feramur	feramini	ferantur
ferrer	ferrere ferreris	ferretur	ferremur	ferremini	ferrentur

subject what would have been the object of the active voice: “The ball was thrown.” If the agent which performed the act is named in a sentence of the passive voice, it will be part of a prepositional phrase. In English, the preposition is usually “by”: “The ball was thrown by him.”

The following pairs of sentences are examples of converting active voice verbs into passive voice verbs. Consider the difference between the meaning of the initial sentence and that of the “converted” sentence:

Senatus dat nobis magnum exercitum. (nobis – to us)
Exercitus magnus nobis a senatu datur. (a senatu – by the senate)

Magister libros puero dabat. (puero – to the boy)
Libri puero a magistro dabantur. (a magistro – by the teacher)

Princeps diem festivum tribui dabit. (tribui – to the/his tribe)
Dies festivus tribui a principe dabitur. (a principe – by the prince)

Senatus det nobis duas naves.
A senatu duae naves nobis dentur. (a senatu – by the senate)

Sol nobis lucem et calorem daret.
Lux et calor nobis darentur a sole. (a sole – by the sun)

Comparison of the Active and Passive Constructions of *Do, Dare*

The sentences given above also exemplify the following rules for active and passive construction with the verb *do, dare*:

1. Only the thing given can be the subject of the passive form of *do, dare*. The one to whom something is given cannot be the subject of such a verb, although this is possible in English: “I was given this book recently.”
2. The thing given is the direct object of the active forms of the verb *do, dare* and is therefore in the accusative case. When it is the subject of a passive verb, it must be put into the nominative case. (The verb must agree with the new nominative!)
3. The giver is the subject of the active forms of this verb. In passive constructions, the giver, if mentioned, must be introduced in a prepositional phrase. The preposition *ab* (*a, abs*) with the ablative case indicates the giver. This is called the “ablative of agent.” See CLS 8.13.
4. The one to whom something is given, the indirect object, is found in the dative case in Latin. (The case is named from this verb.) This will be true with both the active and the passive construction. See CLS 9.12.

Questions and Exercises for Chapter 28

Name _____

Supply the requested verb endings.

	Personal				Perfect				Passive		
	1 st	2 nd	3 rd		1 st	2 nd	3 rd		1 st	2 nd	3 rd
Sg.											
Pl.											

Give the passive progressive forms of *do, dare* and *fero, ferre*.

	<i>do, dare, dedi, datum</i>			<i>fero, ferre, tuli, [t]latum</i>	
	Sing.	Pl.		Sing.	Pl.
Present Indicative					
Past Indicative					
Future Indicative					
Present Subjunctive					
Past Subjunctive					

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>damur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>daretur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ferar</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>demini</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>daberis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ferrentur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

How does the active voice represent an action?

How does the passive voice represent an action?

Convert the sentences with active voice verbs into sentences with passive voice verbs.

Hic fert fructum multum. (Jn. 15:5) [*the ablative form of "hic" is "hoc"*]

Ferant confestim confusionem suam. (Ps. 39:6) [*"confestim" is an adverb*]

Dabimus vobis donationes. (I Macc. 10:28) [*the implied subject is "nos"; its ablative is "nobis"*]

Identify and translate the underlined verbs in the following passages. (You do not need to translate them as they are used in context; translate the form.)

Septuplum ultio dabitur de Cain; de Lamech vero septuagies septies. (Gen. 4:24)

Verb	Stem	Identification	Translation
<i>dabitur</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Cumque arrepta esset navis, et non posset conari in ventum, data nave flatibus, ferebamur. (Acts 27:15)

Verb	Stem	Identification	Translation
<i>ferebamur</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Dixitque Adam : Mulier, quam dedisti mihi sociam, dedit mihi de ligno, et comedi. (Gen. 3:12)

Verb	Stem	Identification	Translation
<i>dedisti</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Ivimus ad castra Syriae et nullum ibidem repperimus hominum. (2 Kings 7:10)

Verb	Stem	Identification	Translation
<i>Ivimus</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Hostiae impiorum abominabiles, quia offeruntur ex scelere. (Prov. 21:27)

Verb	Stem	Identification	Translation
<i>offeruntur</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

29 The Middle Voice and Deponent Verbs, Perfect Passive System

The Middle Voice and Deponent Verbs

Read CLS 14.43, 14.44. The passive form of a Latin verb is subject to two uses: it can signify the true passive sense, or it can signify a very distinct **middle** sense (Latin having no distinct formant to signify the middle voice). This is very clear, for example, in the verb *fero, ferre*, whose passive forms can be used to signify either the passive sense “is carried” (or “is borne”) or the middle sense “goes.” Compare “*Gladii a servis feruntur*” (“The swords are being carried by the slaves”) with “*Astra in circulo feruntur*” (“The stars go in a circle”).

There is a relatively small group of verbs in Latin that signifies the middle voice in a particularly noteworthy way. The verbs of this group are called “deponent verbs.” **Deponent verbs** use passive forms to signify (generally) middle voice, and they lack active forms altogether. Because deponent verbs employ only passive forms, their dictionary entries are noticeably different from those of all other Latin verbs. They have only three principal parts: 1) the first person singular present progressive passive indicative, 2) the progressive passive infinitive, and 3) the first person singular present perfect passive indicative. For example:

conor, conari, conatus sum
fateor, fateri, fassus sum
loquor, loqui, locutus sum

patior, pati, passus sum
orior, oriri, ortus sum

You have seen how to form the first of these principal parts in Chapter 28. The formation of the second and third of these principal parts—the progressive passive infinitive and the perfect passive system—is given in the sections that follow.

The Progressive Passive Infinitive

The formation of the progressive passive infinitive is simple. The formant *-ri* is added to the progressive stem,¹ as in *fer-ri*.² The sense is “to be carried” (or, in the middle voice, “to go”).

The passive infinitives of other verbs you have learned are *dari* and, for some compounds of *eo*, *ire*, *-iri*. So *dari* means “to be given,” while *transiri* means “to be passed over.”

Consider the progressive passive infinitive in the following passages taken from Saint Thomas Aquinas and Saint Augustine:

In creatione mundi spiritus domini [dicitur] primo super aquas ferri.

In the creation of the world, the spirit of the Lord is said first to be borne [or, “to move”] over the waters.

Infinitum non potest transiri nec a finito, nec ab infinito.

The infinite cannot be passed over, neither by something finite nor by something infinite.

Propter memoriam, quae infida custos est excogitatorum, referri in litteras uolui, quod inter nos saepe pertractauimus.

Because of memory, which is an unfaithful guard of things thought out, I wanted what we often treated between us to be referred to writing.

¹This is true of most classes of Latin verbs, but not of all. See LMP 40.

²Its development, however, is complex. In some verbs, the *-e* of the active infinitive is at some point replaced by an *-i* ending (thus, *ferri*). In other verbs, an *-s-* was added to the stem to produce a verbal noun and an *-i* was added to this noun to produce the infinitive. With rhotacism, these infinitives also end in *-ri*. (Kent 413)

Passiones quaedam sunt materiales transmutationes et ideo non possunt transferri in deum, nisi per similitudinem, sicut ira.

Some passions are material transmutations and so they cannot be transferred to God, except through a likeness, as anger.

The Perfect Passive System

The perfect passive system is formed in one way for all Latin verbs: it is a compound of the perfect participle and the appropriate progressive form of *sum*, *esse*.

The perfect participle is an o-/a-stem adjective, and thus as a part of the perfect passive form it must be inflected (i.e., given case endings) to agree with the subject in gender, number, and case. (Note that when the subject includes both men and women the participle is formed in the masculine.) Table 29.1 shows, as a model, the perfect passive system of *do*, *dare*.³

29.1 The Perfect Passive System of *do*, *dare*

Singular		
dato-/a- sum	dato-/a- es	dato-/a- est
dato-/a- eram	dato-/a- eras	dato-/a- erat
dato-/a- ero	dato-/a- eris	dato-/a- erit
dato-/a- sim	dato-/a- sis	dato-/a- sit
dato-/a- essem	dato-/a- esses	dato-/a- esset
Plural		
dato-/a- sumus	dato-/a- estis	dato-/a- sunt
dato-/a- eramus	dato-/a- eratis	dato-/a- erant
dato-/a- erimus	dato-/a- eritis	dato-/a- erunt
dato-/a- simus	dato-/a- sitis	dato-/a- sint
dato-/a- essemus	dato-/a- essetis	dato-/a- essent

The person, number, tense and mood of the perfect passive verb are all determined by the corresponding attributes of the form of *sum*, *esse*. So, the present perfect passive indicative is formed with the present progressive

³For the perfect passive forms of root verbs, see LMP 33.2.

29. MIDDLE VOICE AND DEPONENTS, PERFECT PASSIVE

indicative of *sum, esse*: e.g., *datum est, data sunt* (“it has been given,” “they have been given”); the past perfect passive indicative is formed with the past progressive indicative of *sum, esse*: e.g., *datum erat, data erant* (“it had been given,” “they had been given”); and so on for the rest of the tense-mood forms.

Do, dare and *fero, ferre* each have complete passive systems in the perfect. *Eo, ire* does not use a complete passive system, because of its meaning, but some of its compounds have a complete passive system.⁴ The third person passive of *eo, ire* is sometimes used in a manner to be examined later.

⁴Whence LMP 33.2 introduces these forms with a hyphen.

Questions and Exercises for Chapter 29

Name _____

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>ferebatur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>dabar</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>feremini</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>demur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>daremini</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>feraris</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>dantur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ferimur</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

Identify the following verb forms.

Verb	Dictionary Entry	Stem	Identification
<i>dati erunt</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>data eras</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>latae sitis</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>datum est</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>lata sunt</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>lati essemus</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>datus ero</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>datae simus</i>			1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

How does the middle voice represent an action?

What is a deponent verb?

How is the progressive active infinitive formed?

How is the progressive passive infinitive formed?

In the following passage, twelve nouns or noun/adjective combinations have been taken out. Supply the missing words according to the information given.

Te (1) laudamus: te (2) confitemur. Te (3) (4) veneratur. Tibi (5); tibi (6) et (7); Tibi Cherubim et Seraphim (8) proclamant: “Sanctus, Sanctus, Sanctus, Dominus Deus Sabaoth.” (9b) sunt (9a) et (10) (11) (12).

	Noun Stem	Meaning	Gender	Adjective Stem	Inflected Form
1	deo-				acc. sg.:
2	domino-				acc. sg.:
3	patr-			aeterno/a-	acc. sg.:
4	terra-			omni-	nom. sg.:
5	angelo-			omni-	nom. pl.:
6	caelo-		m.		nom. pl.:
7	potestat-	<i>power</i>		universo/a-	nom. pl.
8	voc-			incessabili-	abl. sg.:
9	caelo-		m.	pleno/a-	nom. pl.:
10	terra-				nom. sg.:
11	maiestat-	<i>majesty</i>			gen. sg.:
12	gloria-			tuo/a-	gen. sg.:

Identify the underlined verbs below as having passive (P) or middle (M) force.

Et terror vester ac tremor sit super cuncta animalia terrae et super omnes volucres caeli cum universis quae moventur in terra. (Gen. 9:2)

The fear of you and the dread of you shall be upon every beast of the earth and upon every bird of the heavens, upon everything that [P: is moved / M: creeps] on the ground.

Et nuntiaverunt domui David dicentes, “Requievit Syria super Ephraim,” et commotum est cor eius et cor populi eius, sicut moventur ligna silvarum a facie venti. (Is. 7:2)

When the house of David was told, “Syria is in league with Ephraim,” the heart of Ahaz and the heart of his people [P: was shaken / M: shook] as the trees of the forest [P: are shaken / M: shake] [by / before] the wind.

Quidquid movetur ab alio movetur.

Whatever [P: is moved / M: moves] [P: is moved / M: moves] by another.

St. Augustine defines a sign as “a thing which, over and above the impression it makes on the senses, causes something else to come into the mind as a consequence of itself.” The Latin verb “ferret” makes the same impression on our sense of sight as the English noun “ferret”. What else does the Latin word cause to come into the mind?

30 *possum, posse, potui*; Complementary Infinitive

By far the most important compound formed from the verb *sum, esse* is *possum, posse*. The prefix used in this verb is (by a slight simplification)¹ the indeclinable neuter adjective *pote*. This adjective means “able” and so the compound verb means “is able” or “can.” Note that throughout the conjugation of this verb, elision—the loss of a vowel sound—occurs.

The Progressive System

In the progressive system the adjective is added to the progressive forms of *sum, esse*. Thus *pote es* → *potes* and *pote est* → *potest*. Sometimes elision brings about assimilation: *pote sum* → *potsum* → *possum*. Further, the infinitive has a complex formation: *pote esse* → *potesse* → *posse*.

Four of the five progressive systems need little explanation. These are the three indicative tenses and the present subjunctive. In every case the adjective *pote* was joined to the finite forms of *sum, esse*. **Elision**—dropping some letter as two words or syllables come together—makes this equivalent to adding the prefix *pot-*. Assimilation occurs whenever the finite form of *sum, esse* begins with the letter *s*, since the dental *t* is unstable before *s*.

¹In fact, the verb arose from the use of both the masculine/feminine form *potis* and the neuter form *pote*. The form used depended upon the gender of the subject. The contraction from *potis* often involves an additional step: *potis sum* → *potisum* → *potsum* → *possum*; *potis sim* → *potisim* → *potsim* → *possim*. Most likely some forms distinct in gender existed together until the forms became completely regular.

30. *POSSUM, POSSE, POTUI*; COMPLEMENTARY INFINITIVE

The past progressive active subjunctive, like the infinitive, has a similar, but more complex, formation. Here the adjective was joined to forms such as *essem*. This resulted by elision in a compound such as *potessem*, but this suffered further elision and thus assimilation: *possem*.

30.1 The Progressive System of *possum, posse*

possum	potes	potest	possumus	potestis	possunt
poteram	poteras	poterat	poteramus	poteratis	poterant
potero	poteris	poterit	poterimus	poteritis	poterunt
possim	possis	possit	possimus	possitis	possint
possem	posses	posset	possemus	possetis	possent

The Perfect System

In the perfect system the adjective is joined to the perfect forms of *sum, esse*. The *-e* of the adjective elides and the *f-* of the verbal root of *sum, esse* is lost: *pote fui* → *potfui* → *potui*. Since the perfect stems of *sum, esse* all begin with *f-*, the contraction is everywhere uniform. This is clear from the stems listed below. The perfect infinitive is *potuisse*.

30.2 The Ten Stems of *possum, posse*

pos-s-u- (N) / pot-es-	potu- (-sti-s; -eru-)
pot-er-a-	potu- era-
pot-er-i- (IOU)	potu- eri- (IO)
pos-s-i-	potu- eri- (I)
pos- ϕ -se-	potu- isse-

Possum with a Complementary Infinitive

Read CLS 15, 15.1, 15.12. Sometimes the verb *possum, posse* is used absolutely, without a complement, to signify is able to do or is powerful.

Plus potest qui plus valet. He who is stronger is more able.

30. *POSSUM, POSSE, POTUI*; COMPLEMENTARY INFINITIVE

But far more often this verb is completed with an infinitive. Such an infinitive is called a “complementary infinitive” or again a “prolative infinitive.”² In contemporary English, the verb “can” is never used without a complementary infinitive, explicit or implicit. The adjective “able” may be used in this manner: “He is certainly able.”

Possum ire. I can go.

Potest ferri. (*ferri* is the passive infinitive of *fero*.) It can move, It can be moved.³

Possim bovem ferre. I might be able to carry the ox.

Potuisses bovem mihi dare? Could you have given me an ox?

Bos ire poterit in agrum. The ox will be able to go into the field.

Animal potuit esse bos. The animal could have been an ox.

²“Prolative,” like “complementary,” refers to the act of completing the predication.

³Further complements are possible: an accusative object, a dative indirect object, a prepositional phrase, or even a predicate nominative or adjective.

Vocabulary List 10

inquam, inquit (def. verb)	30 ^a
possum, posse, potuī, — [sum]	31
volō, velle, voluī, — [vel-, vol-]	31
nōlō, nōlle, nōluī [volo]	31
mālō, mālle, māluī, — [volo]	31
fiō, fierī, factus sum [fi-]	31
pellō, pellere, pepulī, pulsum [pel-]	32
tendō, tendere, tetendī, tentum/tensum [ta-]	32
stō, stāre, stētī, statum [st-]	34
cōnstō, -stāre, cōnstitī, (-stātūm) [sto]	34
praestō, -āre, praestitī, praestitum [sto]	34
sistō, sistere, stitī, statum [sto]	32
cōnsistō, -sistere, cōnstitī, — [sto]	32
capiō, capere, cēpī, captum [cap-]	33
dēleō, dēlere, dēlēvī, dēlētum [li-]	35
iubeō, iubere, iussī, iussum [iub-]	35
maneō, -ēre, mānsī, mānsūm [man-]	35
remaneō, -ēre, -mānsī, -mānsūm [maneo]	35
persuādeō, -ēre, persuāsī, -sum [suad-]	35
rideō, ridere, rīsī, rīsūm	35
subrideō, -ēre, subrīsī, subrīsūm [rideo]	35
sentiō, sentīre, sēnsī, sēnsūm [sent-]	36
reperiō, -īre, repperī, repertum [pario]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

30. *POSSUM, POSSE, POTUI*; COMPLEMENTARY INFINITIVE

Notes on Vocabulary List 10 The root of *volo* is *vol-*, *vel-*, or *ver-*, which means “to perceive, watch out for.” English cognates include “wary,” “aware,” “lord,” “steward,” “warden,” “award,” “reward,” “guard” and “panorama.” *pello* comes from the root *pel-*, which is also found in the forms *pal-*, *pul-* and even *spar-*. Related words are *pollen* (“fine flour”), *pulvis* (“dust”), *populus* (“army, people”) and *parcere* (“to use moderately, spare”). Some English cognates are “spare,” “spear,” “spur” and “spurn.” *tendo* has the root *ta-* or *ten-*, which means “to stretch.” Related words are *tabula* (“table”), *teneo* (“to hold”), *tenuis* (“thin”), *contendo*, *tempto* (“to feel, test”), *ostendo* (“to stretch forth, show”), and even *tempus* (“a stretch of time, time”). *deleo* comes from the root *li-*, which means “to pour, smear.” Other Latin words that share the same root are *linea*, *littera*, and *litus*. The English word “lime” is a cognate.

Questions and Exercises for Chapter 30

Name _____

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>poteramus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>poteris</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>potuit</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>possunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>possent</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>potuerim</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>possim</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>poterunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>potuerunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>possemus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>possimus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

What is elision and in which stem of *posse* is the root lost by elision?

Complete the chart. The verbs in each row should be the same in person, number, tense, and mood.

Progressive			Perfect	
Active	Passive		Active	Passive
<i>fers</i>				
			<i>tulerat</i>	
	<i>feremur</i>			
				<i>latus sit</i>
<i>ferrem</i>				

The underlined verb in the following sentence is passive in form but is not translated by a passive verb in English. Does it have a middle force? Explain.

Occurrit illi vir quidam qui habebat daemonium iam temporibus multis, et vestimento non induebatur, neque in domo manebat sed in monumentis. (Lk. 8:27)

There met him a man from the city who had demons. For a long time he had worn no clothes, and he had not lived in a house but among the tombs.

Identify the underlined nouns, adjectives, and noun/adjective combinations.

Glória in excelsis Deo/ et in terra pax hominibus bonae voluntatis./ Laudamus te,/ benedicimus te,/ adoramus te,/ glorificamus te,/ gratias agimus tibi propter magnam gloriam tuam.

Noun/Adj.	Stem	Gender	Number	Case
<i>Gloria</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>excelsis</i>	excelso/a-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Deo</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>terra</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>pax</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>hominibus</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>bonae voluntatis</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>magnam gloriam tuam</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl

Identify and translate the underlined verbs in the following passages. (Translate the form.)

