# Latin Alive! Book 3

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Attention Students:

We have written this text just for you, the young teen in the dialectic stage of learning (the School of Logic or Rhetoric). As the third book in the Latin Alive! series, this book will build upon the foundation provided in the first two books. This book will teach you to read, understand, and even construe original Latin texts, which represent some of the greatest literature ever written.

You will find the following in this book:

• **Pronunciation**: A pronunciation guide is included as an appendix to the text. This guide will help you recall all the rules for syllabication and accent you learned in *Latin Alive! Book 1* and *Book 2* (*LA1* and *LA2*). These rules will become very important in the poetry section found in unit 3.

• **Glossaries**: Each chapter begins with vocabulary and English derivatives. At the back of this book we have provided both a Latin-to-English and an English-to-Latin glossary for each of these vocabulary lists.

• **Grammar Lessons**: These sections in each chapter provide clear, concise, and complete grammatical instruction that is written just as we teach in our classrooms. Grammatical exercises follow each lesson to help you practice what you have just learned.

• **Sentence Translation Exercises**: These exercises appear toward the end of each chapter. They will help you apply what you have practiced in the grammatical exercises and prepare you for the chapter reading.

• **Chapter Readings**: The readings in this book will provide you with a survey of Latin literature from the earliest writings of Ennius to the writings of Vergil and Ovid under the reign of Augustus. Each reading is authentic, unadapted Latin.

• **Reading Chapters**: Each unit concludes with a reading chapter designed to review the preceding lessons. The reading chapters resemble the format of the reading comprehension portion of the National Latin Exam and both the multiple choice and essay sections of the Advanced Placement Latin Exam. These unit reviews have been intentionally designed to increase reading comprehension skills and to familiarize you with the rhetorical devices commonly found in Latin literature.

• **Reading Helps**: Each reading, whether in a regular chapter or a reading chapter, contains the following helps:
  - **Character lists** that describe the characters appearing in each story.
  - An **extra glossary**, which contains words italicized in the text. This glossary will allow you to see on which words you can expect help.
  - At the end of the passage, we have provided **translations for some phrases**, which appear in bold type in the passage. This feature allows us to introduce you to classical idioms and expressions that frequently appear in Latin literature or especially difficult words and phrases in the text.
  - **Reading comprehension questions**, in both Latin and English, which follow each reading.
Historical Vignettes: We are honored to have some outstanding classicists and historians as contributing writers for each of our unit review chapters. In these pieces, they share their expertise and love for literature.

- Alden Smith, Associate Dean of the Honors College of Baylor University
- Christopher R. Schlect, historian and Academic Dean of New St. Andrew’s College
- Grant Horner, Professor of Renaissance Literature at The Master’s College

Poetry Unit: Most of the readings in the Latin Alive! series have consisted of prose. Now we are excited to offer you an opportunity to experience the beauty of poetry. Unit 3 concludes the grammar studies via a study of the masters of Latin poetry: Catullus, Vergil, Horace, and Ovid. You will learn about the more common styles of Latin poetry, their Greek origins, and the poets they inspired through the ages.

Bonus Material: In addition to all of the aforementioned, we have provided some of the following segments in each chapter to supplement your lessons.

- Colloquamur: Improve your command of Latin by increasing your oral proficiency. These activities appear regularly throughout the text and offer practical and sometimes entertaining ways to apply your Latin skills in and out of the classroom.
- Scribamus: This new section will challenge you to imitate the grammatical concepts and literary styles you are studying throughout the text.
- Derivative Detective: Build your English vocabulary through activities that demonstrate how we can trace modern words back to an ancient vocabulary.
- Culture Corner: Through these windows to the past, you will learn more about the Romans, their lives, their history, and their traditions.
- Latin in Science/Math: Learn why Latin is called the language of the sciences. These segments connect the vocabulary you are learning to the many different branches of science and math.
- About the Author: In this text you will have the opportunity to read a variety of Latin literature from the time of Ennius to the era of Vergil and Ovid. These segments will introduce you to the authors who penned these great works.
- Est Verum! These short segments will provide interesting tidbits of information about the author or subjects of the chapter readings.
- Legacy: The poetry unit (unit 3) will feature segments that demonstrate how the legacy of these ancient poets lives on in later writers of this genre of literature.

The completion of this book will conclude your Latin grammatical study, which means that you will be amply prepared to read and comprehend Latin texts. While you will encounter some readings as you go through this book, Classical Academic Press also offers a dedicated reader, Latin Alive! Latin Reader, which will provide you with the opportunity to read Latin without spending so much time learning grammar.

Note to Teachers & Parents:

As with the previous books in the Latin Alive! series, this text includes clear, concise, and complete grammatical instruction, making it user-friendly for the novice Latin teacher. As seen in the list of features above, it also incorporates a great number of exercises and additional activities, making a supplemental text quite unnecessary. We have, however, created a teacher’s guide for this text in order to aid you in the classroom. This guide includes not only answers and translations, but also teacher tips, tests, additional classroom projects, and a resource guide accumulated from our combined teaching experience of more than sixty-five years.

It is our hope that you will enjoy learning Latin with this textbook as much as we have enjoyed creating it for you.

S.D.G.,
Karen Moore & Gaylan DuBose
Chapter 1

Vita sine litteris mors est.
Adelphi University, NY
This motto is adapted from letter 82 in Seneca the Younger’s *Epistulae morales ad Lucilium*, which says, “Otium sine litteris mors est, et hominis vivi sepultura.”