Ita ut nihil vobis desit in ulla gratia expectantibus revelationem Domini nostri Iesu Christi. (I Cor. 1:7)

Verb	Stem	Identification	Translation
<i>desit</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Desertus est locus hic et iam hora praeterivit. (Mk. 6:35)

Verb	Stem	Identification	Translation
<i>praeterivit</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Venit autem Deus ad Abimelech per somnium noctis et ait ei: “En, morieris propter mulierem quam tulisti: habet enim virum.” (Gen. 20:3)

Verb	Stem	Identification	Translation
<i>tulisti</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Memento quoniam nisi per illos non fuisses, et retribue illis quomodo et illi tibi. (Sir. 7:30)

Verb	Stem	Identification	Translation
<i>fuisses</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

Et factum est dum benediceret illis, recessit ab eis et ferebatur in caelum. (Lk. 24:51)

Verb	Stem	Identification	Translation
<i>ferebatur</i>		1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

31 *volo, nolo, malo*; Accusative-Infinitive Construction

Three Latin verbs related to the English verb “to will” must now be examined. The first is the verb *volo, velle*, and the other two are compounds of *volo, velle*. Note that these verbs do not have any passive systems.

31.1 The Ten Stems of *volo; nolo; malo*

volo, velle, volui	nolo, nolle, nolui	malo, malle, malui
vol- <i>u</i> - (N) /vul- (vis)	nol- <i>u</i> - (N) (non vis)	mal- <i>u</i> - (N) (ma-vis)
vol- ēbā -	nol- ēbā -	mal- ēbā -
vol- ē - (-am)	nol- ē - (-am)	mal- ē - (-am)
vel- i -	nol- i -	mal- i -
vel- le -	nol- le -	mal- le -
volu- i - (-sti-s; -eru-)	nolu- i - (-sti-s; -eru-)	malu- i - (-sti-s; -eru-)
volu- era -	nolu- era -	malu- era -
volu- eri - (IO)	nolu- eri - (IO)	malu- eri - (IO)
volu- eri - (I)	nolu- eri - (I)	malu- eri - (I)
volu- isse -	nolu- isse -	malu- isse -

volo, velle, volui

Table 31.2 makes clear that in the progressive system the stem shifts between the normal grade of the root (*vel-*) and the full or O-grade (*vol-*).

31. VOLO, NOLO, MALO

(The O-grade is not the zero grade, but the grade that “raises” the root to an “o” or “u” sound.) The subjunctive forms use the normal grade, the indicative forms use the O-grade.

A true anomaly in this verb is the second person singular present progressive active indicative: *vis*.¹ This form is derived from another root, *vi-*, related to the Latin noun *vis*, *vis* and thus to the English words “vim” and “violence.”

31.2 The Progressive System of *volo*, *velle*, *volui*

vol-o	vi-s	vul-t	vol-umus	vul-tis/vol-tis	vol-unt
vol- eba -m	vol- eba -s	vol- eba -t	vol- eba -mus	vol- eba -tis	vol- eba -nt
vol- a -m	vol- e -s	vol- e -t	vol- e -mus	vol- e -tis	vol- e -nt
vel- i -m	vel- i -s	vel- i -t	vel- i -mus	vel- i -tis	vel- i -nt
vel- le -m	vel- le -s	vel- le -t	vel- le -mus	vel- le -tis	vel- le -nt

The formation of these systems should be familiar. Note that in the present progressive active indicative the *-o* corrupts to *-u* in several cases. In addition, the nasal endings *-mus* and *-nt* demand the *-o* theme vowel, which corrupts to *-u*.

The past progressive active indicative takes the *-eba* formant, just as *fero*, *ferre* did.

The future progressive active indicative uses the e-subjunctive, but the a-subjunctive in the first person singular.

The present progressive active subjunctive is an i-subjunctive, like *sum*, *esse* and its compounds. Only *sum*, *esse* and *volo*, *velle* (with their compounds) use the i-subjunctive.

The past progressive active subjunctive (and the progressive active infinitive) takes the *-se* formant with assimilation.

¹Palmer, *The Latin Language*, 269.

***volo, velle* with Complementary Infinitive**

Read CLS 15.12. Two constructions with *volo, velle* are particularly common. The first of these is the use of the progressive infinitive, active or passive, as its complement.

Exire ex urbe . . . volo. I want to go out of the city. (Plautus)

Vos liberi esse vultis. You want to be free.

***volo, velle* with Accusative-Infinitive Construction**

Read CLS 7.23, 7.24, 7.25. The second construction is more complex. Here the complement of the finite verb has two parts: an accusative and an infinitive. This construction is the object of the verb “as a whole”; the subject of the finite verb wishes that what is represented by the accusative do or have done to him what is represented by the infinitive. For example:

Hoc volo scire te. I want you to know this. (Plautus)

Me vivere vis. You wish me to live. (Horace)

Iudicem esse me, non doctorem, volo.

I want (myself) to be a judge, not a teacher. (Cicero)

nolo, nolle, nolui

An important compound from *volo, velle* is *nolo, nolle*. In this compound the adverb *non* has contracted with *volo*. This is much like our contractions: “do not” → “don’t”; “will not” → “won’t.” But in Latin the negative adverb occurs before the verb and there is no apostrophe mark of the missing letters. The English verb “nill,” used in the phrase “willy-nilly,” is derived from this Latin verb through French. Note that in three forms of the present progressive active indicative the contraction did not occur.

***nolo, nolle* with Complementary Infinitive**

Exire ex urbe . . . volo. Esse in urbe nolo.

I want to go out of the city. I do not want to be in the city.

31. VOLO, NOLO, MALO

31.3 The Progressive System of *nolo*, *nolle*, *nolui*

nol-o	non vis	non vult non volt	nol-umus	non vultis non voltis	nol-unt
nol-eba-m nol-a-m	nol-eba-s nol-e-s	nol-eba-t nol-e-t	nol-eba-mus nol-e-mus	nol-eba-tis nol-e-tis	nol-eba-nt nol-e-nt
nol-i-m nol-le-m	nol-i-s nol-le-s	nol-i-t nol-le-t	nol-i-mus nol-le-mus	nol-i-tis nol-le-tis	nol-i-nt nol-le-nt

Vos liberi esse vultis. Servi esse non vultis.

You want to be free. You do not want to be slaves.

***nolo*, *nolle* with Accusative-Infinitive Construction**

Me vivere vis. Me vivere nolunt.

You want me to live. They do not want me to live.

Iudicem esse me volo. Doctorem esse me nolo.

I want (myself) to be a judge. I do not want (myself) to be a teacher.

***nolo*, *nolle* with Negations**

Note how the introduction of a negative adverb affects *nolo*, *nolle*. In the first sentence below, the double negative has a positive force; in the second, the act of will and the object willed are each negated.

Non nolunt. They are not unwilling. → They do not object.

Eum non vivere nolo. I do not wish him not to live.

malo*, *malle*, *malui

The compound *malo*, *malle* is a contraction of the adverb *magis*, (“more,”) with *volo*, *velle*. It means to “like better,” “prefer,” “choose rather.” Here all forms exhibit contraction. But the three forms that do not exhibit contraction in *nolo*, *nolle* exhibit less contraction here. In these three forms, there is some loss to the adverb but not to the verb: *mavis*, *mavult* (*mavolt*), *mavultis* (*mavoltis*).

31.4 The Progressive System of *malo*, *malle*, *malui*

mal-o	mavi-s	mavul-t mavol-t	mal-umus	mavul-tis mavol-tis	mal-unt
mal-eba-m	mal-eba-s	mal-eba-t	mal-eba-mus	mal-eba-tis	mal-eba-nt
mal-a-m	mal-e-s	mal-e-t	mal-e-mus	mal-e-tis	mal-e-nt
mal-i-m	mal-i-s	mal-i-t	mal-i-mus	mal-i-tis	mal-i-nt
mal-le-m	mal-le-s	mal-le-t	mal-le-mus	mal-le-tis	mal-le-nt

***malo*, *malle* with Complementary Infinitive**

The two infinitive constructions so common with *volo*, *velle* are used with *malo*, *malle* as well.

Vivere malim. I would rather live.

***malo*, *malle* with Accusative-Infinitive Construction**

Te vivere malo. I prefer that you live.

***malo*, *malle* with Accusative**

More common is the simple use of an accusative as the complement.

Bonos et senátum malet. He will prefer good men and the senate. (Cicero)

malo*, *malle* with *quam

The common form of representing what is less desired is the use of the adverb *quam*. In this case what is desired less takes the same construction as what is preferred.

Bonos malet quam malos.

He will like the good men better than he likes the bad ones.

Malébat hómines peccáre quam deos.

He used to prefer that men sin rather than the gods. (Cicero)

He was willing that men should sin rather than that gods should sin.

Questions and Exercises for Chapter 31

Name _____

Provide the ten stems of *volo*, *nolo*, and *malo* (LMP 32.2).

<i>volo, velle, volui, —</i>		<i>nolo, nolle, nolui, —</i>		<i>malo, malle, malui, —</i>	

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>volumus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>volent</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>vellem</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>volo</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>velit</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>vult</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>nolebas</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>mavis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>malitis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>mavoltis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>volunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

What are the endings for the dative case? Note where the neuter differs from the masculine and feminine.

	UNIVERSAL	a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Sing.							
Pl.							

Put each of the following nouns into the dative case.

	terra-	angelo-	die-	fructu-	leon-	civi-
Sing.						
Pl.						

Analyze and identify the verbs that appear in the following sentences.

Et dixit ad socerum: “Quid est quod facere voluisti?” (Gen. 29:25)

He said to his daughter-in-law, “What is it you wished to do?”

Innuebant autem patri eius quem vellet vocari eum. (Lk. 1:62)

They asked the father what he wished him to be called.

Sed quocumque pergere voluissent, manus Domini erat super eos. (Judg. 2:15)

But wherever they wished to go, the hand of the Lord was over them.

Ioseph autem vir eius cum esset iustus et nollet eam traducere voluit occulte dimittere eam. (Mt. 1:19)

But because he was a just man and did not wish to betray her, Joseph wished to send her away secretly.

Sed dico vobis quia et Helias venit et fecerunt illi quaecumque voluerunt. (Mk. 9:12)

But I say to you that Elijah has come and they did to him whatever they wished.

Et misit servos suos vocare invitatos ad nuptias et nolebant venire. (Mt. 22:3)

And he sent his servants to call those invited to the wedding feast, and they did not wish to come.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>voluisti</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>vellet</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>voluissent</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>nollet</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>voluit</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>voluerunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>nolebant</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

Circle the complementary infinitives—both in English and Latin—used with *velle* or *nolle* in the sentences above.

Identify whether the underlined subordinate clauses are acting as nouns (N), adjectives (ADJ), or adverbs (ADV).

_____ They asked the father what he wished him to be called. (Lk. 1:62)

_____ But because he was a just man and did not wish to betray her, Joseph wished to send her away secretly. (Mt. 1:19)

_____ And he sent his servants to call those who were invited to the wedding feast, and they did not wish to come. (Mt. 22:3)

What is reduplication?

32 Remaining Root Verbs

fio, fieri

The verb *fio, fieri* has the root *fi-*, which serves as the stem for the present progressive active indicative. It means “to become” and “to be made.” Several peculiarities demand attention.

1. The verb is from the same root from which the *-ba-* and *-bi-* formants were derived, a root that also shows up in the perfect forms of *sum, esse*: e.g., *fuit, fuerunt*. Whereas *fui* uses the O-grade of the root, *fio, fieri* uses the normal grade of the root, which is *fi-*. This verb preserves the original sense of the root and thus represents the act of “becoming” or “being made.”
2. Apparently the verb’s meaning suggested that its second principal part, *fieri*, should be a passive infinitive in form, although the finite forms of the verb are all active.
3. The verb *fio, fieri* has no passive system, despite the passive form of the infinitive.
4. Furthermore, it has no perfect system of its own. Rather, its perfect system is replaced by the perfect passive system of the verb *facio, facere* (“to make”).
5. In keeping with this, *fio, fieri* replaces the progressive passive system of *facio, facere*.

32. REMAINING ROOT VERBS

32.1 The Progressive System of *fiō, fieri*

fi-o	fi-s	fi-t	fi-mus	fi-tis	fi-unt
fi- eba -m	fi- eba -s	fi- eba -t	fi- eba -mus	fi- eba -tis	fi- eba -nt
fi- a -m	fi- e -s	fi- e -t	fi- e -mus	fi- e -tis	fi- e -nt
fi- a -m	fi- a -s	fi- a -t	fi- a -mus	fi- a -tis	fi- a -nt
fi- ere -m	fi- ere -s	fi- ere -t	fi- ere -mus	fi- ere -tis	fi- ere -nt

The conjugation of *fiō, fieri* displays formations that are already familiar (with one small exception).

The entire indicative system uses familiar patterns. In the past progressive indicative the stem takes the *-eba* formant. The future progressive indicative uses the e-subjunctive (with the a-subjunctive in the first person singular).

In the subjunctive system, the present progressive is an ordinary a-subjunctive, but the past progressive takes an *-e* before the rhotacised *-se* subjunctive formant. (This system shows that the “rule” that the infinitive is the past progressive subjunctive stem results from an accidental likeness.)

Note that *fiō, fieri* can be a linking verb or copula. It can therefore be completed by a predicate nominative or predicate adjective: *Petrus iratus fiat*. A passive form—*fitur*—is sometimes used: “becoming has occurred.”¹

inquam

The following forms are almost all that remain of a verb that means “to say.” Most common are *inquam* and *inquit*. These are used parenthetically, and so they do not disturb the syntax of the sentence. Sometimes *inquam* (“I say”) is used to emphasize a particular word. *Inquiunt* is sometimes used with an indefinite subject: “They say.”

Aqua simplex, inquit, et eleméntum est.

Water, he says, is simple and is an element.

Aqua, inquam, partes habet et eleméntum non est.

Water, I say, has parts and is not an element.

¹Woodcock 60.

32.2 Personal Endings with *inquam*

inquam	inquis	inquit	inquimus	inquitis	inquiunt
---------------	---------------	---------------	-----------------	-----------------	-----------------

edo, ēsse (edere), ēdi, esum

The root of this verb, *ed-*, is related to the English “eat” and has the same meaning. The “zero-grade” of this root, *d-*, is found in the noun *d-ens*, *d-entis*, which originated as a participle (“eating”). The verb has many peculiarities.

This verb does not possess a complete passive system. Only two passive forms exist: *es-tur* (third person singular, present progressive, passive indicative) and *ēssētur* (third person singular, past progressive, passive subjunctive).

The first principal part adds a standard first person singular ending to the root.

When the second principal part adds the progressive active infinitive formant *-se*, the root ending *-d* assimilates to the *-s* of the formant: *ēsse*.² This produces a form that is usually indistinguishable from the progressive active infinitive of *sum*, *esse*, for they differ only by the length of the *e-* in the root, unmarked in most texts. Context should make the verb clear.

In the present progressive active indicative, the *-d* of the root often becomes an *-s*. Some forms preserve the root.³

32.3 The Progressive System of *edo, ēsse (edere)*

edo	ēs	ēst	edīmus	ēstis	edunt
edebam	edebas	edebat	edebamus	edebatis	edebant
edam	edes	edet	edemus	edetis	edent
edam	edās	edat	edāmus	edātis	edant
ēssēm	ēssēs	ēssēt	ēssēmus	ēssētis	ēssēt

The past and future progressive indicative are medieval in origin. The past uses the *-eba* formant. The future uses the *e*-subjunctive with the

²A “3rd conjugation” form of the infinitive developed: *ede-se* → *edere*.

³Some “3rd conjugation” forms also developed here: *edis*, *editis*.

32. REMAINING ROOT VERBS

a-subjunctive for the first person singular.

The present progressive active subjunctive usually uses an a-subjunctive. Sometimes, however, older i-subjunctive forms occur.

In the original past progressive active subjunctive, the root assimilates to the *-se* formant for the subjunctive, as in the infinitive.⁴ Here too, if vowel length is not indicated, the verb cannot be distinguished from the past progressive active subjunctive of *sum*, *esse*, except by context.

32.4 The Tense-Mood Stems of *edo* and *fio*

edo, ēsse, ēdi, esum	fio, fieri, factus sum
ed- (OIU)	fi- (6IOU)
ed-ēba-	fi-ēba-
ed-ē- (-am)	fi-e- (-am)
ed-a-; ed-i-	fi-a-
ēs-se-; ede-re-	fi-ere-
ēd-i- (-sti-s; -eru-)	
ēd-era-	
ēd-eri- (IO)	
ēd-eri- (I)	
ēd-isse-	

Memorizing the Root Verbs

Table 32.5 presents the ten root verbs in two columns according to an order that may be helpful in committing them to memory.

- Those on the left are two verbs—*sum*, *esse* and *volo*, *velle*—along with their compounds; those on the right begin with consecutive letters of the alphabet: one begins with *d*-, two with *e*-, two with *f*-.
- Present Progressive Subjunctive: Those on the left use the i-subjunctive. On the right, the first uses the e-subjunctive and the remaining use the a-subjunctive.

⁴Here too a “3rd conjugation” form arose: *ederem*, *ederes*, etc.

32. REMAINING ROOT VERBS

- Past and Future Progressive Indicative: On the left, the first two use the *-a* and *-i* formants. On the right, the first and third (spelled with two letters: *do* and *eo*) use the *-ba* and *-bi* formants. All the remaining, on either side, use the *-eba* formant for the past and form the future with the e-subjunctive (with 1S *-a*).

32.5 The Ten Root Verbs

sum, esse, fui, [futurum]	do, dare, dedi, datum
possum, posse, potui, —	edo, ēsse (edere), edi, esum
volo, velle, volui, —	eo, ire, ii (ivi), -itum
nolo, nolle, nolui, —	fero, ferre, tuli, (t)latum
malo, malle, malui, —	fio, fieri, factus sum

Questions and Exercises for Chapter 32

Name _____

Analyze and identify the following verb forms.

Verb	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>fiunt</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fiamus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fieret</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fietis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fiebas</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fit</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fierem</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>edimus</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ēssetis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>edas</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>edent</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ēstis</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>edit</i>					1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

Indicate whether each underlined prepositional phrase is acting as an adjective or adverb.

Voice, then, is the impact (1) of the inbreathed air (2) against the windpipe, and the agent that produces the impact is the soul as dwelling (3) in these parts (4) of the body. Not every sound, as we said, made (5) by an animal is voice—even (6) with the tongue we may make a sound which is not voice, or (7) without the tongue as in coughing—what produces the impact must have soul (8) in it and must be accompanied (9) by an act (10) of imagination, for voice is a sound (11) with a meaning, and is not the result (12) of any impact (13) of the breath as in coughing; (14) in voice the breath (15) in the windpipe is used as an instrument to knock with (16) against the walls (17) of the windpipe.

- | | | |
|-----|------|------|
| (1) | (7) | (13) |
| (2) | (8) | (14) |
| (3) | (9) | (15) |
| (4) | (10) | (16) |
| (5) | (11) | (17) |
| (6) | (12) | |

Identify the underlined nouns, adjectives, and noun/adjective combinations.

Ave, Regina Caelorum,/ Ave, Dómina Angelórum:/ Salve, radix, salve, porta/ Ex qua mundo lux est orta:/ Gaude, Virgo gloriósa,/ Super omnes speciósa,/ Vale, o valde decóra,/ Et pro nobis Christum exóra.

Noun/Adj.	Stem	Gender	Number	Case
<i>regina</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>caelorum</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>domina</i>	domina-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>angelorum</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>radix</i>	radic-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>porta</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>mundo</i>	mundo-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>lux</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>virgo gloriosa</i>	virgin-glorioso/a-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>omnes</i>	omni-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>decora</i>	decoro/a-	masc-fem-neut	sg-pl	nom-gen-dat-acc-abl
<i>Christum</i>		masc-fem-neut	sg-pl	nom-gen-dat-acc-abl

Give the aspect stems for the following root verbs.

Principal Parts	Progressive Stem	Perfect Stem
<i>do, dare, dedi, datum</i>		
<i>fero, ferre, tuli, (t)latum</i>		
<i>fió, fieri, factus sum</i>		
<i>nolo, nolle, nolui, —</i>		
<i>malo, malle, malui, —</i>		
<i>possum, posse, potui, —</i>		
<i>volo, velle, vouli, —</i>		

What are the endings for the ablative case? Note where the neuter differs from the masculine and feminine.

	UNIVERSAL		a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Sing.								
Pl.								

Put each of the following nouns into the ablative case.

	terra-	angelo-	die-	fructu-	leon-	civi-
Sing.						
Pl.						

What is the origin of each of the three present subjunctive formants?

33 Long Vowel Conjugations; Formation of the Perfect Stem

The Four Conjugations

You have studied ten very commonly used Latin root verbs. These verbs did not originally use the **theme vowel** that appears in a few places. Most Latin verbs, however, belong to one of the **four conjugations**. Such verbs all used the theme vowels *o/e-* regularly in the present progressive. This has produced the significant regularity found in these four verb classes.

The four conjugations are divided according to the ending of their progressive stem, and they are usually considered in the following order: a-stems (*amo, amāre*), ē-stems (*moneo, monēre*), ě-stems (*rego, regĕre*), and i-stems (*audio, audīre*). A handful of verbs are i-stems assimilated to the ě-stem in a few parts (*capio, capĕre*). These five classes are regularly named, respectively, the first, second, third, and fourth conjugations and “third conjugation i-stems.” In this chapter, we will look at the conjugations whose progressive stems end in a long vowel (“long vowel conjugation”): a-stems, ē-stems, and i-stems. The ě-stems will be discussed in Chapter 34, together with the i-stems partly assimilated to them.

Even when vowel length is not marked, verbs belonging to these five classes can be distinguished by comparing the first two principal parts:

<i>amo, amare</i>	<i>moveo, movere</i>	<i>dormio, dormire</i>
	<i>pono, ponere</i>	<i>fugio, fugere</i>

1. ē-stems maintain an *-e* in the first principal part: *moveo, movere*.

33. LONG VOWEL VERBS; PERFECT STEM

2. ě-stems lack an *-e* in the first principal part: *pono, ponere*.
3. Pure i-stems have an *-i* in the first and the second principal part.
4. i-stems partly assimilated to ě-stems have an *-i* in the first principal part but no *-i* in the second: *fugio, fugere*.

The Long Vowel Conjugations

Verbs with progressive stems ending in a long vowel are usually derived from nouns or adjectives: *laus, laudis* → *laudo, laudare* (“praise”); *mens, mentis* → *moneo, monere* (“mind,” “bring to mind”). Thus, such verbs are called **denominative verbs**: they are formed by adding to a root that was originally a noun root or adjective root.

The Progressive System of Long Vowel Conjugations

In these verbs, the root (*-a, -e, -i*) and the theme vowel (to oversimplify: *-a* taking *-o, -e* and *-i* taking *-e*) fused to form the long vowel as the progressive stem ending. The conjugation of these verbs can be understood thoroughly in terms of these progressive stem endings: *-ā, -ē, -ī*.

On the basis of the progressive stem so constituted, each long vowel conjugation forms its progressive system with one or another of the formants discovered in the study of the root verbs. This is exhibited in the tense-mood stems of these verbs, given (by way of paradigm) in Table 33.1.

33.1 The Progressive System of Long Vowel Conjugations

lauda- (O)	mone- (O)	audi- (6IOU)
lauda- ba -	monē- ba -	audi- ēba -
lauda- bi - (IOU)	monē- bi - (IOU)	audi- e - (-am)
laudā- e -	mone- a -	audi- a -
laudā- re -	monē- re -	audi- re -

Notice that the progressive stem ending is retained in all but one of these stems: it is lost only in the present subjunctive progressive stem of *laudo, laudare*. Consult LMP 35.2 to see the forms of these verbs derived from these stems. These stems must be thoroughly mastered. It will help

to notice that a-stem verbs use the same formants as *dare*, ē-stem verbs use the same formants as *ire*, and i-stem verbs use the same formants as *feri*.

The Perfect System and the Perfect Stem in the Four Conjugations

The perfect system in all four conjugations uses the same formants that are used with the perfect systems of the root verbs. The formation of the perfect stem, however, demands some consideration. As stated in LMP 27.3, there are, with very few exceptions, four ways of forming the perfect stem: *-v* or *-u* suffix, *-s* suffix, reduplication, and ablaut. These four are presented below.

1. *-v* or *-u* Suffix

The standard Latin way of forming the perfect stem is by adding a *-v* or *-u* suffix to the root. Recall that these are the same letter heard sometimes as a consonant and sometimes as a vowel.¹ Eventually they were written in a slightly different form and will usually, but not always, appear so in modern Latin texts. Look at the following examples and examine MLWL 34.2, 34.3, 35.5, 35.6, 36.4, and 36.5.

amo, amāre, amā-v-ī, amātum
sono, sonāre, son-u-ī, sonitum
dēleo, dēlēre, dēlē-v-ī, dēlētum
dēbeo, dēbēre, dēb-u-ī, dēbitum
scio, scīre, scī-v-ī, scītum
aperio, aperīre, aper-u-ī, apertum

2. *-s* Suffix

The perfect and aorist (or simple) aspects of Latin's parent language were confused in form early on in Latin. In most of its parts the perfect system

¹This is an oversimplification. Sometimes this suffix is added to the root, at other times it is added to the progressive stem or even something slightly different from either the root or the progressive stem. This form is recognized by the suffix added rather than by the stem to which the suffix is added.

33. LONG VOWEL VERBS; PERFECT STEM

uses the aorist endings, but sometimes an “aorist” or simple stem, formed with an -s suffix, has been retained in the perfect system. No a-stems exhibit this sort of perfect stem.

iubeō, iubēre, ius-s-ī, iussum
maneō, manēre, mān-s-ī, mānsum
remaneō, remanēre, remān-s-ī, remānsum
persuādeō, persuadēre, persuā-s-ī, persuāsum
rideō, ridēre, rī-s-ī, rīsum
subrideō, subridēre, subrī-s-ī, subrīsum
sentiō, sentīre, sēn-s-ī, sēnsum

Notice the effects of adding the -s suffix to these stems:

iub-s- → iuss-
man-s → mans-
persuad-s → persuas-
rid-s- → ris-
sent-s- → sens-

3. Reduplication

A handful of Latin verbs form the perfect stem with **reduplication**—the “repetition” of the root’s first consonant, together with a vowel, as a prefix to the root: *tend-* → *te-tend-*; *pul-* → *pe-pul-*. In the perfect stem reduplication separates the consonants with an -e.

- a) Thus, reduplication occurs without any other changes in *te-tend-i*, *pe-pul-i*.
- b) Often the vowel between the reduplicated consonant and the original assimilates to the vowel of the stem: *pe-pug-i* → *pupug-i*, *pe-posc-i* → *poposc-i*.
- c) Stems beginning with *st-* or *sp-* reduplicate the cluster but drop the *s-* of the stem. There are three such perfect forms.

sta-: ste-sta-i → ste-t-i
sponde-: spe-spond-i → spo-pond-i.
st-: ste-st-i → sti-t-i.

- d) Sometimes the vowel separating the consonants is lost: *re-peperi* → *re-pperī*.

Examples of reduplication in the perfect stem occur in each of the long vowel stems:

stō, stāre, stētī, statum [*sta-* → *ste-t-*]
cōnstō, cōnstāre, cōnstītī, (cōnstātūrus) [*-sta-* → *-sti-t-*]²
praestō, praestāre, praesti [*-sta-* → *-sti-t-*]

re-spondeō, re-spondēre, re-spondī (re-sponpondī), re-spōnsum [*-sponde-*
→ *spe-pond-* → *spo-pond-*]

re-periō, re-perīre, re-pperī (←re-peperi), re-pertum [*-peri-* → *-pe-*
peri- → *-pperi-*]

4. Ablaut

A few verbs use **ablaut** to form the perfect.³

- a) Some merely lengthen the vowel of the root: *ēm-* → *ēm-i*; *lēg-* → *lēg-i*.
b) This may also result in a different vowel: *ag-* → *ēgi*; *cap-* → *cēp-i*.

The first sort of ablaut, the mere lengthening of the vowel, is used in several stems of the long vowel conjugations.

Two stems (and an important compound) in the “first” or a-stem conjugation:

iuvō, iuvāre, iūvī, iūtum
adiuvō, adiuvāre, adiūvī, adiūtum
lavo, lavāre, lāvī, lavātum

The second or ē-stem conjugation has eight, of which five follow:

²Ablaut is common in compounds.

³Strong verbs in English form the simple past by ablaut: know, knew; sink, sank; etc.

33. LONG VOWEL VERBS; PERFECT STEM

caveō, cavēre, cāvī, cautum
foveō, fovēre, fōvī, fōtum
moveō, movēre, mōvī, mōtum
sedeō, sedēre, sēdī, sessum
videō, vidēre, vīdī, vīsum

The fourth or i-stem conjugation has one stem (and several compounds):

veniō, venīre, vēnī, ventum
adveniō, advenīre, advēnī, adventum
eveniō, evenīre, evēnī, eventum
inveniō, invenīre, invēnī, inventum

Vocabulary List 11

dīcō, dīcere, dīxī, dictum [dic-]	32 ^a
discō, discere, didici, — [dico]	32
faciō, facere, fēcī, factum [fac-]	33
fugiō, fugere, fūgī, fugitum [fug-]	33
iaciō, iacere, iēcī, iactum [ia-]	33
pariō, parere, peperī, partum [par-]	33
iuvō, iuvāre, iūvī, iūtum	34
adiuvō, adiuvāre, adiūvī, adiūtum [iuvo]	34
putō, putāre, putāvī, putātum [putus]	34
disputō, -āre, -putāvī, -putātum [puto]	34
disputatio, disputationis (disputation-) f.	18
caveō, cavēre, cāvī, cautum [cav-]	35
contineō, -ēre, continuī, -tentum [teneo]	35
pertineō, pertinēre, pertinū, — [teneo]	35
foveō, fovēre, fōvī, fōtum [fov-]	35
moveō, movēre, mōvī, mōtum [mov-]	35
videō, vidēre, vīdī, vīsum [vid-]	35
veniō, venīre, vēnī, ventum [ven-]	36
inveniō, -īre, invēnī, inventum [venio]	36
adveniō, -īre, advēnī, adventum [venio]	36
ēveniō, ēvenīre, ēvēnī, ēventum [venio]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

33. LONG VOWEL VERBS; PERFECT STEM

Notes on Vocabulary List 11 *dico* comes from a verb root meaning “to talk, speak; declare.” A very large number of Latin words derive from this root, a few of which are *benedicere* (“to bless”), *maledicere* (“to curse”), *praeco* (“crier, announcer”), *condicio* (“contract, term”), *iudicium*, *iudex* and *dictator*. *iacio* also gives rise to a great number of compounds and English derivatives: “adjective,” “object,” “reject,” etc. Its root means “to throw.” A related word is *iaceo*, *iacere*, which by ablaut produces a “stative” meaning: “to be thrown down; to lie.” Some English pairs of verbs show a similar relationship and are also distinguished by ablaut: “set”/“sit,” “fell”/“fall,” “lay”/“lie.” *pario*, *parere* does not have the same relation to *pareo*, *parēre*, which is from a different root. Latin derivatives from *pario*, which means “to give birth,” include *parens* (“parent”), *peritus* (“experienced”), *expertus*, and *periculum* (“danger”). *Pars*, *partis* may come from the same root as *pario*; its original meaning was “something brought forth” or “lot, portion, fate.” *puto*, *putare* first meant “to cut off unwanted branches, to prune a tree.” It derives from the adjective *putus* -a, -um, which means “pure, unmixed.” It is worthwhile to keep track of the etymologies of the various Latin words for knowledge and knowing. The fourth principal part of *moveo*, *movere* would have been *movetum*. Since the *v* was pronounced more like our *w*, the second syllable was susceptible to elision, which resulted in *motum*.

Questions and Exercises for Chapter 33

Name _____

Give the aspect stems for the following verbs.

	<i>oro, orare, oravi, oratum</i>	<i>timeo, timere, timui,—</i>	<i>scio, scire, scivi, scitum</i>
Progressive			
Perfect			

Give the tense-mood stems for the following verbs.

<i>oro, orare, oravi, oratum</i>		<i>timeo, timere, timui,—</i>		<i>scio, scire, scivi, scitum</i>	

Analyze and identify the following verb forms. (Class: ā, ē, ī, ě, ī/ě.)

Verb	Class	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>moneremus</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>laudavero</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>invenies</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>contineo</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>exciditur</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>habetis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>optes</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>adveniat</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>monebit</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>stetimus</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>contineatis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>veniebant</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>audiemur</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>habuisti</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>donabaris</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>errant</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

What is the definition of a sentence?

What is the distinction between a nominal and a verbal sentence?

What is a compound sentence? What is a complex sentence?

This is the beginning of *Huckleberry Finn*. Identify each sentence as simple, compound, or complex. Underline any subordinate clauses. Circle any verbs that are in the passive voice.

(1) You don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*; but that ain't no matter. (2) That book was made by Mr. Mark Twain, and he told the truth, mainly. (3) There was things which he stretched, but mainly he told the truth. (4) That is nothing. (5) I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. (6) Aunt Polly -- Tom's Aunt Polly, she is -- and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

Using the given first two principal parts, identify the class (ā, ē, ī, ě, ī/ē) to which each of the following verbs belongs.

Verb	Class	Verb	Class	Verb	Class
<i>aperio, aperire</i>		<i>paro, parare</i>		<i>facio, facere</i>	
<i>audeo, audere</i>		<i>patior, pati</i>		<i>fateor, fateri</i>	
<i>cano, canere</i>		<i>rapio, rapere</i>		<i>irascor, irasci</i>	
<i>cerno, cernere</i>		<i>rego, regere</i>		<i>opto, optare</i>	
<i>conor, conari</i>		<i>rideo, ridere</i>		<i>vendo, vendere</i>	
<i>deleo, delere</i>		<i>sapio, sapere</i>		<i>venio, venire</i>	
<i>dormio, dormire</i>		<i>sentio, sentire</i>		<i>video, videre</i>	
<i>experior, experiri</i>		<i>sequor, sequi</i>		<i>voco, vocare</i>	

What are the endings for the genitive case? Note where the neuter differs from the masculine and feminine.

	UNIVERSAL	a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Sing.							
Pl.							

Put each of the following nouns into the genitive case.

	terra-	angelo-	die-	fructu-	leon-	civi-
Sing.						
Pl.						

Translate, using a dictionary if necessary: "**Domine, si vis, potes me mundare.**" (Mt. 8:2)

34 ě-Stem Conjugation; Formation of the Progressive Stem

ě-Stem Verbs

In English, the verb “to walk” began immediately as a verb; the noun “walk” is derived from the verb. The verb “to whiten,” by contrast, is derived from the noun or adjective “white.” Thus, verbs such as “to walk” are called primitive verbs, while verbs such as “to whiten” are called denominative verbs. The verbs of the previous chapter (a-stems, ē-stems, and i-stems) are denominative verbs. Root verbs are primitive verbs, as are the verbs to be considered here: ě-stem verbs.¹ There are only ten root verbs, but there are a great number of ě-stems: it is the largest class of verbs in Latin.

What distinguishes the ě-stems from root verbs is that the latter use the root as the progressive stem usually without any addition. On the other hand, ě-stems add a theme vowel if the formant or ending being added does not begin with a vowel. Consider the present progressive indicative of *fero*, *ferre* and *rego*, *regere* as shown in Table 34.1.

While *fero* includes a theme vowel in two forms (*ferimus*, *ferunt*), three of the forms (*fers*, *fert*, *fertis*) add the ending immediately to the consonant stem ending. Since the first person singular ending is a vowel (*-o*), *rego* does

¹Once the various classes of verbs were established in Latin, other verbs might be made and put in a class that they do not belong to by nature. So we should say that most ě-stem verbs are primitive. This class of verbs is commonly called the “third conjugation.”

34. Ě-STEM CONJUGATION; FORMATION OF THE PROG. STEM

34.1 Present Progressive Indicative of *fero* and *rego*

fero	fers	fert	ferimus	fertis	ferunt
rego	regis	regit	regimus	regitis	regunt

not add a theme vowel and looks similar to *fero*. All the other forms of *rego*, however, add a theme vowel before the ending.

Properly speaking, a **theme vowel** belongs neither to the stem nor to the formant or ending. Rather it arises between these for phonological purposes when they combine. Since we are dividing verbs into classes by their stems, and since it is the more extensive use of the theme vowel that distinguishes ě-stems from root verbs, we will depict the theme vowel as belonging to the stem. When presenting the ten tense-mood stems, the theme vowel will be struck out where it does not appear. It would be more accurate to think of it as never having been present rather than having been lost, since it was not needed.² Compare the tense-mood stems of *fero*, *ferre* and *rego*, *regere* as shown in Table 34.2.

34.2 Tense-mood Stems of *fero* and *rego*

fero, ferre, tuli, [t]latum		rego, regere, rexi, rectum	
fer-	tul- i (-sti-s; -eru-)	reg ě - (IOU)	rex- i - (-sti-s; -eru-)
fer- ě ba -	tul- ě era -	reg ě - ě bā -	rex- ě era -
fer- ě e - (-am)	tul- ě eri - (IO)	reg ě - ě e - (-am)	rex- ě eri - (IO)
fer- ě a -	tul- ě eri - (I)	reg ě - ě a -	rex- ě eri - (I)
fer- ě re -	tul- ě isse -	reg ě - ě re -	rex- ě isse -

Again, the progressive stem of *rego* is always listed with the theme vowel, although it is not needed for three of the five progressive tense-mood stems. The perfect system is not different from the other classes of verbs.

²Theme vowels are extremely important principles of Latin morphology, but they do not fit easily into the classes of nouns, adjectives, and verbs. The attentive reader will have noticed that we have sometimes considered the theme vowel as belonging to the formant: the past indicative formant *-eba-* is merely the *-ba-* formant preceded by a theme vowel. Again, we have also considered the theme vowel as part of the ending: consonant stem nouns use the ending *-em* in the accusative singular. This is the common accusative singular ending preceded by a theme vowel.

34. Ě-STEM CONJUGATION; FORMATION OF THE PROG. STEM

In the present progressive indicative, the theme vowel changes from *-ě* to *-i* four times and to *-u* in the third person plural. This is indicated by the mnemonic device “(IOU).” The whole progressive formation of *rego* is presented here in Table 34.3 as well as in LMP 35.11:

34.3 The Progressive Formation of *rego*

		PRES PROG ACT IND			
rego	regis	regit	regimus	regitis	regunt
		PAST PROG ACT IND			
regēbam	regēbās	regēbat	regēbāmus	regēbātis	regēbant
		FUT PROG ACT IND			
regam	regēs	reget	regēmus	regētis	regent
		PRES PROG ACT SUBJ			
regam	regās	regat	regāmus	regātis	regant
		PAST PROG ACT SUBJ			
regerem	regerēs	regeret	regerēmus	regerētis	regerent

Formation of Progressive Stems Ending in *-ě-*

The progressive *stem* of these verbs (found in the first two principal parts) is formed from the verbal *root* in one of five ways. Comparing the first two principal parts makes clear which way. These five ways are summarized in LMP 27.2

The various principles governing progressive ě-stem formation usually clarify the relation of the progressive and perfect stems to the verbal root, which can be otherwise confusing. In the following discussion of the five methods of forming these progressive stems, the second and third principal parts are compared.