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**VOCABULARY**

<table>
<thead>
<tr>
<th>LATIN</th>
<th>ENGLISH</th>
<th>DERIVATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colōnus, colōnī, m.</td>
<td>farmer, (sometimes) a tenant farmer</td>
<td>(colonize)</td>
</tr>
<tr>
<td>cornū, -ūs, n.</td>
<td>horn; wing (of an army)</td>
<td>(cornet)</td>
</tr>
<tr>
<td>frūctus, -ūs, m.</td>
<td>fruit; profit, benefit</td>
<td>(fructose)</td>
</tr>
<tr>
<td>fūr, fūris, m./f.</td>
<td>thief (used as a term of reproach to slaves)</td>
<td>(furtive)</td>
</tr>
<tr>
<td>iniūria, -ae, f.</td>
<td>wrong, injury; insult, offense</td>
<td>(injury)</td>
</tr>
<tr>
<td>lacus, -ūs, m.</td>
<td>lake, pond, large body of water</td>
<td>(loch)</td>
</tr>
<tr>
<td>lēx, lēgis, f.</td>
<td>law</td>
<td>(legislate)</td>
</tr>
<tr>
<td>māiōrēs, māiōrium, m./f. pl. (cf. the comparative form of magnus)</td>
<td>ancestors</td>
<td></td>
</tr>
<tr>
<td>mercātor, mercātōris, m.</td>
<td>merchant</td>
<td>(commercialize)</td>
</tr>
<tr>
<td>opus, operis, n.</td>
<td>work</td>
<td>(operative)</td>
</tr>
<tr>
<td>praedium, praedīi, n.</td>
<td>farm, landed estate</td>
<td>(praedial)</td>
</tr>
<tr>
<td>sapientia, -ae, f. (cf. sapiens)</td>
<td>wisdom</td>
<td>(sapient)</td>
</tr>
<tr>
<td>silva, -ae, f.</td>
<td>woods, forest</td>
<td>(Pennsylvania)</td>
</tr>
<tr>
<td>vis, vis, f.</td>
<td>force, power; (pl.) strength, troops, forces</td>
<td>(vis)</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>invitō, -āre, -āvī, -ātum (cf. vitare, “to avoid”)</td>
<td>to invite, entertain, summon</td>
<td>(invite)</td>
</tr>
<tr>
<td>nesciō, -ire, -ivī, -ītum</td>
<td>to not know, to be ignorant of</td>
<td>(nescience)</td>
</tr>
</tbody>
</table>
Section 1. Declension Review

A noun is the name of a person, a place, a thing, or an idea. In Latin there are five groups of nouns called declensions. Each declension shares a group of case endings. We usually find the base of a noun by removing the genitive singular ending. Review the following charts, paying special attention to the genitive singular, since that form, besides providing the base, tells us to which declension the noun belongs.

A. First Declension

Masculine and Feminine (e.g., familia, -ae, f.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>familia</td>
<td>familae</td>
</tr>
<tr>
<td>Gen.</td>
<td>familiae</td>
<td>familärum</td>
</tr>
<tr>
<td>Dat.</td>
<td>familiae</td>
<td>familiä</td>
</tr>
<tr>
<td>Acc.</td>
<td>familiam</td>
<td>familiäs</td>
</tr>
<tr>
<td>Abl.</td>
<td>familiä</td>
<td>familiä</td>
</tr>
</tbody>
</table>

Notable: When a declension has more than one gender declined with the same endings, a noun of only one gender will appear in the charts. Assume that if more than one gender is mentioned under the name of the declension, it is declined the same way as the example. This statement applies to all five declensions.

As you know from LA1 and LA2, there is another case, called the vocative, which is used for direct address. The vocative is exactly like the nominative except that nouns ending in -us in the nominative have that ending changed to -e to form the vocative and nouns ending in -ius have that ending changed to -i to form the vocative (e.g., colonus would become colöne in the vocative and filius would become filï in the vocative). Because the focus of this book is not on conversational Latin, the authors have opted to not include the vocative in the chapters. (However, the vocative is included for reference in the noun charts found in appendix B.)

B. Second Declension

Masculine (e.g., colonus, -i, m.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>colonus</td>
<td>colôní</td>
</tr>
<tr>
<td>Gen.</td>
<td>coloní</td>
<td>colônum</td>
</tr>
<tr>
<td>Dat.</td>
<td>colônó</td>
<td>colônís</td>
</tr>
<tr>
<td>Acc.</td>
<td>colonum</td>
<td>colônós</td>
</tr>
<tr>
<td>Abl.</td>
<td>colônó</td>
<td>colônís</td>
</tr>
</tbody>
</table>

Notable: The second declension masculine is the only declension in which the vocative differs from the nominative.

Neuter (e.g., praedium, -i, n.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>praedium</td>
<td>praedia</td>
</tr>
<tr>
<td>Gen.</td>
<td>praedīi</td>
<td>praediōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>praediō</td>
<td>praediīs</td>
</tr>
<tr>
<td>Acc.</td>
<td>praedium</td>
<td>praedia</td>
</tr>
<tr>
<td>Abl.</td>
<td>praediō</td>
<td>praediīs</td>
</tr>
</tbody>
</table>
C. Third Declension
Masculine and Feminine (e.g., lēx, lēgis, f.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>lēx</td>
<td>lēgēs</td>
</tr>
<tr>
<td>Gen.</td>
<td>lēgis</td>
<td>lēgum</td>
</tr>
<tr>
<td>Dat.</td>
<td>lēgī</td>
<td>lēgibus</td>
</tr>
<tr>
<td>Acc.</td>
<td>lēgem</td>
<td>lēgēs</td>
</tr>
<tr>
<td>Abl.</td>
<td>lēge</td>
<td>lēgibus</td>
</tr>
</tbody>
</table>

_Caveat Discipulus:_ For the third declension, the nominative form is not determined by the genitive form. Both nominative and genitive forms must be memorized.