1. Mere Root

Sometimes the mere verbal root appears without a suffix, “infix”, or other alteration. The progressive stem seems “normal” in these verbs. One has only to consider how the perfect stem was formed. Thus, *ag-e-re* and *ēgi*

34. Ě-STEM CONJUGATION; FORMATION OF THE PROG. STEM

show the same root “before” and “after” ablaut or vowel change. *Tend-e-re* and *te-tend-i* present a non-reduplicated and reduplicated form of the same root. See examples of such formation in MLWL 32.1.

2. Reduplication

Reduplication occurs in the progressive stems of a few verbs in the ě-stem conjugation. Here the vowel between the reduplicated consonant and the original is *-i-* rather than *-e-*. See examples of reduplication in the progressive stem in MLWL 32.2. Two³ are of great importance:

gi-gn-e-re, gen-u-i (*gn-*, zero grade of root in progressive; *gen-*, normal grade in perfect)
si-st-e-re, -stiti (both stems exhibit reduplication, but of different consonants)

3. *-n-* Suffix (also *-t-*, *-d-*, *-s-*)

The suffix *-n-* is sometimes added to the root.⁴ See examples of *-n-* and *-l-* suffixes in MLWL 32.3.

- a) Sometimes the suffix appears clearly upon comparison with the perfect stem: *cerno, crevi*; *sino, sivi*; *sperno, sprevi*; *sterno, stravi*. (Note that such a root is often in zero grade in the perfect.)
- b) When added to roots ending in *-l-*, the suffix *-n-* assimilates to the *-l-*: *pel-n-* → *pell-e-re, pepuli*; *tol-n-* → *toll-e-re, -tuli*. In these the perfect stems show only one *-l-*.
- c) A few verbs have other suffixes such as *-t-*, *-d-*, or *-s-*. These verbs need not be distinguished from the first class mentioned above.

4. *-n-* Infix

The *-n-* also appears as an **infix** with some stems ending in *-p-*, *-b-*; *-c-*, *-qu-*; *-g-*; or *-d-*. “Infix” means that it is introduced within the stem.⁵

³Other reduplicated stems are hard to see and need not be noted: *si-zd-* → *sid-e-re*; *si-s-* → *ser-e-re*.

⁴The abbreviation *Xn* represents the suffix *-n-* added to the root.

⁵The abbreviation *nC* represents the infixed *-n-* followed by a consonant.

34. Ě-STEM CONJUGATION; FORMATION OF THE PROG. STEM

The infix is usually recognized by comparing the progressive stem with the perfect stem. See examples of such formation in MLWL 32.4.

- a) So, *tang-e-re*, *te-tig-i*; *linqu-e-re*, *liqu-i*; *frang-e-re*, *freg-i*; *pung-e-re*, *pu-pug-i*.
- b) Before a labial, the *-n-* sometimes becomes an *-m-*: *rumpo*, *rupi*; *ac-cumbo*, *ac-cubui*.
- c) Sometimes the “nasalized” root also appears in the perfect stem and even in the perfect participle: *fin-go*, *fin-xi*, *fictus* and *unguo*, *un-xi*, *unctus*.⁶ Here the perfect participle or some other word must give evidence to the original form of the root.

5. *-sc-* Suffix

The suffix *-sc-* is added to some roots, apparently to represent an action as beginning. These are called “inchoative” verbs. See examples of the *-sc-* suffix in MLWL 32.5.

- a) So *disco* and *didici* present reduplication of the initial consonant of the root (*di-*) to form the perfect stem and the addition of the suffix *-sc-* to the root to form the progressive stem.

Frigesco and *frixi* present the same root *frig-* with the suffix *-(e)sc-* in the progressive stem and the suffix *-s-* in the perfect stem.

Cre-sc-o and *cre-v-i* present the same root with the suffix *-sc-* in the progressive stem and the suffix *-v-* in the perfect stem.

- b) Sometimes the suffix *-sc-* also appears in the perfect stem: *posco*, *poposci*.

N.B. Two verbs with stems in *-ě-* have the same perfect stem:

cre-sc-o, *cre-sc-e-re*, *cre-v-i*, *cre-tum*
cer-n-o, *cer-n-e-re*, *cre-v-i*, *certum*

The first has the root *cre-* throughout. How should one describe the differences in the forms of the second root: *cer-* and *cr-e-*?

⁶Kent 383.III.

Assimilated ě-Stem Verbs

The progressive formants used by i-stem and ě-stem verbs are the same. Perhaps this allowed for some i-stem verbs to lose some of their own characteristics and take on traits of ě-stem verbs. This creates a subclass of verbs that are called “assimilated ě-stems.”⁷ The process of their transformation from i-stem to ě-stem verbs was never completed. *Capio, capere* (to hold, seize) is an example of this class, which we will abbreviate as i/ě-stem verbs.

34.4 Principal Parts of ě-, i/ě-, and i-Stem Verbs

Stem	Principal Parts
ě	rego, regere, rexi, rectum
i/ě	capio, capere, cepi, captum
i	audio, audire, audivi, auditum

Assimilated ě-stem verbs retain their i-stem ending in all progressive forms except for the past subjunctive and the progressive infinitive. The principal parts of ě-, i/ě-, and i-stem verbs are shown in Table 34.4.

34.5 Comparison of Pure ě-Stems with Assimilated ě-Stems

rego, regere, rexi, rectum	capio, capere, cepi, captum
regě- (IOU)	capi- (6IOU)
regě- ēbā-	capi- ēba-
regě- e- (-am)	capi- e- (-am)
regě- a-	capi- a-
regě- re-	capě- re-
rex- i- (-sti-s; -eru-)	cēp- i- (-sti-s; -eru-)
rex- era-	cēp- era-
rex- eri- (IO)	cēp- eri- (IO)
rex- eri- (I)	cēp- eri- (I)
rex- isse-	cēp- isse-

⁷These are commonly called “third conjugation i-stems.”

34. Ę-STEM CONJUGATION; FORMATION OF THE PROG. STEM

34.6 Comparison of Pure ĩ-Stems with Assimilated ę-Stems

audio, audĭre, audivi, auditum	capio, capĕre, cĕpi, captum
audi- (6IOU)	capi- (6IOU)
audi- ĕbā -	capi- ĕba -
audi- e - (-am)	capi- e - (-am)
audi- a -	capi- a -
audi- re -	capĕ- re -
audiv- ĭ - (-sti-s; -eru-)	cĕp- ĭ - (-sti-s; -eru-)
audiv- era -	cĕp- era -
audiv- eri - (IO)	cĕp- eri - (IO)
audiv- eri - (I)	cĕp- eri - (I)
audiv- isse -	cĕp- isse -

Tables 34.5 and 34.6 list the tense-mood stems of the same verbs. Once again, there are no differences among the classes of verbs in the perfect system. “6IOU” means that the *-i* is retained in all forms, including before the *-o* and *-unt* endings of the first person singular and the third person plural.

Questions and Exercises for Chapter 34

Name _____

What is a primitive verb?

How are assimilated ē-stems like i-stem verbs? How are they like ē-stem verbs?

Analyze and identify the following verb forms.

Verb	Class	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>dicunt</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>discemus</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>tendis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>pellerem</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>dixeritis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>consistat</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>pellamur</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>fugiam</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

For the following ē-stem verbs, indicate the manner of formation of the progressive stem: mere root (--), reduplication (R), added -n- suffix (Xn), added -l- suffix (Xl), added -n- infix (nC), or added -sc- suffix (sc). Then, on the basis of this, indicate the root of each verb.

Verb	Format.	Root		Verb	Format.	Root
<i>gigno, gignere</i>				<i>sumo, sumere</i>		
<i>dico, dicere</i>				<i>contemno, contemnere</i>		
<i>tollo, tollere</i>				<i>nasco, nascere</i>		
<i>cresco, crescere</i>				<i>minuo, minuere</i>		
<i>sino, sinere</i>				<i>consisto, consistere</i>		
<i>vinco, vincere</i>				<i>tango, tangere</i>		

Indicate whether each perfect stem is formed by the addition of -v- or -u- (V), an -s- (S), reduplication (R), or ablaut (A).

<i>cano, canere, cecini, cantum</i>			<i>pello, pellere, pepuli, pulsum</i>	
<i>fluo, fluere, flūxi, fluctum</i>			<i>rego, regere, rexi, rectum</i>	
<i>sisto, sistere, sistiti, statum</i>			<i>occido, occidere, occīdi, occisum</i>	
<i>pono, ponere, posui, positum</i>			<i>requiesco, requiescere, requievi, requietum</i>	
<i>lego, legere, lēgi, lectum</i>			<i>gero, gerere, gessi, gessum</i>	
<i>diligo, diligere, dilexi, dilectum</i>			<i>sumo, sumere, sumpsi, sumptum</i>	

Identify the class (ā, ē, ī, ĕ, ī/ĕ) to which each of the following verbs belongs.

Verb	Class	Verb	Class
<i>pator, pati, passus sum</i>		<i>molior, moliri, molitus sum</i>	
<i>iuvo, iuvare, iuvi, iutum</i>		<i>doleo, dolere, dolui (doliturus)</i>	
<i>exigo, exigere, exegi, exactum</i>		<i>malo, malle, malui</i>	
<i>do, dare, dedi, datum</i>		<i>opto, optare, optavi, optatus</i>	

Identify and translate the underlined verbs in this excerpt from Luke, ch.5. (You do not need to translate them as they are used in context; translate the form.)

Et factum est, in una dierum, et ipse erat docens, et erant pharisaei sedentes et legis doctores, qui venerant ex omni castello Galilaeae et Iudaeae et Ierusalem; et virtus Domini erat ei ad sanandum. Et ecce viri portantes in lecto hominem, qui erat paralyticus, et quaerebant eum inferre et ponere ante eum. Et non invenientes qua parte illum inferrent prae turba, ascenderunt supra tectum et per tegulas summiserunt illum cum lectulo in medium ante Iesum. Quorum fidem ut vidit, dixit: “Homo, remittuntur tibi peccata tua.”

Verb	Progr. Stem	Identification	Translation
<i>factum est</i>	faci/ĕ-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>venerant</i>	veni-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>erat</i>	s-/es-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>quaerebant</i>	quaerĕ-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>inferrent</i>	in-fer-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>ascenderunt</i>	ascendĕ-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>dixit</i>	dicĕ-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	
<i>remittuntur</i>	re-mittĕ-	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	

What are the endings for the accusative case? Note where the neuter differs from the masculine and feminine.

	UNIVERSAL	a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Sing.							
Pl.							

Put each of the following nouns into the accusative case.

	terra-	angelo-	die-	fructu-	leon-	civi-
Sing.						
Pl.						

35 The Imperative Mood

The Latin progressive system has an imperative mood used for signifying commands. The jussive subjunctive may also signify commands, but the imperative mood is more direct and often more forceful. The perfect system has no imperative, presumably because it is contrary to the nature of a command to represent the action as complete. Similarly, no first person forms exist. The forms of the imperative that do exist should be divided into those commonly used and those used infrequently.

The Common Forms

The common forms are in the second person: singular and plural, active and passive. These are formed by adding to the progressive stem the endings shown in Table 35.1.

35.1 Common Endings for The Imperative Mood

	Active	Passive
Singular	—	-re
Plural	-te	-mini

The active singular uses the bare progressive stem. For *ě*-stem and assimilated *ě*-stem verbs this includes the theme vowel: *rege*, *cape*. The active plural ending *-te* is the first part of the personal ending *-tis* that we have already seen. The passive imperative endings are the same as the

passive endings used for the other moods, but the second person singular ending *-ris* is not used for the imperative. (LMP 34)

A few verbs use the bare root for the active imperative singular, even though two of these verbs belong to the short-*ě* conjugation and a third is an assimilated *ě*-stem: *dic, duc, fac, fer*.

Latin has a special idiom for negative commands. The imperative forms of *nolo, nolle* are used with an infinitive. In Latin one does not say “Do not adore a strange god,” or “Do not judge,” but “Do not wish to adore a strange god,” or “Do not wish to judge.” *Noli adorare deum alienum. Nolite iudicare.*

The Uncommon Forms

The uncommon imperative forms are usually called the “future imperative.” Any command implies the fulfillment of the command in the future, but these forms contain a formant that explicitly refers to the future. This formant is *-to*, which was originally a pronoun that meant “from this.” It came to mean “after this time” and so became a marker for the future.

Among the uncommon “future imperative” forms are third person imperative forms that appear especially in laws. Even though English lacks such forms, their usefulness should be clear: not every law is a direct command to those living under the law. In English we use the jussive subjunctive, which may be used in Latin as well. *Regio imperio duo sunt.* “There shall be two men vested with the power of kings.” *Amicitia regi Antiocho cum populo Romano his legibus esto. . .* “There shall be amity between King Antiochus and Rome on the following terms. . .”

35.2 Uncommon Endings for The Imperative Mood

	2nd Person		3rd Person	
	Active	Passive	Active	Passive
Singular	-to	-tor	-to	-tor
Plural	-tote		-nto	-ntor

The endings for the uncommon forms of the imperative are added to the progressive stem, and are shown in Table 35.2. The following can be seen from this table:

- The second person plural passive does not have an uncommon form that employs the formant *-to*.
- In the singular the third person forms are the same as the second person forms.
- The passive forms merely add the formant *-r* to the active ending. On account of the formant *-to*, no extra vowel (*-u*) is added.
- The formant *-to* is added before the ending, as is expected, in all forms except the third person plural, where it follows the ending. The double consonant is simplified, e.g., *-nt + -to → -ntto → -nto*.

It is not necessary to commit the uncommon endings to memory. Unless you read certain kinds of Latin texts, you are unlikely to run across these forms for most verbs, but a couple of verbs that use these endings occur more frequently: (1) the verb *esse* uses both *es* and *este* with the common endings and *esto* and *estote* with the uncommon endings; (2) the form *memento*¹ (“remember, be mindful of”) appears in the canon at Mass; it has also become an English word meaning “keepsake.”

Review of Root Verb Formation

At present you should be thoroughly familiar with the stems of ten root verbs. The perfect stems all have the same formation; the progressive stems are found in Table 35.3. You should be able 1) to give the various progressive and perfect stems for each of these root verbs, 2) to state which of the five parts of the progressive system are formed in three distinct ways (e.g. past prog. ind.), and 3) to describe each of these three ways (e.g. the i-subjunctive, the e-subjunctive, and the a-subjunctive).

¹*Memento* belongs to the verb *memini, meminisse* which has only perfect forms. The object to be remembered may be put in the genitive case: *Memento, Domine, famulorum famularumque tuarum...* “Be mindful, O Lord, of your servants and handmaidens...”

35.3 The Five Progressive Stems of Each of the Root Verbs

s- u - (N) / es-	da- (O)
er- a -	da- bā -
er- i - (IOU)	da- bi - (IOU)
s- i -	d- e -
es- se -	da- re -
poss- u - (N) / pot -es-	ed- (OIU)
poter- a -	ed- ēba -
poter- i - (IOU)	ed- ē - (-am)
poss- i -	ed- a -; ed- i -
pos- se -	ēs-se -; ede- re -
vol- <i>u</i> - (N) / vul- (vis)	e-/i- (IOU)
vol- ēbā -	i- bā -
vol- ē - (-am)	i- bi - (IOU)
vel- i -	e- a -
vel- le -	i- re -
nol- <i>u</i> - (N) (non vis)	fer-
nol- ēbā -	fer- ēba -
nol- ē - (-am)	fer- e - (-am)
nol- i -	fer- a -
nol- le -	fer- re -
mal- <i>u</i> - (N) (ma-vis)	fi- (6IOU)
mal- ēbā -	fi- ēba -
mal- ē - (-am)	fi- e - (-am)
mal- i -	fi- a -
mal- le -	fi- ere -

Questions and Exercises for Chapter 35

Name _____

What are the three moods in Latin? What does each signify?

Which four verbs use the unaugmented root for the imperative singular?

How does one use the imperative to form negative commands, i.e., prohibitions?

Give the imperative forms of the following verbs.

	Active			Passive	
	Singular	Plural		Singular	Plural
<i>nolo, nolle, nolui, —</i>				----	----
<i>pario, parere, peperit, partum</i>					
<i>debeo, debere, debui, debitum</i>					
<i>dormio, dormire, dormivi, dormitum</i>					
<i>oro, orare, oravi, oratum</i>					

Give the progressive infinitives based on the following progressive stems.

Progr. Stem	Active	Passive
mal-		----
fer-		
narra-		
placē-		
molli-		
quaerē-		
sapi/ē-		

Translate: “**Adtollite portas, principes, vestras, et elevamini, portae aeternales, et introibit rex gloriae.**” (Ps. 23:7)

principes and *portae* are in the vocative

ad-tollē- lift up

porta- gate

intro-e/i- go in, enter

Analyze and identify the following verb forms.

Verb	Class	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>constitimus</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>delent</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>iubeatis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>sentiet</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>sciveram</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>ames</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>laudavisti</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>debebit</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>audiant</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>staretis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>delemini</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>risissemus</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>iubebar</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

What is the primary use of the dative case?

What is the primary use of the genitive case?

What are the two primary uses of the accusative case?

What are the three primary uses of the ablative case?

Classify the following verbs. In the first column, indicate the manner of formation of the progressive stem: mere root (--), reduplication (R), added *-n-* suffix (Xn), added *-l-* suffix (Xl), added *-n-* infix (nC), or added *-sc-* suffix (sc). In the third column, indicate the manner of formation of the perfect stem: added *-v-* or *-u-* (V), added *-s-* (S), reduplication (R), or ablaut (A). In the second column, state the class/conjugation.

Progressive	1	Infinitive	2	Perfect	3
<i>ponō</i>		<i>ponere</i>		<i>posuī</i>	
<i>requiēscō</i>		<i>requiēscere</i>		<i>requiēvī</i>	
<i>scribō</i>		<i>scribere</i>		<i>scripsī</i>	
<i>tangō</i>		<i>tangere</i>		<i>tetiḡī</i>	
<i>tendō</i>		<i>tendere</i>		<i>tetendī</i>	
<i>iaciō</i>		<i>iacere</i>		<i>iēcī</i>	

36 Participles

The participle is a verbal adjective, that is, an adjective derived from a verb. On the one hand, it shares in the verb's power to represent something as flowing and moving. Compare the verb "sings" in "He sings a song" with the noun "song." Both the verb and the noun refer to a vocal musical performance, but "song" represents it as if it were a thing, while the verb "sings" represents the same performance as an action, as does the participle "singing." Verbs have grammatical properties that follow from their nature, such as tense, aspect, and voice, and they may take an object or set up other grammatical constructions, such as indirect statement. Participles, too, may have these properties and powers due to their verbal character:

It was moving to hear the choir singing Handel's *Hallelujah Chorus*.

The aria, sung by the soprano, brought the crowd to their feet.

The participle is not a finite verb form, because it does not have the grammatical property of person. Other non-finite verb forms—the infinitive, the gerund, and the supine—are verbal nouns, which will be discussed later.

On the other hand, participles share in the character of adjectives. Adjectives represent something as inhering in another. For example, the noun "gold" signifies a color as if it were a thing or subject. The adjective "golden" in "golden retriever" represents this color as inhering in a subject or "present in a subject," in this case, a dog. Adjectives may be used attributively, as in "golden retriever," or in a predicate, as in "The sky is blue." Adjectives may also be used substantively, when the noun that is

modified is left unstated: “The poor will be with you always.” Participles may do all these things and will also have the properties of gender, number, and case, just like adjectives.

The inn was called “The Prancing Pony.”

The cup is broken.

The damned suffer principally from a loss of the presence of God.

Morphology of Participles

The morphology of participles is not simple because some participles have tense, albeit in an imperfect way, while others do not have tense at all. Two participles have aspect, while two others either do not have aspect or perhaps they have only simple aspect. We will look first at the forms of the four participles and then discuss the grammatical properties of each separately.