Neuter (e.g., _opus, operis_, n.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td><em>opus</em></td>
<td>opera</td>
</tr>
<tr>
<td>Gen.</td>
<td>operis</td>
<td><em>operum</em></td>
</tr>
<tr>
<td>Dat.</td>
<td>operī</td>
<td><em>operibus</em></td>
</tr>
<tr>
<td>Acc.</td>
<td><em>opus</em></td>
<td>opera</td>
</tr>
<tr>
<td>Abl.</td>
<td>opere</td>
<td><em>operibus</em></td>
</tr>
</tbody>
</table>

D. Fourth Declension
Masculine and Feminine (e.g., _frūctus, frūctūs_, m.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>frūctus</td>
<td>frūctūs</td>
</tr>
<tr>
<td>Gen.</td>
<td>frūctūs</td>
<td><em>frūctuum</em></td>
</tr>
<tr>
<td>Dat.</td>
<td>frūctū́</td>
<td><em>frūctibus</em></td>
</tr>
<tr>
<td>Acc.</td>
<td>frūctum</td>
<td>frūctūs</td>
</tr>
<tr>
<td>Abl.</td>
<td>frūctū́</td>
<td><em>frūctibus</em></td>
</tr>
</tbody>
</table>

Neuter (e.g., _cornū, cornūs_, n.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>cornū</td>
<td>cornua</td>
</tr>
<tr>
<td>Gen.</td>
<td>cornūs</td>
<td><em>cornuum</em></td>
</tr>
<tr>
<td>Dat.</td>
<td>cornū</td>
<td><em>cornibus</em></td>
</tr>
<tr>
<td>Acc.</td>
<td>cornū</td>
<td>cornua</td>
</tr>
<tr>
<td>Abl.</td>
<td>cornū</td>
<td><em>cornibus</em></td>
</tr>
</tbody>
</table>

E. Fifth Declension
Feminine or Masculine (e.g., _rēs, reī_, f. and _diēs, diēi_, m.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>rēs/diēs</td>
<td>rēs/diēs</td>
</tr>
<tr>
<td>Gen.</td>
<td>reī/diēi</td>
<td><em>rērum/diērum</em></td>
</tr>
<tr>
<td>Dat.</td>
<td>reī/diēi</td>
<td><em>rēbus/diēbus</em></td>
</tr>
<tr>
<td>Acc.</td>
<td>rem/diem</td>
<td>rēs/diēs</td>
</tr>
<tr>
<td>Abl.</td>
<td>reī/die</td>
<td><em>rēbus/diēbus</em></td>
</tr>
</tbody>
</table>

_Caveat Discipulus:_ The _e_ in fifth declension nouns is short in the genitive and dative singular if preceded by a consonant and long if preceded by a vowel.
Exercise 1. Identify the stem of the following nouns and tell to which declension each noun belongs.

1. manus, manūs
2. familia, familiae
3. genū, genūs
4. servus, servī
5. pater, patris
6. arbor, arboris
7. cīvis, cīvis
8. oppidum, oppidī
9. fīdes, fideī
10. cornū, cornū
11. mercātor, mercätōris
12. Silva, silvae
13. genus, generis
14. cultus, cultūs
15. vir, virī
16. fūr, fūris
17. lacus, lacūs
18. lēx, lēgis
19. māiōres, māiōrium
20. sapientia, sapientiae

Section 2. Irregular Noun: Vīs

In addition to these five noun declensions, there is one irregular noun listed in this chapter's vocabulary list. The noun vīs, vīs, meaning “force” or “strength,” is very unusual. The singular forms decline in an irregular manner. The plural forms decline like the third declension i-stem. Take care to memorize these forms well.

<table>
<thead>
<tr>
<th>CASE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOM.</td>
<td>vīs</td>
<td>vīrēs</td>
</tr>
<tr>
<td>GEN.</td>
<td>vīs</td>
<td>vīrium</td>
</tr>
<tr>
<td>DAT.</td>
<td>vī</td>
<td>vīribus</td>
</tr>
<tr>
<td>ACC.</td>
<td>vim</td>
<td>vīrēs/vīrīs</td>
</tr>
<tr>
<td>ABL.</td>
<td>vī</td>
<td>vīribus</td>
</tr>
</tbody>
</table>

Caveat Discipulus: It is sometimes easy to mistake this irregular noun for the second declension vir, virī, or with the second-person present tense of volō and nōlō.

Exercise 2. Identify the case and number of each of the following nouns. Write down all possibilities.

1. frūctūs
2. fūribus
3. rēs
4. colōnōrum
5. agricola
6. lacū
7. vim
Section 3. Noun Case Review

The case of a noun will help you determine that noun’s job, or how that noun functions in a sentence. You have now learned most of the uses for all seven noun cases. Look at the following list and then take a moment to see how many uses you can recall for each case. Check your list against the one provided in appendix D.

- Nominative
- Genitive
- Dative
- Accusative
- Ablative
- Vocative
- Locative

Exercise 3. Provide the case of each underlined word in the following sentences. Using the context clues, discern the function or job of each underlined word. (Do not be concerned if you cannot yet translate or comprehend the full meaning of the sentences. You will work on those skills in chapter 3.)

1. Mäiörës nostrï fürem damnävërunt.
2. Exïstimävërunt cïvem malum esse pëiörem quam fürem.
3. Virum bonum virtute laudabant.
4. Colônus bonus laudätur a nostris mäiöribus.
5. Ita ad oppidum frümëntum ferëbant bonï agricoläe.
7. Ex agricolïs multï virï bonï vënërunt.
8. Laudat virës mïlitum.
9. Sunt virï qui in familiä suä nön laeti sint.
10. Urbem magnä vi hostës vincent.
11. Fëmina früctüs virïs dedit.
12. Paräte praedia mïlitibus!

Section 4. The Gerund

The gerund is a verbal noun. The English gerund is a verb with the suffix -ing that functions as a noun (e.g., walking). Because it is a noun, the gerund has case, number, and gender. The gerund is always neuter and always singular. It can appear in any of the oblique cases (genitive, dative, accusative, ablative). The gerund never appears in the nominative case.