Participles are formed from a stem, possibly a formant, and always an adjective ending. Let us look first at the four masculine, nominative, singular participles of the verb *dare* as an example and then consider each kind of participle separately. Recall that the four principal parts of this verb are *do*, *dare*, *dedi*, *datum*.

36.1 Participle Formation in *do*, *dare*

Participle	Stem	Formant	Ending
Progressive Participle <i>dans</i>	progressive stem = <i>da-</i> +	-nti- <i>-nti-</i> +	-s
Perfect Participle <i>datus</i>	participle stem = <i>dato-/data-</i> +	[none]	-s
Future Active Participle <i>daturus</i>	participle stem = <i>dat-o-/dat-a-</i> +	-ur- <i>-ur-</i> +	-s
Future Passive Participle <i>dandus</i>	progressive stem = <i>da-</i> +	-ndo-/nda- <i>-ndo-</i> +	-s

1. The **progressive participle** adds the formant *-nti-* to the progressive stem. Thus, this participle is an i-stem adjective and takes the same case endings as other i-stem adjectives. Specifically, it is an i-stem adjective of one ending, i.e., it has only one nominative singular form for all genders (see Chapter 12). Note that a theme vowel is inserted for ě-stem verbs, i-stem verbs, and some root verbs.

36.2 Progressive Participle Formation

Verb	Class	Progr. Stem	Participle Stem	Dictionary Entry ^a
laudo, laudare	a	lauda-	laudanti-	laudans, laudantis ^b
teneo, tenere	e	tene-	tenenti-	tenens, tenentis
sentio, sentire	i	senti-	sentienti-	sentiens, sentientis
ago, agere	ě	agě-	agenti-	agens, agentis
facio, facere	i/ě	faci-	facienti-	faciens, facientis
fero, ferre	root	fer-	ferenti-	ferens, ferentis

^aParticiples are not usually given in the dictionary under a separate entry. They would be looked up under the verb from which they are formed. Certain participles have developed distinct meanings, however, and are listed separately, e.g., *praesens*, *praesentis* is the progressive participle of *praesesse* but has the meaning of “at hand, in person, present.”

^bThis participle is similar to the English present participle (*praising, holding, feeling*, etc.). Translation of participles is discussed more below.

2. The **perfect participle** is an o-/a-stem adjective. No formant is added to the participle stem; the adjective endings are added immediately to the stem. While the **participle stem** can be found by removing the ending from the fourth principal part, we may note that the participle stem is formed in one of three ways:

- a) By the addition of *-to-* or *-ta-* to the root or a stem. This may involve a change to the root or stem for phonetic reasons.

Note that *laudatum* is formed from the progressive stem, while *tentum* is formed from the root. The final consonant of the root *ag-* changes to *-c-* before the formant *to-/ta-*, i.e., it becomes unvoiced.

36. PARTICIPLES

36.3 Perfect Participle Formation by addition of *-to-* or *-ta-*

Verb	Root or Stem	Participle Stem	Perfect Participle ^a
laudo, laudare	lauda-	laudato-/a-	laudatum ^b
teneo, tenere	ten-	tento-/a-	tentum
ago, agere	ag-	acto-/a-	actum

^aWhen the perfect participle is given in the dictionary, the neuter nominative singular form is given, e.g., *laudatum*. A more complete presentation would be, for example, *laudatus, laudata, laudatum*.

^bThe Latin perfect participle is similar to the English past participle (praised, held, done, etc.).

- b) By insertion of an *-i-* theme vowel together with the participle ending. Thus, one adds *-ito-* and *-ita-*.

36.4 Perfect Participle Formation by addition of *-i-*

Verb	Root or Stem	Participle Stem	Perfect Participle
credo, credere	cred-	credito-/a-	creditum
habeo, habere	hab-	habito-/a-	habutum

- c) For phonetic reasons the *-t-* of the ending may change to *-s-*. This may involve a change to the stem ending.

36.5 Perfect Participle Formation by change from *-t-* to *-s-*

Verb	Root or Stem	Participle Stem	Perfect Participle
iubeo, iubere	iub-	iusso-/a-	iussus
sentio, sentire	sens-	senso-/a-	sensus
cado, cadere	cad-	caso-/a-	casum
mitto, mittere	mis-	misso-/a-	missus

Note that some—but not all—of these are formed from the perfect stem. Sometimes a second *-s-* will be lost. In *casum*, the dental root ending falls out before the *-s-* (see LMP 1).

3. The **future active participle** adds the formant or infix *-ur-* immediately before the *-o/-a* ending of the participle stem. Thus, this participle is also an o-/a-stem adjective. It may help to consider that the word “future” is derived from the Latin future active participle of *esse*, namely, *futurum*.

36.6 Future Active Participle Formation

Verb	Participle Stem	Future Active Participle Stem	Dictionary Entry
laudo, laudare	laudato-/a-	laudaturo-/a-	laudaturus, -a, -um ^a
teneo, tenere	tento-/a-	tenturo-/a-	tenturus, -a, -um
sentio, sentire	senso-/a-	sensuro-/a-	sensurus, -a, -um
ago, agere	acto-/a-	acturo-/a-	acturus, -a, -um
facio, facere	facto/a-	facturo/a-	facturus, -a, -um

^aThere is no English participle that is similar to the Latin future participles. The future active participle must be rendered by a circumlocution (e.g., *about to praise, going to praise*).

4. The **future passive participle** adds the formant *-ndo-* or *-nda-* to the progressive stem. It is also an o-/a-stem adjective. Just as for progressive participles, a theme vowel is inserted for ě-stem verbs, i-stem verbs, and some root verbs.

Forms and Use

The **progressive participle** is often called the present active participle, but this is a misnomer as it does not truly have tense. It is because this participle is progressive that it represents its action as occurring at the same time as the main verb in the clause in which it appears. The progressive participle is active in form but this form is used to signify the middle voice for deponent verbs.

Vidi aquam egredientem de templo.

I saw water coming from the temple. (The water was coming forth at the same time he saw it. The progressive form indicates

36. PARTICIPLES

36.7 Future Passive Participle Formation

Verb	Class	Progressive Stem	Future Passive Participle Stem	Dictionary Entry
laudo, laudare	ā	lauda-	laudando-/a-	laudandus, -a, -um ^a
teneo, tenere	e	tene-	tenendo-/a-	tenendus, -a, -um
sentio, sentire	i	senti-	sentiendo-/a-	sentiendus, -a, -um
ago, agere	ĕ	agĕ-	agendo-/a-	agendus, -a, -um
facio, facere	i/ĕ	faci-	faciendo-/a-	faciendus, -a, -um
fero, ferre	root	fer-	ferendo-/a-	ferendus, -a, -um

^aAgain, a circumlocution is necessary as there is no similar English participle (e.g., *to be praised*, *to be held*, etc.).

not that water is coming out now—in the present—but that it was coming out in the past at the same time as his seeing it.)

The **perfect participle**, like the progressive participle, lacks tense. Because it is perfect in aspect, it signifies its action as complete at the time signified by the finite verb in the clause. In effect, this makes it seem like the participle has past tense.

Adducunt scribae et Phariseae mulierem in adulterio apprehensam.

The scribes and Pharisees brought forth a woman caught in adultery. (Her being caught was complete at the time she was brought forth.)

The **future active participle** has tense in an imperfect way. Rather than indicate that something will occur in the future, it represents its action as occurring after the time signified by the finite verb in the clause:

Morituri te salutamus.

We who are about to die salute you. (The gladiators' death is after—in the future with respect to—the time they are saluting the emperor.)

The future active participle is active in form, but it is used to signify the middle voice of deponent verbs.

The **future passive participle** is also called the **gerundive**,¹ although this name really applies to only one use of the future passive participle. The specific use of the future passive participle as a gerundive requires special attention and will be discussed later. This participle is future in the same imperfect way that the future active participle is: it represents its action as occurring after the time signified by the finite verb in the clause.

Ille est vir laudandus.

He is a man to be praised.

Both of the future participles seem to be simple in aspect. This may be confusing since the future passive participle is formed from the progressive stem and the future active participle is formed from the participle stem, which seems to be perfect. Whereas for verbs the progressive form indicates either progressive or simple aspect—likewise for the perfect form—the future participles are only simple in aspect.

Translation of Participles

When translating a Latin participle into English, it is necessary to convey the properties of the Latin participle by equivalent English constructions. While in some cases this requires only using an English participle for a Latin participle, this is frequently not possible. In English we do not consistently use participles with the same force with which they are used in Latin. Also, English dependence on word order sometimes requires the separation of a participle and the noun it modifies. Finally, English supplies for a lack of participles by the use of auxiliary participles (e.g., “having been thrown”) or other circumlocutions (e.g., “about to die”). The result is that a literal translation of a Latin participle often produces an awkward or even confusing sentence in English.

One solution is to translate participles that are used attributively—to modify a noun—as relative clauses:

Morituri te salutamus.

Literal: We, being about to die, salute you.

¹It is helpful to remember that the gerund is a verbal noun, but the gerundive is a verbal adjective.

36. PARTICIPLES

Better: We who are about to die salute you.

Eos timentes confirmat.

Literal: He encourages those fearing.

Better: He encourages those who are afraid.

Latin participles often have adverbial force even though they are always used as adjectives. This can be brought out by the insertion of a subordinating conjunction in English or even the use of a subordinate clause:

Damnatum poenam sequi oportebat.

If condemned [If he is condemned], punishment must overtake him.

Paululum commoratus, signa canere iubet.

After delaying a little while, he orders them to give the signal.

Ut oculus sic animus se non videns alia cernit.

As the eye, so the mind, though not seeing itself, perceives other things.

This is only an introduction to the subtlety of correctly translating the Latin participle. It is necessary for a student to consult a grammar (such as those by Woodcock, or Allen and Greenough, or Hale and Buck) regularly when he encounters participles.

Vocabulary List 12

iungō, iungere, iūnxī, iūnctum [iug-]	32 ^a
coniungō, -ere, -iūnxī, -iūnctum [iungo]	32
legō, legere, lēgī, lēctum [leg-]	32
diligō, diligere, dilēxī, dilēctum [lego]	32
intelligō, -ere, -tellēxī, intelligēctum [lego]	32
mittō, mittere, mīsī, missum [mit-]	32
āmittō, āmittere, āmīsī, āmissum [mitto]	32
prōmittō, -ere, prōmīsī, -missum [mitto]	32
nōscō, -ere, nōvī, nōtum [(g)na- / gno-]	32
cognōscō, -ere, cognōvī, -nitum [nosco]	32
ignōscō, -ere, ignōvī, ignōtum [nosco]	32
narrō, -āre, narrāvī, narrātum [nosco]	34
recognōscō, -ere, -nōvī, -nitum [nosco]	32
petō, petere, petīvī, petītum [pet-]	32
competō, -ere, -petīvī, -petītum [peto]	32
sinō, sinere, sīvī, situm [si-]	32
dēsinō, dēsinere, dēsīvī, dēsītum [sino]	32
pōnō, -ere, posuī, positum [po + sino]	32
compōnō, -ere, -posuī, -positum [pono]	32
quaerō, -ere, quaesīvī, quaesītum [quaes-]	32
acquīrō, -ere, -quīsīvī, -quīsītum [quaero]	32
requīrō, -ere, -quīsīvī, -ītum [quaero]	32
regō, regere, rēxī, rēctum [reg-]	32
corrīgō, -ere, corrēxī, corrēctum [rego]	32
surgō (surrīgō), -ere, surrēxī, -rēctum [rego]	32

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

36. PARTICIPLES

Notes on Vocabulary List 12 *intellego* is another Latin word for knowing. It comes from a root meaning “to collect” plus the prefix *inter-* (“between, among”). *nosco* and its derivatives form another group of words for knowing. The root *gna-*, which means “to know,” generally lost its *g* at the beginning of a word (*nosco*, *narro*), but kept its *g* in a compound (*cognosco*, *ignosco*). *Nosco* originally meant “to get to know” due to the *-sc* infix. Its perfect forms (*novi*, etc.) would have meant “to have gotten to know” or just “to know.” Eventually, *nosco* came to mean just “to know,” with the result that the perfect has the same meaning as the progressive. There is another root, *gen-* (“to beget”), which also has the form *gna-* but is unrelated to the root of *nosco*. *pono* combines the prefix *po-* (“off, away”) and the verb *sino*. *Po-* is not related to *pro*; it is probably from the same root as *ab*: *apa-*. (The letters *p* and *b* differ only in that *b* is voiced.) Thus, *po-* + *sino* → *pono* would have meant “to leave off” → “to offload” → “to put.”

Questions and Exercises for Chapter 36

Name _____

What is a participle?

What grammatical properties does a participle have?

How does a participle differ from a finite verb?

There are four kinds of participles in Latin. What are their names? How is each formed?

Name/Kind	Formation

When is a theme vowel used in the formation of a participle?

What is the participle stem? In what three ways can it be formed?

Form the progressive participle and future passive participle for each of these verbs.

	Progressive	Future Passive
<i>fero, ferre, tuli, latum</i>		
<i>contundo, condere, contudi, contussum</i>		
<i>pario, parere, peperit, partum</i>		
<i>debeo, debere, debui, debitum</i>		
<i>dormio, dormire, dormivi, dormitum</i>		
<i>oro, orare, oravi, oratum</i>		

Form the perfect participle and future active participle for each of these verbs.

	Perfect	Future Active
<i>fero, ferre, tuli, latum</i>		
<i>contundo, condere, contudi, contussum</i>		
<i>pario, parere, peperit, partum</i>		
<i>debeo, debere, debui, debitum</i>		
<i>dormio, dormire, dormivi, dormitum</i>		
<i>oro, orare, oravi, oratum</i>		

Analyze and identify the underlined participles in the following passages.

Multitudinis usus, quem in rebus nominandis sequendum philosophus censet, communiter obtinuit ut sapientes dicantur qui res directe ordinant et eas bene gubernant. Unde inter alia quae homines de sapiente concipiunt, a philosopho ponitur quod sapientis est ordinare. Omnium autem ordinatorum ad finem, gubernationis et ordinis regulam ex fine sumi necesse est: tunc enim unaquaeque res optime disponitur cum ad suum finem convenienter ordinatur; finis enim est bonum uniuscuiusque. (St. Thomas Aquinas, *Summa contra Gentiles*, Prologue)

Participle	Stem	Formant	Case Ending	Identification
<i>nominandis</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass
<i>sequendum</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass
<i>sapientes</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass
<i>sapiente</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass
<i>ordinatorum</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass

Tunc demum reminiscens pincernarum magister ait: “Confiteor peccatum meum. Iratus rex servis suis me et magistrum pistorum retrudi iussit in carcerem principis satellitum, ubi una nocte uterque vidimus somnium praesagum futurorum.” (Gen. 41:9-11)

Participle	Stem	Formant	Case Ending	Identification
<i>Iratus</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass
<i>futurorum</i>				nom/gen/dat/acc/abl sg/pl masc/fem/neut progr/perf/fut act/fut pass

Analyze and identify the underlined verbs in the following passage (Mt. 8:1-3).

Cum autem descendisset de monte, secutae sunt eum turbae multae. Et ecce leprosus veniens adorabat eum dicens: “Domine, si vis, potes me mundare.” Et extendens manum, tetigit eum dicens: “Volo, mundare!”; et confestim mundata est lepra eius.

Verb	Class	Aspect Stem	Formant	[Theme Vowel]	Ending	Identification
<i>descendisset</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>secutae sunt</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>adorabat</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>vis</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>tetigit</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>Volo</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp
<i>mundare</i>						1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj/imp

37 Pronouns

Pronouns, unlike nouns, do not signify by means of a distinct concept. For example, we have the nouns “flower” and “rose” because we have distinct concepts that correspond to them. Instead, pronouns must signify through reference to something otherwise known or previously stated. We might point at a flower and say, “This is a rose.” The significance of the pronoun “this” is known by the act of pointing. Another way that reference occurs is with personal pronouns such as “I” or “you.” Here the grammatical property of person shows who is signified by the pronoun. When a pronoun refers to something previously stated, what it refers to is called the **antecedent**.¹ The name “pronoun” refers to the word’s function of standing “in the place of”—in Latin *pro*—a noun. This may mean that the pronoun is used instead of repeating the noun that serves as the antecedent (“I saw John, and he saw me”), but this is not always the case. In the sentence “This is a rose,” the pronoun is used where a noun would have been used, but there is no previously stated noun that it is taking the place of.

There are many different kinds of pronouns, but it is difficult or impossible to provide a systematic classification of them. Pronouns do not constitute a genus that divides neatly into lower genera and finally lowest species in the manner that Porphyry describes in the *Isagoge*. Rather, there are various qualities that may be mixed and matched, and these qualities are not all of the same kind.

Just as adjectives can be formed from nouns (flower → flowery; gold → golden), so also **pronominal adjectives** are formed from pronouns

¹The name “antecedent” means “going before” (*cedens + ante*), but it is not strictly necessary that the antecedent be stated prior to the pronoun that refers to it. For example, one might say, “He doesn’t remember me, but I remember Peter quite well.”

(me → my). There is not always a difference in form: “red” may be a noun or adjective, and “that” may be either a pronoun or pronominal adjective.

Kinds of Pronouns

Person (CLS 14.1) is found in some pronouns, and these are called **personal pronouns** (LMP 14, 16). It is through this property that these pronouns refer to what they signify. Latin has personal pronouns for first and second person but not for third person.

<i>ego</i> I	<i>nos</i> we	<i>meus</i> [adj.] my	<i>noster</i> [adj.] our
<i>tu</i> you (sg.)	<i>vos</i> you (pl.)	<i>tuus</i> [adj.] your (sg.)	<i>vester</i> [adj.] your (pl.)

These pronouns may also be used to refer back to the subject of the sentence, and then they are called **reflexive pronouns** (LMP 15–16). In addition, there is a pronoun that is only reflexive and is used to refer to a subject in the third person, whether singular or plural:

sui himself, herself, themselves *suus* [adj.] his, her, its, their (own)

An **intensive pronoun** expresses emphasis: “I will see to it myself,” which is equivalent to “I myself will see to it.” In English the emphatic pronoun, *-self*, is a special use of or development from the reflexive pronoun, which accounts for them having the same form. In Latin the intensive pronoun is entirely distinct from the reflexive (LMP 24).

ipse, ipsa, ipsum myself, yourself, etc.

Other pronouns refer to something by their spatial position, i.e., whether it is nearer to or farther from the speaker than another. These are **demonstrative pronouns** (LMP 23), the same forms being used for demonstrative adjectives:

hic this *ille* that

Relative pronouns (LMP 25) combine the functions of a pronoun and a conjunction. “I know a man who is seven feet tall” means “I know a man and he is seven feet tall.” The relative pronoun functions as a subordinating

conjunction that connects the relative clause to the main clause. The same form is used for the pronoun and the adjective.

qui, quae, quod who, which

Interrogative pronouns (LMP 19, 25.2) are used in questions: what they refer to is being sought by a question.

quis, quid who?, what?
qui, quae, quod [adj.] which?, what?

Some pronouns are distinguished from others by whether they refer to their antecedent in a definite or an indefinite manner. Here is a **definite pronoun** (LMP 17), which uses the same forms for the definite adjective:

is, ea, id he, she, it

In Latin this definite pronoun is used instead of a third person personal pronoun. **Indefinite pronouns** (LMP 19–22) instead refer to their antecedents in a less determinate way.

aliquis, aliquid anyone *ullus, ulla, ullum* [adj.] any
nemo no one *nullus, nulla, nullum* [adj.] no, none
uter, utra, utrum either *neuter, neutra, neutrum* neither

While the definite and indefinite are opposed, both can be found in a single pronoun. The suffix *-dam* is added to an indefinite pronoun to signify in a definite manner.

quidam, quaedam, quoddam a certain one

The suffix *-dem* can be added to a definite pronoun to convey the sense of identity (LMP 18). Naturally, it is easy to be confused by the similarity of *-dam* and *-dem*.²

idem, eadem, idem the same

²Unfortunately, there is an adverb *quidem* (“indeed”) that is not part of the pronouns *quidam* or *idem*.

This is not a complete list of Latin pronouns and pronominal adjectives. The pronouns given here are meant to represent some of the rich variety of Latin pronouns. English pronouns are also varied, but the variation is not exactly the same in the two languages. For some Latin pronouns there are clear English equivalents, but this is not always so.

If the division of pronouns is not as easy as one might like, pronouns do manifest the creative power of the human mind in language. The pronoun in itself is a word used in place of another and so signifies no distinct concept on its own. But it is susceptible of combining with its basic function a variety of other properties. The relative pronoun combines the function of two parts of speech: pronoun and conjunction. Definite and indefinite pronouns qualify the manner in which a pronoun refers to its antecedent. Personal pronouns are distinguished by the grammatical property of person, as are the reflexive pronouns. Demonstrative pronouns are distinguished by differences in the act of pointing.

Morphology of Pronouns

Even the stem method, at least on an introductory level, cannot make the morphology of pronouns entirely intelligible. The development of pronouns contains too many twists and turns. Instead, over time one will become familiar with the different pronoun stems and endings. Most of the pronoun endings are the same as noun endings. Consider first the definite pronoun (LMP 17), shown in Table 37.1.

Note the following regarding the definite pronoun:

- The stem seems to alternate between *e-* and *i-*. With the exception of *iis*, the stem *i-* is used only before consonants.
- As usual, the neuter has the same form in the nominative and accusative.
- As usual, the dative and ablative plural use the same forms.
- The genitive and dative singular forms show the *-ius* and *-i* endings seen in the UNUS NAUTA adjectives. See Table 11.3.
- The *-d* ending of the neuter nominative singular is new.

- Other forms use the endings of o/a-stem adjectives.³

37.1 The Definite Pronoun

Nominative	Genitive	Dative	Accusative	Ablative
is			eum	eō
ea	eius ^a	eī	eam	eā
id			id	eō
iī/ei	eōrum		eōs	
eae	eārum	eīs, iīs, īs ^b	eās	eīs, iīs, īs
ea	eōrum		ea	

^aThe forms *eius* and *eī* are used for all genders.

^bAny of the forms *eīs*, *iīs*, *īs* (in both dative and ablative) are used for all genders.

Consider next the demonstrative pronouns (LMP 23), shown in Tables 37.2 and 37.3.

37.2 The Demonstrative Pronoun *hic*

Nominative	Genitive	Dative	Accusative	Ablative
hīc			hunc	hōc
haec	huius	huic	hanc	hāc
hoc			hoc	hōc
hī	hōrum		hōs	
hae	hārum	hīs	hās	hīs
haec	hōrum		haec	

Many of the forms should make sense.

- Once again we see the UNUS NAUTA endings in the genitive and dative singular.
- The neuter is always the same in the nominative and accusative.

³But note some variation. For example, *is* simply adds the *-s* nominative singular ending to the stem, but *eos* and *eas* add *-o* or *-a* to the stem and then the case ending.

37. PRONOUNS

37.3 The Demonstrative Pronoun *ille*

Nominative	Genitive	Dative	Accusative	Ablative
ille			illum	illō
illa	illius	illī	illam	illā
illud			illud	illō
illī	illōrum		illōs	
illae	illārum	illīs	illās	illīs
illa	illōrum		illa	

- The neuter singular of *ille* has the *-d* ending seen in *is*, *ea*, *id*.
- Many o/a-stem adjective endings are discernable.

But some differences are worthy of note.

- Many forms of *hic* end with the letter *c*.
- The neuter nominative and accusative plural of *hic* has the *-ae* ending (followed by *-c*), which to this point has only been seen in feminine forms.

Consider finally the relative pronoun (LMP 25), shown in Table 37.4.

37.4 The Relative Pronoun

Nominative	Genitive	Dative	Accusative	Ablative
quī			quem	quō
quae	cuius	cui	quam	quā
quod			quod	quō
quī	quōrum		quōs	
quae	quārum	quibus	quās	quibus
quae	quōrum		quae	

- Note that the spelling of the stem changes in the genitive and dative singular.

- Once again the neuter nominative and accusative plural end in *-ae*.

One sees many similarities to other pronouns, but we also see for the first time some noun endings not used with o/a-stem adjectives.

- The masculine accusative singular looks like an i-stem adjective.
- The dative and ablative plural forms also look like i-stem adjectives.

If it were possible to provide rules to explain such variation, the memorization of such rules would be far more burdensome than simply memorizing the forms. Nor is rote memorization of these forms to be emphasized. For purposes of identification it is sufficient to note the places where pronouns differ from the standard noun endings seen in o/a-stem and i-stem adjectives. You may consult the paradigms in LMP when in doubt.

Consult LMP for the paradigms of *idem*, *eadem*, *idem* and *quidam*, *quaedam*, *quoddam*. Note when the addition of the suffix causes the loss of a final consonant or the lengthening of a vowel.

It is worthwhile to begin to commit to memory the personal and reflexive pronouns shown in Table 37.5.

37.5 The Personal and Reflexive Pronoun

Nominative	Genitive	Dative	Accusative	Ablative
ego	meī	mihī, mī	mē	mē
tū	tuī	tibī	tē	tē
nōs	nostrum, nostrī	nōbis	nōs	nōbis
vōs	vestrum, vestrī	vōbis	vōs	vōbis
—	suī	sibī	sē	sē

Questions and Exercises for Chapter 37

Name _____

How is a pronoun able to signify but not “by means of a distinct concept”? How does this fit with the definition of a sign as “a thing which, over and above the impression it makes on the senses, causes something else to come into the mind as a consequence of itself”?

At least three different kinds of Latin pronouns may be translated by a third person personal pronoun in English, although none of them are personal pronouns in Latin: *is*, *ille*, *hic*, *idem* and perhaps others may all be translated as “he.” How can this be justified?

Identify the pronouns according to class: personal (P), reflexive (X), demonstrative (DEM), relative (R), interrogative (INT), definite (DEF), or indefinite (IND).

Pronoun	Class	Pronoun	Class	Pronoun	Class
<i>aliquis, aliquid</i>		<i>meus, mea, meum</i>		<i>quidam, quaedam, quoddam</i>	
<i>ego</i>		<i>nemo</i>		<i>quis, quid</i>	
<i>hic, haec, hoc</i>		<i>neuter, neutra, neutrum</i>		<i>sui</i>	
<i>idem, eadem, idem</i>		<i>nos</i>		<i>suus, sua, suum</i>	
<i>ille, illa, illud</i>		<i>noster, nostra, nostrum</i>		<i>tu</i>	
<i>is, ea, id</i>		<i>qui, quae, quod</i>		<i>tuus, tua, tuum</i>	
<i>ullus, ulla, ullum</i>		<i>uter, utra, utrum</i>		<i>vester, vestra, vestrum</i>	

Identify the following pronouns according to class (P, X, DEM, R, INT, DEF, or IND) as well as gender, number and case.

Pronoun	Class	Gender	Number	Case
<i>cuius</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>mihi</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>illis</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>aliquos</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>earundem</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>neminis</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>hac</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>quid</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>eae</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>se</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl

Identify the underlined pronouns in the following passage (Mk. 2:3-11).

Et veniunt ferentes ad eum paralyticum, qui a quattuor portabatur. Et cum non possent offerre eum illi prae turba, nudaverunt tectum, ubi erat, et perfodientes summittunt grabatum, in quo paralyticus iacebat. Cum vidisset autem Iesus fidem illorum, ait paralytico: “Fili, dimittuntur peccata tua.” Erant autem illic quidam de scribis sedentes et cogitantes in cordibus suis: “Quid hic sic loquitur? Blasphemat! Quis potest dimittere peccata nisi solus Deus?” Quo statim cognito Iesus spiritu suo quia sic cogitarent intra se, dicit illis: “Quid ista cogitatis in cordibus vestris? Quid est facilius, dicere paralytico: ‘Dimittuntur peccata tua’, an dicere: ‘Surge et tolle grabatum tuum et ambula’? Ut autem sciatis quia potestatem habet Filius hominis in terra dimittendi peccata” — ait paralytico: “Tibi dico: Surge, tolle grabatum tuum et vade in domum tuam.”

Pronoun	Class	Gender	Number	Case
<i>eum</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>qui</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>illi</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>quo</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>illorum</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>quidam</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>Quid</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>hic</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>Quis</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>se</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>illis</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>ista</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl
<i>tibi</i>		masc—fem—neut	sg—pl	nom—gen—dat—acc—abl

What new ending is seen in pronouns for the neuter singular?

The neuter plural?

Can you detect a middle sense in the following Latin deponent verbs?

fruo, frui, fructus, sum	to enjoy, delight in, take joy from
utor, uti, usus sum	to use, employ, make use of, profit by
nascor, nasci, natus sum	to be born, to begin life
morior, mori, mortuus sum	to die, expire
opino, opinari, opinatus sum	to suppose, imagine, think, judge
confiteor, confiteri, confessus sum	to acknowledge, confess, own, avow
orior, oriri, ortus sum	to arise, stir, get up

Based on their meanings, which of the deponent verbs given above would you expect to take a direct object?

38 *Review of Noun Formation

Noun Formation by Case

While reading the following comments, examine LMP 2 and LMP 3–5.

Nominative singular: *-s* or bare stem.

Stems in *-ro* and *-ri* show some eccentricity in the nominative singular.

Neuter o-stems use an accusative singular ending *-m*.

Nominative plural: *-es* ending.

A-stems and o-stems use an *-i* ending. (*-o* drops out)

Neuters take an *-a* ending, with two exceptions (*haec, quae*).

Accusative singular: *-m* (m/f.; neuter o-stems); other neuter, bare stem.

The *-o* of the o-stem corrupts to a *-u*.

C stems add an *-e* before *-m*.

The i-stems imitate consonant stems and drop *-i*.

Accusative plural: *-ns* → *-s* with compensatory lengthening.

C stems, *-e-ns* → *-ēs*.

The i-stems imitate C stems and drop *-i*.

Neuters take an *-a* ending, with two exceptions (*haec, quae*).

Ablative singular: bare stem.

(Originally *-d* ending. Loss of *-d* causes compensatory lengthening.)

C stems add *-e*, without lengthening.

Generally, animate i-stems imitate C stems.

Neuter i-stems, however, retain the stem ending.

38. *REVIEW OF NOUN FORMATION

Ablative-dative plural: *-bus*.

A-stems and o-stems use *-is* (instrumental case) with loss of stem ending.

A few a-stems retain *-bus*.

C stems imitate i-stems and take an *-i-bus*.

The u-stems follow C stems and usually lose *-u*.

Dative singular: *-i*.

In a-stems, *-i* corrupts to *-e*.

In o-stems, *-i* drops out with compensatory lengthening.

Genitive singular: *-s*, usually preceded by a vowel.

In C stems, *-is*; i-stems, *-s*; u-stems, *-s* with lengthened *-u*.

A-stems, o-stems and e-stems add *-i* (*-oi* → *-i*; *-ai* → *-ae*).

Genitive plural: *-um*.

A-stems, o-stems and e-stems: *-r-um*.

38.1 Latin Nouns: Endings

	NOM	GEN	DAT	ACC	ABL
Common Endings					
Sg.	-s / — ^a N: -m / —	-i/-s	-i	-m N: -m / —	— / -e
Pl.	-i / -es N: -a	-um	-is / -bus	-s N: -a	-is / -bus

Endings by Stem Type - Singular

-a	a-	a-(i→)e	a-(i→)e	a-m	a-
-o	(o→)u-s N: (o→)u-m	ϕ-i	o-ŷ	(o→)u-m	o-
-e	e-s	e-i	e-i	e-m	e-
-u	u-s N: u-	u-s	u-i N: u-ŷ	u-m N: u-	u-
C	C-s ^b N: C-	C-is	C-i	C-em N: C-	C-e
-i	i-s / ŷs N: ŷ / (i→)e-	i-s	ŷi	ŷem N: ŷ / (i→)e-	ŷe ^c N: i-

Endings by Stem Type - Plural

-a	a-(i→)e	a-rum	ϕ-is	a-s	ϕ-is
-o	ϕ-i N: ϕ-a	o-rum	ϕ-is	o-s N: ϕ-a	ϕ-is
-e	e-ϕs	e-rum	e-bus	e-s	e-bus
-u	u-ϕs N: u-a	u-um	ŷ-i-bus	u-s N: u-a	ŷ-i-bus
C	C-es N: C-a	C-um	C-i-bus	C-es N: C-a	C-i-bus
-i	ŷ-es N: i-a	i-um	i-bus	ŷ-es N: i-a	i-bus

^aThe notation “-s / —” means that this form either takes the ending -s or remains as the bare stem.

^bLiquids (*l, r*) reject the -s (*amor-* → *amor*). Dentals (*d, t*) drop out before -s (*aestat-* → *aestas*). Usually -n drops out and the -s is lost (*leon-* → *leo*).

^cIn the ablative singular adjectives always use the bare stem, even when modifying masculine and feminine nouns: *leone gravi*.

Questions and Exercises for Chapter 38

Name _____

Indicate the proper noun endings.

	SINGULAR							
	universal		a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Nom.								
Gen.								
Dat.								
Acc.								
abl.								

	PLURAL							
	universal		a-stem	o-stem	e-stem	u-stem	C stem	i-stem
Nom.								
Gen.								
Dat.								
Acc.								
abl.								

In the following passage from a well-known prayer, nine nouns or noun/adjective combinations have been taken out. Supply the missing words according to the information given.

(1), inter omnes (2)(3); (4b) talem (4a) profert, (5), (6), (7). (8), (9), dulce pondus sustinens!

	Noun Stem	Meaning	Gender	Adj. Stem	Inflected Form
1	cruc-	<i>cross</i>	f.	fideli-	nom. sg.:
2	arbor-	<i>tree</i>	f.	uno/a- (UN)	nom. sg.:
3			f.	nobili-	nom. sg.:
4	silva-	<i>forest</i>	f.	nullo/a- (UN)	nom. sg.:
5	flos-	<i>flower</i>	m.		abl. sg.:
6	frondi-	<i>leaf</i>	f.		abl. sg.:
7	germin-	<i>seed</i>	n.		abl. sg.:
8	ligno-	<i>wood</i>	n.	dulci-	nom. sg.:
9	clavo-	<i>nail</i>	m.	dulci-	abl. sg.:

Translate the newly-completed passage above.

Give the correct forms of the following noun/adjective combinations.

Noun	Adjective	Number/Case	Inflected Form
<i>cervus, cervi</i> m.	<i>celer, celeris, celere</i>	abl. pl.	
<i>lux, lucis</i> f.	<i>clarus, clara, clarum</i>	acc. sg.	
<i>monitum, moniti</i> n.	<i>rectus, recta, rectum</i>	nom. pl.	
<i>nubes, nubis</i> f.	<i>levis, leve</i>	abl. sg.	
<i>gens, gentis</i> f.	<i>divus, diva, divum</i>	gen. pl.	
<i>aula, aulae</i> f.	<i>uter, utra, utrum</i>	dat. sg.	
<i>cultus, cultus</i> m.	<i>nobilis, nobile</i>	acc. pl.	
<i>res, rei</i> f.	<i>multus, multa, multum</i>	nom. pl.	

Identify the indicated nouns, adjectives, pronouns, and verbs in the following passage.

**Vidit Iesus Nathanael venientem ad se et dicit de eo: "Ecce vere Israelita, in quo dolus non est."
Dicit ei Nathanael: "Unde me nosti?" Respondit Iesus et dixit ei: "Priusquam te Philippus
vocaret, cum esses sub ficu, vidi te."**

Noun/Adj.	Identification	Noun/Adj.	Identification
<i>Iesus</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl	<i>Philippus</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl
<i>Israelita</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl	<i>ficu</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl
<i>dolus</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl		
Pronoun	Identification	Pronoun	Identification
<i>se</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl	<i>ei</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl
<i>eo</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl	<i>me</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl
<i>quo</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl	<i>te</i>	masc/fem/neut sg/pl nom/gen/dat/acc/abl
Verb	Identification	Verb	Identification
<i>vidit</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	<i>Respondit</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>dicit</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	<i>dixit</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>est</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	<i>vocaret</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>dicit</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	<i>esses</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj
<i>nosti</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj	<i>vidi</i>	1 st /2 nd /3 rd sg/pl act/pass prog/perf pres/past/fut indic/subj

Translate the passage above.

39 *Poetry; *Animula vagula blandula*

The poem that follows was written by the emperor Hadrian, while on his death bed.

- 1) To prepare to read the poem, find the dictionary entries for the nouns and adjectives with the following stems:

blando/a-
comit- m/f. → *comes*
hospit- m. → *hospes*
ioco- m.
nudo/a-
pallido/a-
rigido/a-
vago/a-

- 2) A common diminutive ending in Latin is *-ulus, -ula, -ulum*. For example, a small *pars* is a *particula* or particle; a small mass or *moles* is a *molecula* or molecule. Five diminutives are found in this poem: *animula, vagula, blandula, pallidula, and nudula*. The noun is a familiar one: *anima*. The adjectives are *vaga, blanda, pallida, and nuda*.
- 3) The phrase *dare iocum* is used in the poem. Translate this literally. How would we say this in English?

39. *POETRY; ANIMULA VAGULA BLANDULA

Anímula vágula blándula,
 anima-ula- vaga-ula- blanda-ula-

Hospes cómesque córporis,
 hospit-s comit-s -que corpos-is

Quae nunc ábibis in loca
 qua-e ab-i-bi-s

Pallídula rígida núdula?
 pallida-ula rigida- nuda-ula-

5 Nec (ut soles) dabis iocos.
 sole-s da-bi-s ioco-(n)s

1 **animula** is the diminutive of *anima*. This noun, together with the two adjectives following it, is in the vocative case, the case for addressing the person to whom the speaker is speaking. This case only differs from the nominative case in masculine o-stem nouns.

vagula modifies *animula*.

blandula modifies *animula*.

2 **hospes** 5. Since this is a noun, it does not modify *animula*. Rather, it is in apposition to *animula* (3.21). So in the phrase “my uncle, Joe,” “Joe” is in apposition to “my uncle.”

comes 5; 3.21.

corporis “of the body.” 10.11.

3 **quae** modifies *loca*. (Word order is especially free in poetry.) It is therefore neuter plural. (See note below.) *Quae* is an interrogative pronoun meaning “what?”

nunc (adv.) “now.”

in has what sense with the accusative?

loca is the object of *in*. Note that the nominative singular is *locus*. The word maintains the masculine gender in the plural when it means a citation or place in a book. But when it means “place” as a body’s location, it takes a neuter plural form: *loca*. English word order would be: *In quae loca nunc abibis?*

4 **pallidula** is the diminutive of *pallida*. Does this modify *animula* in the vocative or the implicit subject (*tu*) of the verb *abibis*?

nudula is the diminutive of *nuda*.

5 **nec** (adv.) “nor.”

ut soles “as you are accustomed.”

iocos 7.1.