As a verb, the gerund also has tense and voice. The translation of the gerund is always present and active. It does not have a subject, but can take a direct object. Latin, however, will usually employ the gerundive rather than the gerund if a direct object is being expressed (see section 5).
A. FORMATION: present stem + -nd + second declension neuter singular endings

<table>
<thead>
<tr>
<th></th>
<th>1ST Conj.</th>
<th>2ND Conj.</th>
<th>3RD Conj.</th>
<th>3RD -iö Conj.</th>
<th>4TH Conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN.</td>
<td>amandï</td>
<td>videndï</td>
<td>agendï</td>
<td>capiendï</td>
<td>audiendï</td>
</tr>
<tr>
<td>DAT.</td>
<td>amandö</td>
<td>videndö</td>
<td>agendö</td>
<td>capiendö</td>
<td>audiendö</td>
</tr>
<tr>
<td>ACC.</td>
<td>amandum</td>
<td>videndum</td>
<td>agendum</td>
<td>capiendum</td>
<td>audiendum</td>
</tr>
<tr>
<td>ABL.</td>
<td>amandö</td>
<td>videndö</td>
<td>agendö</td>
<td>capiendö</td>
<td>audiendö</td>
</tr>
</tbody>
</table>

Nota Bene:

- The gerund is always neuter singular.
- Note that the third -iö and fourth conjugation verbs have an -ie- before the gerund ending. This is the same present stem as seen in the imperfect and future active tenses.
- The gerund never appears in the nominative case. Latin will use an infinitive instead (i.e., erräre húmanum est “to err is human” or “erring is human”).

Exercise 4. Provide the gerund for each verb in the case requested.

1. Accusative: expiâre
2. Dative: accëdere
3. Genitive: vidëre
4. Ablative: frangere
5. Dative: venïre
6. Genitive: ämittere
7. Accusative: metuere
8. Dative: pultäre
9. Ablative: invitäre
10. Genitive: dîcere
11. Dative: ferre
12. Accusative: peccäre
13. Genitive: nescïre
14. Ablative: habëre
15. Accusative: facere

Bonus: Nominative: agere

B. TRANSLATION

Remember, the gerund never acts as a subject or as a direct object. It does, however, have several other uses depending on the case in which it appears. Let’s break down the five cases to see how the gerund may be used in each one.

**Nominative:** Currere (inf.) facile est.  
Running is easy.

The Latin gerund does not appear in the nominative case. Instead, Latin uses the subjective infinitive. In other words, the Latin infinitive is the subject of the sentence. In English, however, we often translate the infinitive as an English gerund, ending in -ing.

**Genitive:** 
Amörem currendï habet.  
He has a love of running. (without a DO)
Amörem bellum gerendï habet.  
He has a love of waging war. (with a DO)

The genitive form of the gerund exemplifies a new use of the genitive called the objective genitive, which will be studied in greater detail in a later chapter. For now, note how the English translation uses a prepositional phrase beginning with “of.” This preposition is usually the best way to translate most Latin phrases using the genitive case.
The men arrive at the town for the sake of waging war.

The genitive gerund can also accompany causā to show purpose.

**Dative:**
-  A[ptus gentēs regendō est] promised, fit for ruling the nations.
-  Ínstrümentum pugnandō promised, an instrument for fighting

The gerund in the dative case often accompanies a special verb or adjective that typically appears with a dative noun, as seen in the first two examples. It may also show purpose.

**Accusative:**
-  Domum ad dormiendum vēnit. He came home to sleep.
-  Sumus parätï ad pugnandum. We are prepared for fighting.

The gerund in the accusative case has only one purpose: to show purpose. Latin uses ad + the accusative gerund for purpose statements where English would use an infinitive.

**Ablative:**
-  Vincit Römam, modo vīvendō. He conquers Rome just by living.
-  Hic fortis pugnandō perit. This brave man dies from fighting.

The ablative gerund has several uses typical of the ablative case: means, manner, cause, and comparison. The ablative gerund also appears as the object of the prepositions ab, dē, ex, in, and sometimes prō.

**Exercise 5.** Translate the following gerund phrases.

1. Ínstrümentum edendō
2. regendï causā
3. ad vincendum
4. aptus audiendō [vēritätem]
5. in vīvendō
6. ars dïcendï
7. modus operandï
8. locum [artem] dïscendō
9. ad vīvendum
10. onus probandï

**SECTION 5. The Gerundive**

**A. Form**

The gerundive is a verbal adjective. It differs from the gerund in that it is used to modify a noun or pronoun the same way in which an adjective would. Thus, while the gerundive appears similar to the gerund (hence the similar names), it differs in that the gerundive may decline in any case, number, or gender.
Nota Bene: The gerundive declines like first and second declension adjectives.

Exercise 6. Using what you have learned about the gerund and the gerundive, decline the plural forms of the gerundive for the following verbs.

1. docēre - masculine
2. invītāre - feminine
3. nescīre - neuter

B. Translation

You may recall from LA2 that the gerundive is also known in Latin as the future passive participle. Thus it is often translated “to be ______ed/en.”

| femīna amanda | a woman to be loved |
| crūstula edenda | cookies to be eaten |

If you think about an action that is on your “to do” list (agenda), it is often something that must be done. In the same manner, the gerundive often carries a sense of obligation or necessity.

Fēmina amanda est. The woman must be loved.
(lit., The woman is to be loved.)

Crūstula edenda sunt nōbīs. The cookies must be eaten by us.
(lit., The cookies are to be eaten.)

English, however, prefers an active sentence to a passive for expressions with an agent. So an alternate way to express the second sentence would be the following:

We have to eat the cookies.

Notice that in the preceding examples the gerundive is joined by a form of the verb esse. Latin grammarians give this construction the fancy title of passive periphrastic. The dative of agent is used instead of ā/ab with the ablative with this construction.

There are some ideas that can be expressed with either the gerund or the gerundive.

Exempli gratia:

Rēx aptus gentēs regendō est. He is fit for ruling the nations.
(lit., He is fit for the nations being ruled).*

Rēx aptus gentibus regendīs est. He is fit for ruling the nations.

Which of the preceding examples use the gerund? Which use the gerundive?

You can see clearly that these are two different ways of expressing the same idea.

*Nota Bene: Translations should never resemble the “literal” translations given above. They are only given for illustrative purposes.

Exercise 7. Underline the gerundive in each of the following sentences and circle the word it modifies. Then translate.

1. Nesciō virum laudandum magis quam hunc.
2. Colōnī mercātōrēsque ad praedium vetus sunt invītandī.
3. Māter in mēnsā liberīs frūctūs edendōs pōnit.
4. Lēgēs parendae scribī cum sapientiā debent.
   Hint: scribī – passive form scribere
5. Mī filī, fūrēs et virī malī sunt vītandī.
6. Parāvimus nāvēs lacuī nāvigandō?
7. Vītābis iniūriam vītandō pugnō.
8. Prō prīmā lūce diēī opus agendum erat.
9. Edendīs multīs crūstulīs crēscēs maximē corpore.
10. Animal parvum bēstīās saevās in silvā arbore ascendendā effugit.
Exercise 8. Read and discuss the following quotations.

1. ad astra per aspera (Motto of Kansas)
2. mens sana in corpore sano (Juvenal)
3. Dux [erat] femina facti. (Vergil)
4. Docendo discimus. (Seneca)
5. Ipse dixit. (used by Cicero and many others)
6. Crescit eundo. (Motto of New Mexico)
   **Hint:** Eundo is the gerund form of the irregular verb ire.
7. Labor omnia vincit. (Vergil)
8. Timendi causa est nescire. (Seneca)
9. iustitia omnibus (Motto of the District of Columbia)
10. Labora summa vi, pauca desidera. (Marcus Aurelius)
11. Carthago delenda est! (Cato the Elder)
12. ad eundum audacter quo nullus homo ante ivit (Dux Kirkus)
13. Veterem iniuriam ferendo invitamus novam [iniuriam]. (Publilius Syrus)
14. Deus his quoque finem dabit. (Vergil)
15. ad captandum vulgus (unknown)
16. vir bonus, dicendi peritus (definition of an orator, Cato the Elder)
   **Hint:** *peritus* — skilled

Derivative Detective

We have formed English words from Latin words for centuries. Some Latin elements, such as the noun rës, have English derivatives in a different part of speech. The suffix -fy added to the root rê- makes an English verb from a Latin noun. (The suffix -fy is from the Latin faciö, meaning “make” or “do.”) So the English word *reify* means “make into a thing.” The suffix -ate makes the noun lëx into a verb (legislate) in a manner similar to the process for *reify*. The suffix -ize in *civilize* functions in the same way. The suffix -ile (from the Latin suffix -ilis, an adjective-forming suffix in Latin) makes the Latin noun vir into an English adjective—virile—based in toto on virïlis, meaning “like a man” or “manly.”

Make each of the following Latin words into an English derivative of the different, specified part of speech. Use an English dictionary if necessary.

- für (adjective)
- lëx (adjective)
- früctus (verb)
- deus (verb)
- mors (verb)

For each of the following Latin words, provide an English derivative that is the same part of speech as the Latin word given but which has a different meaning.

- pater
- colônus
- cívelis
- lëx
- opus
- früctus
- cornů
Use the following questions and responses to review the adjectives in the sentences translated throughout this chapter. Use some “eye” Latin to figure out what the responses mean.

**Interrogātiō:** Cūius est numerī?  What number is it?
**Respōnsum:** Singulāriter est.
     Plūrālīter est.

**Interrogātiō:** Quō est cāsū?  In what case is it?
**Respōnsum:** Cāsū nōminātīvō est.
     Cāsū genitīvō est.
     Cāsū datīvō est.
     Cāsū accusātīvō est.
     Cāsū ablātīvō est.
     Cāsū vocātīvō est.
     Cāsū locātīvō est.

**Interrogātiō:** Cūius est generis?  What gender is it?
**Respōnsum:** Est virīlis.
     Est muliebris.
     Est neutrālis.

**Interrogātiō:** Quid significat?  What does it mean?

---

Scribāmus! (Let’s Write!)

In this book, we are introducing a new segment that will encourage you to compose your own original pieces of Latin. This first writing assignment will be a short one. You have seen many mottoes for people, groups, states, and countries. Compose your own personal Latin motto. You may wish to take into account your own talents, goals, and interests, or those of your family.
Oportet eum regnare.
King’s College, Pennsylvania
This is adapted from 1 Corinthians 15:25 of the Vulgate: “Oportet autem illum rēgnāre dōnec pōnat omnēs inimīcōs sub pedibus ēius.”

Chapter 2

Section 6. Verb Review
- Present System, Active and Passive
- Section 7. Ablative of Agent and Means
- Section 8. Participle Review
- Section 9. Impersonal Verbs

VOCABULARY

<table>
<thead>
<tr>
<th>LATIN</th>
<th>ENGLISH</th>
<th>DERIVATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fremitus, -ūs, m.</td>
<td>a roaring, murmuring</td>
<td>(fremitus)</td>
</tr>
<tr>
<td>secūris, secūris, f.</td>
<td>axe, hatchet</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>caedō, caedere, cećīdī, caesium (cf. caedes)</td>
<td>to cut down, to kill</td>
<td>(caesarian)</td>
</tr>
<tr>
<td>cavō, -äre, -āvī, -ātum</td>
<td>to make hollow, to hollow out</td>
<td>(excavate)</td>
</tr>
<tr>
<td>cōgitō, -äre, -āvī, -ātum</td>
<td>to think, to consider</td>
<td>(cogitate)</td>
</tr>
<tr>
<td>existimō, -äre, -āvī, -ātum</td>
<td>to judge a thing according to its value</td>
<td>(estimate)</td>
</tr>
<tr>
<td>licet, licēre, licūit or licitum est</td>
<td>it is allowed for x (dat.) to y (inf.); x (dat.) may y (inf.)</td>
<td></td>
</tr>
<tr>
<td>oportet, oportēre, oportuit</td>
<td>it is proper/right for x (acc.) to y (inf.); x (acc.) should y (inf.)</td>
<td></td>
</tr>
<tr>
<td>praestō, praestāre, praestītī, praestītum</td>
<td>to place before, to present; to be outstanding, to be distinguished; to prevail; to overcome; to stand before</td>
<td></td>
</tr>
<tr>
<td>prōmittō, prōmittere, prōmīsī, prōmissum</td>
<td>to let go forward, to send forth; to promise</td>
<td>(promise)</td>
</tr>
<tr>
<td>sonō, sonāre, sonūi, sonitum</td>
<td>to sound, to resound, to make a noise</td>
<td>(sonic)</td>
</tr>
<tr>
<td>visō, visere, visī, visum</td>
<td>to look at carefully, to contemplate</td>
<td>(visage)</td>
</tr>
<tr>
<td>Adjectives, Adverbs, Conjunctions, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frondōsus, -a, -um, adj.</td>
<td>full of leaves, leafy</td>
<td>(frond)</td>
</tr>
</tbody>
</table>
Section 6. Verb Review

You likely recall that Latin has four verb conjugations, or groups of verbs. The conjugation for each verb may be identified by the verb’s stem, which is found like this:

\[
\text{stem} = \text{second principal part} – \text{re}
\]

This stem is called the present stem and may be used to form verbs in the present system (id est present, imperfect, and future) in both the active and passive voices.