40 *Readings

Galileo's New Science

In a work called a *Dialogue on Two New Sciences*, Galileo Galilei proposed mathematical arguments for the following propositions:

Theorema Primum. Propositio Prima
theoremat- primo-m proposition- prima-

Si Mobile æquabiliter latum, eademque cum velocitate duo
mobili- æqua-bil-iter lato-m ea-dem -que velocitat-e duo-
pertranseat spatia, tempora lationum erunt inter se ut spatia
per-trans-e-a-t spati(o)-a tempos-a lation-um es-u-nt spati(o)-a
peracta.
per-act(o)-a

mobile subj. of *pertranseat*, “mobile”
æquabiliter adv. “equally”
latum “borne” (this is the “middle” of *fero, ferre, tuli, (t)latum*)
ea-dem-que *-que* means “and.” It follows the word it joins. *ea-dem* means “the same.” It modifies *velocitate*.
cum prep. w/ abl. “with”
velocitate “velocity,” obj. of *cum*
duo modifies *spatia*

per-trans-e-a-t per “through,” *trans* “across,” *eo, ire*
spatia (spatio- n. space, interval) obj. of *pertranseat*
tempor-a (tempos- n.) subj. of *erunt*
lation-um (lation-) “of the movements”
inter se “among themselves”
ut as
peracta “traversed”

40. *READINGS

Theorema Secundum. Propositio Secunda

theoremat- secundo-m proposition- secunda-

Si Mobile temporibus æqualibus duo pertranseat spatia, erunt

mobili- tempos-i-bus æquali-bus duo- per-trans-e-a-t spati(o)-a es-u-nt

ipsa spatia inter se ut velocitates. Et si spatia sint ut

ips(o)-a spati(o)-a velocitat-es spati(o)-a s-i-nt

velocitates, tempora erunt æqualia.

velocitat-es tempos-a es-u-nt æquali-a

tempor-i-bus æquali-bus “in equal times” (ablative of time) 8.31

duo modifies *spatia*

per-trans-e-a-t from *eo, ire*

ipsa modifies *spatia*. “the spaces themselves”

Theorema Tertium. Propositio Tertia

theoremat- tertio-m proposition- tertia-

Inæqualibus velocitatibus per idem spatium latorum tempora

in-æquali-bus velocitat-i-bus i-dem spatio-m lato-r-um tempos-a

velocitatibus e contrario respondent.

velocitat-i-bus contrario- re-sponde-nt

inaequali-bus velocitat-i-bus “with unequal velocities” (ablative of means)

per prep. w/ acc. “through”

i-dem “same” (cf. *ea-dem* above)

lato-r-um “of [things] borne”

velocitat-i-bus dat. pl. “to the velocities”

e contrario “in a contrary manner, inversely”

respondent “[cor]respond”

Theorema Quartum. Propositio Quarta
 theoremat- quarto-m proposition- quarta-

Si duo mobilia ferantur motu æquabili, inæquali tamen velocitate,
 duo- mobili-a fer-a-nt-ur motu- æquabili- in-æquali- velocitat-e
 spatia, temporibus inæqualibus ab ipsis peracta, habebunt
 spati(o)-a tempos-i-bus in-æquali-bus ipso-is per-act(o)-a habe-b(i)-o-nt
 rationem compositam ex ratione velocitatum, & ex ratione
 ration-e-m com-posita-m ration-e velocitat-um ration-e
 temporum.
 tempos-um

mobili-a “mobiles”
fer-a-nt-ur “are borne, move”
motu abl. of means or instrument
æquabili “equable,” mod. *motu*
inæquali modifies *velocitate*
tamen postpositive adv. “yet”
velocitat-e abl. of means or instrument
spatia subj. of *habebunt*
tempor-i-bus inæquali-bus “in unequal times” (abl. of time—from loc. abl.)
ab ipsis “by them” (original abl. signifying an agent—ablative of agent)
peracta “traversed”
habe-bu-nt “will have”
ration-e-m “ratio”
composita-m “composed” mod. *rationem*
ex prep. w/ “original” abl.
ration-e “ratio”
velocitat-um “of the velocities”
tempor-um (*tempos-* n.) “of the times”

Theorema Quintum. Propositio Quinta
 theoremat- quinto-m proposition- quinta-

Si duo mobilia æquabili motu ferantur, sint tamen velocitates
 duo- mobili-a æquabili- motu- fer-a-nt-ur s-i-nt velocitat-es
 inæquales, & inæqualia spatia peracta, ratio temporum
 in-æquali-es in-æquali-a spati(o)-a per-act(o)-a ration- tempos-um
 composita erit ex ratione spatiorum, & ex ratione velocitatum
 con-posit(o)-a es-i-t ration-e spatio-r-um ration-e velocitat-um
 contrarie sumptarum.
 contrari(o)-e sumpta-r-um

æquabili motu abl. of means
fer-a-nt-ur
tamen postpositive adv. “yet”
velocitat-es subj. of *sint*
in-æqual-es
in-æquali-a predicated of *spatia*
peracta mod. *spatia*
ratio “ratio”

tempor-um (*tempos-* n.) “of the times”
composita “composed”
ex prep. w/ “original” abl.
spatio-r-um “of the spaces”
velocitat-um “of the velocities”
contrarie “contrarily, inversely”
sumpta-r-um “taken,” modifies
velocitatum

Theorema Sextum. Propositio Sexta
 theoremat- sexto-m proposition- sexta-

Si duo Mobilia æquabili motu ferantur, ratio velocitatum ipsorum
 duo- mobili-a æquabili- motu- fer-a-nt-ur ration- velocitat-um ipso-r-um
 composita erit ex ratione spatiorum peractorum & ex ratione
 com-posit(o)-a es-i-t ration-e spatio-r-um per-acto-r-um ration-e
 temporum contrarie sumptorum.
 tempos-um contrari(o)-e sumpto-r-um

æquabili motu abl. of means
fer-a-nt-ur
velocitat-um ipso-r-um “of the velocities themselves, of the velocities”
composita “composed”
per-acto-r-um “traversed,” mod. *spatiorum*
contrarie “in a contrary way, inversely”
sumpto-r-um “taken,” mod. *temporum*

A Appendix: Vocabulary Lists

This appendix contains in one place all of the vocabulary lists, reproduced here exactly as they are found at the end of every third chapter in the Primer.

A. APPENDIX: VOCABULARY LISTS

Vocabulary List 1^a

et (et...et)	4 ^b
sed	4
vel	4
aut (aut...aut)	4
linea, lineae f. (linea-)	6
circulus, circuli m. (circulo-)	7
numerus, numeri m. (numero-)	7
punctum, puncti n. (puncto-)	7
triangulus, trianguli m. (triangulo-)	7
pars, partis (parti-) f.	22
rēctus, rēcta, rēctum (recto-)	23
ūnus, ūna, ūnum (unius)	28
duo, duae, duo (dual)	28
tres, tria	28
quattuor (indecl.)	28
quīnque (indecl.)	28
sex (indecl.)	28
septem (indecl.)	28
octō (indecl. dual)	28
novem (indecl.)	28
decem (indecl.)	28
nōn	37
etiam	38

^aA new vocabulary list appears at the end of every third chapter.

^bNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 1 In these vocabulary lists, various kinds of information are included in parenthesis. *et. . . et* and *aut. . . aut* are idiomatic uses of these words which need to be considered distinctly. *parti-* is the stem of the noun *pars*. As we will see later, it is often not easy to find the noun's stem just from looking at the dictionary entry of the noun. *unius* is the irregular genitive singular of the adjective *unus, una, unum*. The genitive singular form of an adjective is not usually part of the dictionary entry. It is included here only because it is irregular. **indecl.** means that this adjective is indeclinable, i.e., its endings do not change to reflect different number or case as most adjectives' endings do. **dual** refers to an almost lost alternative to singular and plural. The dual number refers to having two and only two of something. *octo* means "eight" and is thought of as two fours. The root of *octo* refers to the four fingers on the hand to which the thumb is opposed. One apparently showed the number eight not by using five fingers on one hand and three on the other but by holding up both hands with the thumbs folded down. (As can be seen in the notes just given, some provide useful information; others are more for the sake of taking delight in language.)

A. APPENDIX: VOCABULARY LISTS

Vocabulary List 2

pater, patris (patr-) m.	14 ^a
servus, servi (servo-) m.	7
tribus, tribūs f.	19
adventus, adventūs m.	19
domus, domūs f.	19
effectus, effectūs m.	19
fructus, fructūs m.	19
manus, manūs f.	19
sensus, sensūs m.	19
spiritus, spiritūs m.	19
cornū, cornūs n.	19
genū, genūs n.	19
acies, aciei f.	20
diēs, diēi f./m.	20
facies, faciei f.	20
superficiēs, superficiēi f.	20
fides, fidei f.	20
res, rei f.	20
speciēs, speciēi f.	20
spes, spei f.	20

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 2 **Macrons** are placed over certain vowels to indicate that they are long by nature: *tribūs*. We will not be attending to the length of vowels at all times, but only when it is helpful for the sake of morphology. The ancient Romans did not mark vowel lengths; rather, they are the addition of later editors of Latin texts. More importantly, it is an unnecessary burden to learn the length of every vowel. And while it is possible to explain the length of most vowels in Latin words and why they shift from short to long or long to short, this is a very specialized knowledge far beyond beginning students. *servus* and *tribus* would seem to belong to the same declension if one considered only the nominative singular form. The genitive singular form shows that *servus* is an o-stem and *tribus* is a u-stem. The stem of *servō-* ends in a short *o*. The short *u* is pronounced with the mouth in almost the same position as for the short *o*, but the jaw is slightly more closed. Since the *s* sound requires the jaw to close after the short *o* sound (say, “boss”), it was natural to begin the closing of the jaw even during the vowel sound, turning the short *o* into a short *u*. (Did you say, “bah-uss”?) Thus the phonological principle (LMP 6): *ō* in a final syllable, when followed by a consonant, generally corrupts to *ū*: *servo-s* → *servus*. This is not to claim that such a corruption was necessary, but only to justify why it did occur. *cornu* and *genu* are the only two neuter u-stem nouns you will be asked to learn. *acies* and the other e-stem nouns given here are the only eight e-stems you will be asked to learn. *dies* can be either masculine or feminine, and some Latin grammars give an account of when it is masculine and when it is feminine.

Vocabulary List 3

philosophia, philosophiae f.	6 ^a
philosophus, philosophi m.	7
imber, imbris (imbri-) m.	8
nox, noctis (nocti-) f.	8
turris, turris (turri-) f.	8
urbs, urbis (urbi-) f.	8
sedes, sedis (sedi-) f.	8
animal, animalis (animali-) n.	8
exemplar, exemplaris (exemplari-) n.	8
mare, maris (mari-) n.	8
miles, militis (milit-) m.	10
quantitas, quantitātis (quantitat-) f.	10
poema, poematis (poemat-) n.	10
caput, capitis (capit-) n.	10
rex, regis (reg-) m.	11
princeps, principis (princip-) m.	12
caelebs, caelibis (caelib-) m./f.	12
consul, consulis (consul-) m.	13
flos, floris (flos-) m.	15
genus, generis (genes-) n.	15
sanguis, sanguinis (sanguin-) m.	18
panis, panis (pan-) m.	18
iuvenis, iuvenis (iuven-) m./f.	18
nomen, nominis (nomin-) n.	18

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 3 The stems of consonant and i-stem nouns will regularly be given. *animal* derives from *animus* (“mind, spirit”), from which *anima* (“breath, soul”) is another derivative. Although n-stem nouns regularly lost the n in the nominative singular, *canis*, *panis* and *iuvenis* exhibit the *n* even in this form. Historical evidence shows that even *canis* and *iuvenis* lost the *n* at one time, but for different reasons the *n* was restored. *panis* is unique among n-stems in that the stem ending was not originally preceded by a vowel: the original form was *pastnis*. Presumably, the *-st* helped save the *n*. *canis* comes from the root *kuon-*: the loss of the first vowel and shift of the second yields the stem *can-*. In a different development, the root lost the second vowel and the *k* softened to *h*: *hun-*. From this we eventually get the English “hound.” *iuvenis*, given as a noun here, would have the same form as an adjective meaning “young.” The comparative *iuvenior*, “younger,” contracted to *iunior*, yielding in English “junior.” The loss of the syllable *-ve* makes more sense if one recalls that the consonant *v* was pronounced more like our *w*. It is possible that *miles* is related to the English “mile” through the Latin word *mille* (“thousand”). The English “mile” is derived from the Latin expression for “a thousand paces.” The *miles* was a foot soldier, not a knight mounted on a horse or other specialized kind of soldier, the kind of soldier that one had “by the thousand.” *princeps* is derived from *primus* (“first,” “foremost,” superlative of *prior*, “in front of,” *pro*, “before”) and *capere* (“to take”): one who takes the first place.

Vocabulary List 4

femina, feminae f.	6 ^a
rēgīna, rēgīnae f.	6
agricola, agricolae m.	6
poeta, poetae m.	6
dominus, domini m.	7
puer, pueri (puero-) m.	7
ager, agri (agro-) m.	7
vir, virī (viro-) m.	7
aedificium, aedificii n.	7
donum, doni n.	7
venter, ventris (ventri-) m.	8
nubes, nubis (nubi-) f.	8
virtus, virtūtis (virtut-) f.	10
custos, custōdis (custod-) m./f.	10
dux, ducis (duc-) m./f.	11
mel, mellis (mell-) n.	13
os, oris (os-) n.	15
os, ossis (oss-) n.	15
cor, cordis n.	21
iter, itineris (itiner-; iter-) n.	21
altus, alta, altum	23
bonus, bona, bonum	23
dexter, dextra, dextrum	24
sinister, sinistra, sinistrum (sinistro/a-)	24

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

Notes on Vocabulary List 4 *dominus* is derived from *domus*: he was the master of the house. *cor* has lost the final *d* (*cord* → *cor*) because in Latin a final *d* is usually lost after a long vowel or a consonant. In Chapter 17 we will see that the ablative singular used to end in a long vowel and a final *d*, but the *d* was lost: *animād* → *animā*, *animōd* → *animō*. The final *d* was retained after a short vowel: *sēd*. *iter* reflects that the parent language of Latin was much more complex than Latin itself. For example, proto-Indo-European had more declensions, which have been simplified and condensed into the five Latin declensions. *Iter* belonged to a small subdeclension of neuter nouns that had an r-stem in the nominative and an n-stem in the genitive: *iter*, *itinis*. Latin combined these forms into the new genitive singular *itineris*, which makes the noun an r-stem throughout but also reflects the old n-stem form. The English “sinister” has a negative connotation, but *sinister* can mean both “lucky” and “unlucky.” In Roman augury, the augur faced the south and his left side was associated with the East, which was considered the favorable side. Greek augurs faced north, putting the unfavorable west on their left side. Thus, the word took on opposite meanings. *altus* took on opposite meanings: “high” and “deep.” Here the opposites are alike in being far removed from sea level. A placid sea without waves had neither high crests nor deep troughs. *os*, *ossis* loses the second *s* of its stem because it is impossible to pronounce a double consonant at the end of a word.

Vocabulary List 5

murus, muri m.	7 ^a
liber, libri (libro-) m.	7
nix, nivis (niv-; <i>nom. sg:</i> nig-) f.	16
senex, senis (<i>nom:</i> senec-; sen-) m.	21
vesper, vesperis (vesper-; vespero-) m.	21
vis, vis (<i>sg:</i> vi-; <i>pl:</i> viri-) f.	21
falsus, falsa, falsum	23
vērus, vēra, vērum	23
malus, mala, malum	23
longus, longa, longum	23
magnus, magna, magnum	23
asper, aspera, asperum (aspero/a-)	24
līber, lībera, līberum (libero/a-)	24
ācer, ācris, ācre (acri-)	26
celer, celeris, celere (celeri-)	26
salūber, salūbris, salūbre (salubri-)	26
brevis, breve	26
difficilis, difficile	26
facilis, facile	26
omnis, omne	26
ūtilis, ūtile	26
suāvis, suāve	26
prior, prius	27
vetus, veteris (vetes-) m./f./n.	27
sum, esse, fuī, [futūrum] [es-/s-]	31

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 5 *nix* cannot be explained simply from the stem *niv-*, since *nivs* would not contract to *nix*. Proto-Indo-European had a sound g^w or g^wh , which is like our q ($= k^w$) but voiced. The root from which *nix* derives is nig^wh- . If the g is lost, nig^wh- becomes *niv-*, the normal stem of this noun; if the w is lost nig^wh- becomes *nig-*. Thus, *nix* derives from the other stem taken from the same root: $nigs \rightarrow nix$. ***senex*** has two stems as shown. *Senectus* (“old age”) derives from one of these; *senatus* (“senate”) and *senator* derive from the other. ***vis*** reflects that proto-Indo-European had two i-stem declensions, one in which the i was long and the other in which it was short. Latin collapsed these two into its one i-stem declension (which it further compounded with consonant stems), in which the i is short. *Vis* had a stem that ended in a long i , so the accusative singular *vim* is regular; *vem*, which would be regular for a stem ending in a short i , is not used. Rather than retaining its \bar{i} -stem forms in the plural, it developed an s-stem, which by rhotacism becomes *virī-*. ***vetus*** is the one true consonant stem adjective to be learned. The others are comparatives. The root from which *vetus* is derived means “year.” Originally, *senex* was usually used to describe people and *vetus* was used to describe horses, which were much more likely to live longer than other cattle, since the Romans did not eat horses.

Vocabulary List 6

in (prep., acc. and abl.)	1 ^a
super (prep., abl. and acc.)	1
ā, ab, abs (prep., abl. only)	3
dē (prep., abl. only)	3
ex, ē (prep., abl. only)	3
cum (prep., abl. only)	3
prae (prep., abl. only)	3
prō (prep., abl. only)	3
sine (prep., abl. only)	3
sub (prep., abl. and acc.)	3
ūllus, ūlla, ūllum (ullius)	25
nūllus, nūlla, nūllum (nullius)	25
ūnus, ūna, ūnum (unius)	25
sōlus, sōla, sōlum (solius)	25
neuter, neutra, neutrum (neutrius)	25
alter, altera, alterum (alterius)	25
uter, utra, utrum (utrius) (utro/a-)	25
tōtus, tōta, tōtum (totius)	25
alius, alia, aliud (alterius— <i>from alter</i>)	25
commūnis, commūne	26
humilis, humile	26
immortālis, immortalē	26
mortālis, mortāle	26
inferior, inferius	27
superior, superius	27

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 6 *in, pro* and other prepositions were originally adverbs (“He went in.” “It has happened before.”), which came to be further specified by a noun (“He went in the room.” “It happened before noon.”) Their adverbial force is also felt when they are used as prefixes for verbs: *prosum, in eo*. *humilis* is derived from the noun *humus* (“ground, soil”). *Hummus* is from Arabic, a non-Indo-European language, and so not related. *Humus* does appear to be related to *homo* (“man,” i.e., “earthling”) and *humanus*. Thus, the meaning of the proto-Indo-European root suggests that man is made of earth: “Then the Lord God formed man from the dust of the ground” (Gen. 2:7). *mortalis* and other adjectives show the suffix *-alis* which generally means “belonging to, connected with, derived from.” Some suffixes like *-alis* make adjectives out of nouns without any extra special meaning: *-ius* (*patrius*, “paternal”), *-cus* (*bellicus*, “of war”), *-nus* (*caninus*, “canine”), *-aris* (*popularis*, “of the people”), etc. Other suffixes both add a special meaning and form an adjective from a noun: *-ax* (having a tendency: *tenax*, “tenacious, able to hold on”), *-bilis* (having a passive quality or ability: *mobilis*, “able to be moved”), *-osus* (fullness: *verbosus*, “verbose, full of words”). *communis* comes from *cum* (“with”) and *munus* (“function, task, duty”). Community arises from sharing in the tasks and duties of others.