The charts in this section show the three tenses in the present system for a first conjugation verb. You may need to review verbs of the other conjugations by looking at the reference charts in appendix B. Remember that first and second conjugations tend to follow the same patterns. Third and fourth conjugation verbs sometimes follow a different pattern.

A. Present Tense

1. Active Voice

All conjugations: present stem + active personal endings

First Conjugation: I praise, I am praising, I do praise

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudō (I praise)</td>
<td>laudāmus (we praise)</td>
</tr>
<tr>
<td>2</td>
<td>laudās (you praise)</td>
<td>laudātis (you praise)</td>
</tr>
<tr>
<td>3</td>
<td>laudat (he/she/it praises)</td>
<td>laudant (they praise)</td>
</tr>
</tbody>
</table>

2. Passive Voice

All conjugations: present stem + passive personal endings

First Conjugation: I am praised, I am being praised

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudor (I am praised)</td>
<td>laudāmur (we are praised)</td>
</tr>
<tr>
<td>2</td>
<td>laudāris/laudāre* (you are praised)</td>
<td>laudāmini (you are praised)</td>
</tr>
<tr>
<td>3</td>
<td>laudātur (he/she/it is praised)</td>
<td>laudantur (they are praised)</td>
</tr>
</tbody>
</table>

*Caveat Discipulus: Notice that the second-person singular now shows an alternate form. At first glance, it may seem like an infinitive, but the context of the sentence will reveal differently.

Nota Bene:
- Note that the stem is the same for both the active and passive voices.
- Note carefully that the second-person singular has an alternative form, which looks like the infinitive.
- Note the stem vowel in the passive third-person singular is long (it is short in the active voice).
- Refer to the reference charts in appendix B to see examples of conjugations 2–4.

Queen Dido of Carthage on the funeral pile, a scene from Virgil’s Aeneid
**Exercise 1.** Considering the patterns shown for *laudäre*, conjugate the verbs *habère* and *aperîre* in the present active and present passive. Include the alternative ending for the second-person singular present passive. Also be sure to include English translations. (Hint: You can see models for the second and fourth conjugations in the reference charts in appendix B.)

**B. IMPERFECT TENSE**

1. Active Voice

   **First and second conjugation:** present stem + *-ba*- + active personal endings
   **Third and fourth conjugation:** present stem + *-ëba*- + active personal endings

   **First Conjugation:** I was praising, I used to praise, I kept on praising, I praised
   
<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudâbam (I was praising)</td>
<td>laudâbâmus (we were praising)</td>
</tr>
<tr>
<td>2</td>
<td>laudâbâs (you were praising)</td>
<td>laudâbâtis (you were praising)</td>
</tr>
<tr>
<td>3</td>
<td>laudâbat (he/she/it was praising)</td>
<td>laudâbant (they were praising)</td>
</tr>
</tbody>
</table>

2. Passive Voice

   **First and second conjugation:** present stem + *-ba*- + passive personal endings
   **Third and fourth conjugation:** present stem + *-ëba*- + passive personal endings

   **First Conjugation:** I was praised, I was being praised, I used to be praised
   
<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudâbar (I was praised)</td>
<td>laudâbâmur (we were praised)</td>
</tr>
<tr>
<td>2</td>
<td>laudâbâris/laudâbâre (you were praised)</td>
<td>laudâbâmïni (you were praised)</td>
</tr>
<tr>
<td>3</td>
<td>laudâbatur (he/she/it was praised)</td>
<td>laudantur (they were praised)</td>
</tr>
</tbody>
</table>

**Nota Bene:**

- Note that the tense marker is the same for both the active and passive voices.
- Remember that the first and second conjugations use the tense marker *-ba*- and the third and fourth conjugations use the tense marker *-ëba*-.
- Refer to the reference charts in appendix B to see examples of the imperfect tense for conjugations 2–4.

**Exercise 2.** Considering the patterns shown for *laudäre*, conjugate the verbs *rapere* and *invenïre* in the imperfect active and passive. Be sure to include English translations. (Hint: Remember that *rapere* is a third conjugation *-io* verb. You can see models for the third *-io* and fourth conjugations in appendix B.)

**C. FUTURE TENSE**

1. Active Voice

   **First and second conjugation:** present stem + *-b* (*i, o, u*) - + active personal endings

   **First Conjugation:** I shall praise, I shall be praising

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudâbô (I shall praise)</td>
<td>laudâbimus (we shall praise)</td>
</tr>
<tr>
<td>2</td>
<td>laudâbis (you will praise)</td>
<td>laudâbitis (you will praise)</td>
</tr>
<tr>
<td>3</td>
<td>laudâbit (he/she/it will praise)</td>
<td>laudâbunt (they will praise)</td>
</tr>
</tbody>
</table>
2. Passive Voice

First and second conjugation: present stem + -b (i, o, u) - + passive personal endings

**First Conjugation:** I shall be praised

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laudäbor (I shall be praised)</td>
<td>laudäbimur (we shall be praised)</td>
</tr>
<tr>
<td>2</td>
<td>laudäberis/laudäbere (you will be praised)</td>
<td>laudäbiminï (you will be praised)</td>
</tr>
<tr>
<td>3</td>
<td>laudäbitur (he/she/it will be praised)</td>
<td>laudäbuntur (they will be praised)</td>
</tr>
</tbody>
</table>

**Nota Bene:**

- Note that the tense marker is the same for most endings in the active and passive voices.
- Note carefully that the second-person singular has a vowel change. The active tense ending is -bis. The passive endings are -beris or -bere.
- Remember that the first and second conjugations use the tense marker -b (i, o, u) -. The third and fourth conjugations use the tense marker or -e- (with the exception of -a- in the first-person singular).
- Refer to appendix B to see examples of the future tense for conjugations 2–4.