Vocabulary List 7

anima, animae f.	6 ^a
luna, lunae f.	6
locus, loci m. (n. pl. loca and loci)	7
sedile, sedilis (sedili-) n.	8
laus, laudis (laud-; laudi-) f.	10
iudex, iudicis (iudic-) m./f.	11
sol, solis (sol-) m.	13
honor, honoris (honos- → honor-) m.	14
cinis, cineris (cines-) m.	15
vas, vasis (vas-) n.	15
bos, bovis (bov-) m./f.	16
hiems, hiemis f.	17
imāgō, imāginis (imāgin-) f.	18
antīquus, antīqua, antīquum	23
dūrus, dūra, dūrum	23
hūmānus, hūmāna, hūmānum	23
novus, nova, novum	23
perfectus, perfecta, perfectum	23
pūrus, pūra, pūrum	23
stultus, stulta, stultum	23
ultimus, ultima, ultimum	23
vīvus, vīva, vīvum	23
miser, misera, miserum (misero/a-)	24
niger, nigra, nigrum (nigro/a-)	24
pulcher, pulchra, pulchrum (pulchro/a-)	24

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 7 *sedile* and *sedes* are nearly equivalent. *Sedes* was formed directly from the verbal root of *sedeo*. *sedile* added the adjectival suffix *-ile*, which was then used substantively (“a thing which may be sat on”) and eventually became a noun. **bos** shows two stems (*bo-* and *bov-*): (sing.) *bo-s*, *bov-is*, *bov-i*, *bov-em*, *bov-e*; (pl.) *bov-es*, *bov-um*, *bo-bus*, *bov-es*, *bo-bus*. One also sees *bu-bus* and *bov-ibus* for *bobus*. All these come from the same root, which we may represent as *bou-*. The stem *bo-* reflects a loss of the second vowel; the stem *bov-* reflects the change of the vowel *u* into the semi-vowel *v*. *Bu-* of *bubus* apparently comes from losing the *o* of *bou-* instead of the *u*. **hiems** is the only m-stem we learn. The English “hibernate” comes from the Latin *hibernus*, which itself comes from *hiemrinus*. Note that *m* and *b* are pronounced with the mouth in the same position; they differ only in whether the breath passes through the nose or exits the mouth at the parting of the lips. This makes a transition from *m* to *b* easy. **cinis** comes from a root related to a verb meaning “to burn.” This root can be seen in words like “incense” and “incendiary.” **antiquus** is just a different spelling of *anticus*, an adjective formed from the adverb *antea* (“before, in front of”). Something is old or ancient because it comes before us in time. **stultus** may derive from a verb meaning “to place,” so a fool is someone whose mind is unmoving or stuck in place.

Vocabulary List 8

ad (prep., acc. only)	2 ^a
per (prep., acc. only)	2
post (prep., acc. only)	2
propter (prep., acc. only)	2
trāns (prep., acc. only)	2
tussis, tussis (tussi-) f.	8
dōs, dōtis (dōti-) f.	8
linter, lintris (lintri-) f.	8
uter, utris (utri-) m.	8
femur, femoris (femor-) n.	14
corpus, corporis (corpos-) n.	15
grus, gruis (gru(v)-) f.	16
sus, suis (su(v)-) m./f.	16
eō, īre, iī (īvī), itum [eo]	31
adeō, adīre, adīi, aditum [eo]	31
obeō, obīre, obiī (obīvī), obitum [eo]	31
redeō, -īre, redīi (redīvī), reditum [eo]	31
trānseō, -īre, transīi (-īvī), -situm [eo]	31
regō, regere, rēxī, rēctum [reg-]	32
amō, amāre, amāvī, amātum [am-]	34
laudō, -āre, laudāvī, laudātum [laus]	34
dēbeō, dēbere, dēbuī, dēbitum [habeo]	35
moneō, -ēre, monuī, monitum [man-]	35
audiō, audīre, audīvī, audītum [au- ²]	36
sciō, scīre, scīvī, scītum [sec- ¹]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 8 *propter* is derived from *prope* (“nearby, at hand”). Since a reason or cause is near its effect in a figurative sense, *propter* came to mean “on account of, for the sake of.” *uter* gave rise to the name for the organ, “uterus,” for obvious reasons. It is not related to *uter*, *utra*, *utrum*, which dropped the opening consonant of its original stem *quoter-* or *cuter-*. Thus, *uter*, *utra*, *utrum* is a compound with the same stem *quo/a-* found in *cum* and many pronouns, such as *qui*, *quae*, *quod*. ***grus*** and ***sus*** are listed as having the stems *gru(v)-* and *su(v)-*. This does not mean that they are sometimes u-stems and sometimes consonant stems. The forms of *sus* are (sing.) *sus*, *suis*, *sui*, *suim/suem*, *sui/sue*; (pl.) *se*, *suim*, *suibus*, *suis/sues*, *suibus*. Note that the stem never ends in *-uv*. *Grus* is the same. Rather, the *v* in *su(v)-* and *gru(v)-* means that these nouns must be thought of as ending in a consonant rather than a vowel. Thus, these nouns are consonant stems rather than u-stems. Proto-Indo-European had both a short-u and a long-u declension, which were collapsed into the one u-stem declension in Latin. *Grus* and *sus* were \bar{u} -stems that did not follow the normal pattern of becoming \check{u} -stems but were drawn into the consonant stem declension, because the endings of the proto-Indo-European \bar{u} -stems were more like the endings of consonant stems than the endings of \check{u} -stems. ***adeo***, ***adire*** and the other verbs on this list are followed by information in brackets. This indicates either the other Latin word or the pre-Latin root from which these words derive: *rego*, *regere* comes from the root *reg-*. *Adeo*, *adire* is a compound of *eo*, *ire*. *Laudo*, *laudare* derives from the Latin noun *laus*, *laudis*. *Audio* is said to come from the root *au-²*, because there is another root, *au-¹*, which is spelled the same but unrelated. The numbers do not indicate an order between them, just that they are distinct. Thus, one can see that *audeo* [*au-¹*] is not related to *audio* [*au-²*]. Likewise, *scio*, *scire* [*sec-¹*] is not related to *sequor*, *sequi* [*sec-²*]. *De + habeo* → ***debeo***. *De-* has a negating force: you lack what you do not have; you are in debt or you owe when you lack what you must pay back.

Vocabulary List 9

enim	4 ^a
neque, nec	4
sī (conj.)	4
dō, dare, dedī, datum [d-]	31
condō, condere, condidī, -ditum [dare]	32
crēdō, crēdere, crēdidī, crēditum [dare]	32
vendō, vendere, vendidī, -ditum [venum + dare]	32
ferō, ferre, tulī, (t)lātum [fer-]	31
adferō, adferre, attulī, allātum [fero]	31
auferō, auferre, abstulī, ablātum [fero]	31
cōnferō, -ferre, cōntulī, collātum [fero]	31
efferō, efferre, extulī, ēlātum [fero]	31
īnferō, īnferre, intulī, illātum [fero]	31
offerō, offerre, obtulī, oblātum [fero]	31
perferō, perferre, pertulī, perlātum [fero]	31
praeferō, -ferre, -tulī, praelātum [fero]	31
prōferō, prōferre, prōtulī, prōlātum [fero]	31
referō, referre, retulī, relātum [fero]	31
transferō, -ferre, transtulī, -lātum [fero]	31
ergō	37
nunc	37
semper	37
numquam	38
ōlim	38
sōlum	39

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 9 *credo, credere* combines the root of *cor, cordis* and *do, dare*: “to put in the heart” → “to believe.” Many of the compounds of *fero, ferre*, have prefixes that may stand alone as adverbs or prepositions; others may not. The prefix *ob-*, as in *offerre*, means “towards, in front of, against.” It is found in many other words, such as “obstacle” (from *ob + stare*, “what is standing in the way”), “obedience” (from *ob + audire*, “to listen to”), “object” (from *ob + iacere*, “to throw against”), “obligation” (from *ob + ligare*, “what is tied onto”), and so on. The principal parts of *offere* also reveal the connection between the words “offering” and “oblation.” *semper* has the root *sa-*, which is also written as *sem-* and *sim-* and means “together, like.” Related words are *semel* (“once”), *simul* (“together, at the same time”), *similis* (“like, similar”), and *simplex* (“having a single layer, simple”).

Vocabulary List 10

inquam, inquit (def. verb)	30 ^a
possum, posse, potuī, — [sum]	31
volō, velle, voluī, — [vel-, vol-]	31
nōlō, nōlle, nōluī [volo]	31
mālō, mālle, māluī, — [volo]	31
fiō, fierī, factus sum [fi-]	31
pellō, pellere, pepulī, pulsum [pel-]	32
tendō, tendere, tetendī, tentum/tensum [ta-]	32
stō, stāre, stētī, statum [st-]	34
cōnstō, -stāre, cōnstitī, (-stātūm) [sto]	34
praestō, -āre, praestitī, praestitum [sto]	34
sistō, sistere, stitī, statum [sto]	32
cōnsistō, -sistere, cōnstitī, — [sto]	32
capiō, capere, cēpī, captum [cap-]	33
dēleō, dēlere, dēlēvī, dēlētum [li-]	35
iubeō, iubēre, iussī, iussum [iub-]	35
maneō, -ēre, mānsī, mānsūm [man-]	35
remaneō, -ēre, -mānsī, -mānsūm [maneo]	35
persuādeō, -ēre, persuāsī, -sum [suad-]	35
rideō, ridēre, rīsī, rīsūm	35
subrideō, -ēre, subrīsī, subrīsūm [rideo]	35
sentiō, sentīre, sēnsī, sēnsūm [sent-]	36
reperiō, -īre, repperī, repertum [pario]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 10 The root of *volo* is *vol-*, *vel-*, or *ver-*, which means “to perceive, watch out for.” English cognates include “wary,” “aware,” “lord,” “steward,” “warden,” “award,” “reward,” “guard” and “panorama.” *pello* comes from the root *pel-*, which is also found in the forms *pal-*, *pul-* and even *spar-*. Related words are *pollen* (“fine flour”), *pulvis* (“dust”), *populus* (“army, people”) and *parcere* (“to use moderately, spare”). Some English cognates are “spare,” “spear,” “spur” and “spurn.” *tendo* has the root *ta-* or *ten-*, which means “to stretch.” Related words are *tabula* (“table”), *teneo* (“to hold”), *tenuis* (“thin”), *contendo*, *tempto* (“to feel, test”), *ostendo* (“to stretch forth, show”), and even *tempus* (“a stretch of time, time”). *deleo* comes from the root *li-*, which means “to pour, smear.” Other Latin words that share the same root are *linea*, *littera*, and *litus*. The English word “lime” is a cognate.

Vocabulary List 11

dīcō, dīcere, dīxī, dictum [dic-]	32 ^a
discō, discere, didicī, — [dico]	32
faciō, facere, fēcī, factum [fac-]	33
fugiō, fugere, fūgī, fugitum [fug-]	33
iaciō, iacere, iēcī, iactum [ia-]	33
pariō, parere, peperī, partum [par-]	33
iuvō, iuvāre, iūvī, iūtum	34
adiuvō, adiuvāre, adiūvī, adiūtum [iuvo]	34
putō, putāre, putāvī, putātum [putus]	34
disputō, -āre, -putāvī, -putātum [puto]	34
disputatio, disputationis (disputation-) f.	18
caveō, cavēre, cāvī, cautum [cav-]	35
contineō, -ēre, continuī, -tentum [teneo]	35
pertineō, pertinēre, pertinū, — [teneo]	35
foveō, fovēre, fōvī, fōtum [fov-]	35
moveō, movēre, mōvī, mōtum [mov-]	35
videō, vidēre, vīdī, vīsum [vid-]	35
veniō, venīre, vēnī, ventum [ven-]	36
inveniō, -īre, invēnī, inventum [venio]	36
adveniō, -īre, advēnī, adventum [venio]	36
ēveniō, ēvenīre, ēvēnī, ēventum [venio]	36

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 11 *dico* comes from a verb root meaning “to talk, speak; declare.” A very large number of Latin words derive from this root, a few of which are *benedicere* (“to bless”), *maledicere* (“to curse”), *praeco* (“crier, announcer”), *condicio* (“contract, term”), *iudicium*, *iudex* and *dictator*. *iacio* also gives rise to a great number of compounds and English derivatives: “adjective,” “object,” “reject,” etc. Its root means “to throw.” A related word is *iaceo*, *iacere*, which by ablaut produces a “stative” meaning: “to be thrown down; to lie.” Some English pairs of verbs show a similar relationship and are also distinguished by ablaut: “set”/“sit,” “fell”/“fall,” “lay”/“lie.” *pario*, *parere* does not have the same relation to *pareo*, *parēre*, which is from a different root. Latin derivatives from *pario*, which means “to give birth,” include *parens* (“parent”), *peritus* (“experienced”), *expertus*, and *periculum* (“danger”). *Pars*, *partis* may come from the same root as *pario*; its original meaning was “something brought forth” or “lot, portion, fate.” *puto*, *putare* first meant “to cut off unwanted branches, to prune a tree.” It derives from the adjective *putus* -a, -um, which means “pure, unmixed.” It is worthwhile to keep track of the etymologies of the various Latin words for knowledge and knowing. The fourth principal part of *moveo*, *movere* would have been *movetum*. Since the *v* was pronounced more like our *w*, the second syllable was susceptible to elision, which resulted in *motum*.

Vocabulary List 12

iungō, iungere, iūnxī, iūnctum [iug-]	32 ^a
coniungō, -ere, -iūnxī, -iūnctum [iungo]	32
legō, legere, lēgī, lēctum [leg-]	32
diligō, diligere, dilēxī, dilēctum [lego]	32
intellegō, -ere, -tellēxī, intellēctum [lego]	32
mittō, mittere, mīsī, missum [mit-]	32
āmittō, āmittere, āmīsī, āmissum [mitto]	32
prōmittō, -ere, prōmīsī, -missum [mitto]	32
nōscō, -ere, nōvī, nōtum [(g)na- / gno-]	32
cognōscō, -ere, cognōvī, -nitum [nosco]	32
ignōscō, -ere, ignōvī, ignōtum [nosco]	32
narrō, -āre, narrāvī, narrātum [nosco]	34
recognōscō, -ere, -nōvī, -nitum [nosco]	32
petō, petere, petīvī, petītum [pet-]	32
competō, -ere, -petīvī, -petītum [peto]	32
sinō, sinere, sīvī, situm [si-]	32
dēsinō, dēsinere, dēsīvī, dēsitum [sino]	32
pōnō, -ere, posuī, positum [po + sino]	32
compōnō, -ere, -posuī, -positum [pono]	32
quaerō, -ere, quaesīvī, quaesītum [quaes-]	32
acquīrō, -ere, -quīsīvī, -quīsītum [quaero]	32
requīrō, -ere, -quīsīvī, -ītum [quaero]	32
regō, regere, rēxī, rēctum [reg-]	32
corrigō, -ere, corrēxī, corrēctum [rego]	32
surgō (surrigō), -ere, surrēxī, -rēctum [rego]	32

^aNumbers refer to the *Morphological Latin Word List* (MLWL).

A. APPENDIX: VOCABULARY LISTS

Notes on Vocabulary List 12 *intellego* is another Latin word for knowing. It comes from a root meaning “to collect” plus the prefix *inter-* (“between, among”). *nosco* and its derivatives form another group of words for knowing. The root *gna-*, which means “to know,” generally lost its *g* at the beginning of a word (*nosco*, *narro*), but kept its *g* in a compound (*cognosco*, *ignosco*). *Nosco* originally meant “to get to know” due to the *-sc* infix. Its perfect forms (*novi*, etc.) would have meant “to have gotten to know” or just “to know.” Eventually, *nosco* came to mean just “to know,” with the result that the perfect has the same meaning as the progressive. There is another root, *gen-* (“to beget”), which also has the form *gna-* but is unrelated to the root of *nosco*. ***pono*** combines the prefix *po-* (“off, away”) and the verb *sino*. *Po-* is not related to *pro*; it is probably from the same root as *ab*: *apa-*. (The letters *p* and *b* differ only in that *b* is voiced.) Thus, *po-* + *sino* → *pono* would have meant “to leave off” → “to offload” → “to put.”

21.8 Latin Verbs: Common Formants

Progressive System						Perfect System					
INDICATIVE			SUBJUNCTIVE			INDICATIVE			SUBJUNCTIVE		
Present	Past	Future	Present	Past	Present	Past	Future	Present	Past		
—	-a/-ba/-eba	-i/-bi/-e	-i/-e/-a	-se	—	-era	-eri (IO)	-eri (I)	-isse		
Verbs											
Formants by Root Verb											
sum, esse	su-/es-	er-i	s-i	es-se	fu-i	fu-era	fu-eri	fu-eri	fu-isse		
possum, posse	possu-/potes-	poter-a	poter-i	pos-se	potu-i	potu-era	potu-eri	potu-eri	potu-isse		
volo, velle	volu-/vul-	vol-eba-	vol-e-	vel-(se→)e-	volu-i	volu-era	volu-eri	volu-eri	volu-isse		
nolo, nolle	nol(n)-	nol-eba-	nol-e-	nol-(se→)e-	nolu-i	nolu-era	nolu-eri	nolu-eri	nolu-isse		
malo, malle	mal(n)-	mal-eba-	mal-e-	mal-(se→)e-	malu-i	malu-era	malu-eri	malu-eri	malu-isse		
do, dare	da-	da-ba-	da-bi-	da-(se→)re	ded-i	ded-era	ded-eri	ded-eri	ded-isse		
edo, esse	ed-	ed-eba-	ed-e-	e(d→)s-se-	ed-i	ed-era	ed-eri	ed-eri	ed-isse		
eo, ire	e-/i-	i-ba-	i-bi-	i-(se→)re-	i(v)-i	i(v)-era	i(v)-eri	i(v)-eri	i(v)-isse		
fero, ferre	fer-	fer-eba-	fer-e-	fer-(se→)re-	tul-i	tul-era	tul-eri	tul-eri	tul-isse		
fi, fieri	fi-	fi-eba-	fi-e-	fi-e-(se→)re-							
Formants by Stem Ending											
Stems											
-ĕ	ĕ-	ĕ-eba-	ĕ-e-	ĕ-a	ĕ-(se→)re-	-i	-era	-eri	-eri	-isse	
-a	a-	a-ba-	a-bi-	ā-e	a-(se→)re-	-i	-era	-eri	-eri	-isse	
-e	e-	e-ba-	e-bi-	e-a	e-(se→)re-	-i	-era	-eri	-eri	-isse	
-i	i-	i-eba-	i-e-	i-a	i-(se→)re-	-i	-era	-eri	-eri	-isse	
rego, regere, rexi, rectum											
regĕ- (IOU)	rex-i-	cap-i- (IOU)	cep-i-	lauda- (O)	laudav-i-	mone- (O)	monu-i-	audi- (IOU)	audi-v-i-		
regĕ-eba-	rex-er-a-	cap-i-eba-	cep-er-a-	lauda-ba	laudav-er-a-	mone-ba-	monu-er-a-	audi-eba-	audi-v-er-a-		
regĕ-e- (-am)	rex-er-i- (IO)	cap-i-e- (-am)	cep-er-i- (IO)	laudav-bi	laudav-er-i- (IO)	mone-bi-	monu-er-i- (IO)	audi-e- (-am)	audi-v-er-i- (IO)		
regĕ-a-	rex-er-i- (I)	cap-i-a-	cep-er-i- (I)	laudā-e	laudav-er-i- (I)	mone-a-	monu-er-i- (I)	audi-a-	audi-v-er-i- (I)		
regĕ-re-	rex-isse-	capĕ-re-	cep-isse-	laudare	laudav-isse-	mone-re-	monu-isse-	audi-re-	audi-v-isse-		
capio, capere, cepi, captum											
laudo, -are, -avi, -atum											
moneo, -ere, -ui, -itum											
audio, -ire, -ivi, -itum											
“R Passive”			Present Perfect			Active Imperative			Passive Imperative		
-m/-o	-mns	-(o)r	-mur	-i	-imus	—	—	—	—		
-s	-tis	-re/ris	-mini	-isti	-istis	—/to	-te/-tote	-re/-tor	-mini		
-t	-nt	-tur	-ntur	-it	-erunt	-to	-nto	-tor	-ntur		