**Exercise 3.** Considering the patterns shown for laudäre, conjugate the verbs ferre and placëre in the future active and passive. Include English translations. (Hint: Remember that although ferre is classified as an irregular verb, it follows the conjugation pattern for the third conjugation in the imperfect and future tenses.)

In order to review verbs in the present system in the other conjugations, you will need to refer to either the paradigms in appendix B or your notes from LA1 and LA2.

**Exercise 4.** For each verb below, give the person, number, tense, and voice.

1. laudämur
2. occupäbunt
3. cögitäbis
4. paräbäs
5. laudantur
6. cogitö
7. occupäbämur
8. vïsent
9. sonäbantur
10. caväbit
11. prömittëminï
12. caeduntur

**Exercise 5.** Change each verb in exercise 4 from active to passive or from passive to active, keeping the same person, number, and tense.

**Exercise 6.** Translate the following sentences.

1. Hic vir praestat.
2. Ille puer quaerit, “Cür?”
3. Nostrae fëminae bonae semper laudäntur.
4. Ä nöbïs bonae fëminae semper laudäbuntur.
5. Agricolae fortissimï prömittëbant bonum läbörem.
6. Discipulï së in eö studiö occupant.
7. Quid in animö habës?
8. Quäs rës paräbit illa puella?
9. Quae rēs parābuntur ab illus puellā?
10. Lēx laudābitur ā virō illō.

Hint: When a form of ille follows the noun it modifies, it can mean “that famous.”

Section 7. Ablative of Agent and Means

The passive voice indicates that someone or something (the subject) is acted upon by an agent. The agent is sometimes left to be inferred from the context, but when it is expressed, in Latin we show the agent by using ā or ab with the ablative case.

Exempli Gratia:
Frūmentum portātur.
Frūmentum ā servō portātur.

The grain is carried.
The grain is carried by a servant.

When a thing is used to perform the action, Latin uses the ablative case without a preposition. This is called the ablative of means.

Exempli Gratia:
Frūmentum carrō portātur.
The grain is carried by a cart.

Both ablatives can be in the same sentence.

Exempli Gratia:
Frūmentum carrō ā servō portātur.
The grain is carried by the servant by cart.
(i.e., The servant carries the grain by cart.)

Exercise 7. Translate the following sentences, which contain the ablative of agent or means constructions.

1. Ager ab agricolā parābātur.
2. Silva sonābat fremitū bellī.
3. Illa rēs ab omnibus bonīs virīs condemnābitur.
4. Frūctūs emēbantur ā mercätōre.
5. Arborēs frondōsaē in silvā secūribus hominum caeduntur.
6. Omne opus nostrum ā patre nostrō laudātur.
7. Ā cīve malō bona lēx nōn laudābitur.

Section 8. Participle Review

In chapter 1, we reviewed the gerund, a verbal noun. The basic idea behind the gerund is that a verb, showing action, is grammatically transformed into a noun. It thus expresses the idea of the action. A participle is a verbal adjective. It is a verb that is grammatically transformed into an adjective. It is thus part adjective and part verb. As an adjective, it will have case, number, gender, and the ability to modify nouns. As a verb, the participle will have tense, voice, and the ability to take a direct object. We will review the most commonly used participles over the next few chapters. Let’s begin with the present participle.

Present Participle

a. Formation: present stem + -ns, -ntis age-ns

The present participle consists of the present stem plus the ending -ns (in the nominative singular only) and -ntis. These participles decline as third declension i-stem nouns or adjectives.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>\textsc{Masculine/Feminine}</th>
<th>\textsc{Neuter}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>agēns</td>
<td>agēns</td>
</tr>
<tr>
<td>Gen.</td>
<td>agentis</td>
<td>agentis</td>
</tr>
<tr>
<td>Dat.</td>
<td>agentī</td>
<td>agentī</td>
</tr>
<tr>
<td>Acc.</td>
<td>agentem</td>
<td>agēns</td>
</tr>
<tr>
<td>Abl.</td>
<td>agentī/agentē</td>
<td>agentī/agentē</td>
</tr>
<tr>
<td>Voc.</td>
<td>agēns</td>
<td>agēns</td>
</tr>
</tbody>
</table>
PLURAL

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine/Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>agentēs</td>
<td>agentia</td>
</tr>
<tr>
<td>Gen.</td>
<td>agentium</td>
<td>agentium</td>
</tr>
<tr>
<td>Dat.</td>
<td>agentibus</td>
<td>agentibus</td>
</tr>
<tr>
<td>Acc.</td>
<td>agentēs/agentīs</td>
<td>agentia</td>
</tr>
<tr>
<td>Abl.</td>
<td>agentibus</td>
<td>agentibus</td>
</tr>
<tr>
<td>Voc.</td>
<td>agentēs</td>
<td>agentia</td>
</tr>
</tbody>
</table>

Nota Bene:
- The stem vowel -e- is long only in the nominative singular. This is true for all conjugations: (first) amāns, amantis; (second) vidēns, videntis; (third) agēns, agentis; (third -io) capiēns, capientis; (fourth) audiēns, audientis.
- Third -iö and fourth conjugation both have an -ie- before the participial ending (see examples in preceding note).
- The ablative singular has two endings: one resembles third declension nouns, the other third declension adjectives. Section 8b will discuss when to use these forms.
- The accusative plural commonly appears as -ïs in the writings of certain authors, such as Vergil.

Exercise 8. Transform the following verbs into the present participle with the requested case, number, and gender.

1. caedere (nominative, singular, neuter)
2. caväre (dative, plural, feminine)
3. cōgitāre (accusative, singular, masculine)
4. existimäre (genitive, plural, neuter)
5. frangere (ablative, plural, masculine)
6. occupāre (dative, singular, feminine)
7. praestäre (nominative, plural, masculine)
8. prōmittere (accusative, plural, neuter)
9. sonāre (genitive, singular, feminine)
10. visere (ablative, singular, masculine)

b. Translation

The present active participle demonstrates action that occurs at the same time as that of the main verb. The English present participle typically uses the ending -ing, particularly when functioning as an adjective. In Latin, the adjectival participle will use the third declension adjective ending for the ablative singular: -ī.

- Uxor amāns virum cūrat. The loving wife cares for her husband.
- Vir ab uxōre amantī cūratur. The husband is cared for by his loving wife.

Both of the above examples demonstrate the adjectival use of the present active participle. Latin also uses participles as nouns or, more accurately, uses participles that modify an unexpressed or understood noun.

Currēns est fessus. The one running is tired.
He who is running is tired.

In the preceding example, it is understood that the participle modifies a noun that is unexpressed. That unseen noun must refer to a singular person. Notice how English needs to add an expressed subject (“one”) and often employs a relative pronoun to translate this participle. Latin uses participles much more often than English. When the participle acts as a noun, or has an object, it is sometimes better to translate the participle as a dependent clause. When functioning as a noun, the present participle uses the third declension noun form of the ablative singular: short -e.
Currentēs sunt fessī. Those who are running are tired.

Flōres ab currente calcābātur. The flowers were being trampled by the one running.

or

The flowers were being trampled by the one who was running.

_Caveat Discipulus:_ Gerund vs. Present Participle

Students sometimes confuse the gerund (verbal noun) with the participle (verbal adjective). To help discern the difference, remember the following clues:

<table>
<thead>
<tr>
<th>GERUND</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The gerund will have the letters <em>-nd-</em> just before the ending.</td>
<td>• The present participle will have the letters <em>-ns</em> or <em>-nt</em>.</td>
</tr>
<tr>
<td>• The gerund will decline as a second declension neuter noun.</td>
<td>• The present participle will decline as a third declension adjective or noun.</td>
</tr>
<tr>
<td>• The gerund always acts as a noun representing an action.</td>
<td>• The present participle will always act as an adjective describing another noun, even if that noun is not seen in the sentence.</td>
</tr>
</tbody>
</table>

**Exercise 9.** Identify and parse the present participle or gerund in each of the following sentences. Then translate.

1. Virī caedentēs arborēs frondōsās decem hōrās labōrabant.
2. Expellite hostēs terram nostram occupantēs!
3. Viṣentibus ille pugnāre ferōcius quam omnēs vidētur.
4. Duo virī murum altissimum viṣendī causā ascendent.
5. Magnus fremitus quercū in silvā cadente creātur.
6. Imperātor amantēs patriam salutāvit magnā oratiōne.
   **Hint:** What single English word could represent _amantēs patriam_?
7. Ferte secūrēs et īnstrūmenta vōbīscum alia aedificandō.
8. We created a small boat by hollowing out a tree.
9. The falling trees resound with a great roar through the whole forest.
10. The children drive off the wolf by throwing stones.
11. Thinking often about his family, the father wrote many letters.

**Section 9. Impersonal Verbs**

Impersonal verbs are actually a misnomer grammatically. The fact is that a specific or actual person is not the subject of an impersonal verb; but as we know, the third-person ending can take a neuter subject. So, while there is no person involved in the colloquial sense, there is in grammatical usage. In English we use the placeholder “it” for our impersonal verbs, which Latin usually does not do so. For instance, notice the following expressions:

It is right to do this.
It is not permissible for us to run in the building.

In the first sentence, if we asked the question “What is right?” the answer would be “to do this.” In a sense, this phrase is the subject and we could rephrase the statement as “To do this is right.” The word “it” can either be seen as a placeholder or as a marker to let the listener/reader understand that a phrase is coming that will explain the pronoun. Very frequently we use this impersonal construction when we want to be general and inclusive. In the first example, if one asked the question “For whom is it right to do this?” the answer would be “everyone” or “anyone.” On the other hand, the second example seems odd in English because we generally use personal constructions when we are being specific and exclusive. The second example might better be written as “We are not allowed to run in the building.” Even if the second sentence were truncated and no subject expressed, as in “It is not permissible to run in the building,” we might prefer to make it personal and make the subject generic, as in “One is not permitted to run in the building.”
There are all sorts of ways to make these phrases more pleasing to the English speaker’s ear. As a result, we generally shy away from a literal way of translating these constructions.

Unlike English speakers, the Romans had no qualms about keeping the impersonal verb even when the subject was expressed. Readers will always see these verbs in the third-person singular. For this reason, these verbs are listed in the dictionary (and in this chapter’s vocabulary list) differently than most verbs. Look through the list and see if you can identify the two impersonal verbs.

Now look at these two impersonal verbs within a Latin sentence. What is the subject for each of these verbs?

- Oportet nōs hoc facere.
- Nōn licet nōbīs currere in aedificō.

To discern the subject, ask yourself:

- Quid oportet? (nōs)
- Quid nōn licet? (nōbīs)

In Latin, the subject of an impersonal verb is usually an infinitive along with its subject and object (if they are expressed). You may recall from Latin Alive! Book 2 that an infinitive can act as the subject of a sentence or phrase (see LA2, section 65). When the infinitive phrase acts as a subject it is considered neuter and singular, thus fitting the third-person singular nature of an impersonal verb. Also note that for oportet the person for whom something is fitting is in the accusative case (subject of the infinitive), while for licet the person for whom something is permitted is in the dative case (dative of reference).

Regular verbs may also act in an impersonal manner and often do so in the passive voice.

Vidētur esse bonum pullō. It seems good to the chicken.

Exercise 10. Translate the following famous quotations from Latin literature. Watch for impersonal verbs.

1. Cui peccare licet, peccat minus. (Ovid)
2. Gutta cavat lapidem, non vi, sed saepe cadendo. (Ovid)
   **Hint:** gutta – a drop/dripping
3. Non licet omnibus adire Corinthum. (Horace)
   **Hint:** Corinthus – Corinth, Greek city, luxurious travel destination
4. Salus populi suprema lex [est]. (Cicero, motto of Missouri)
5. Caritate te benevolentia oportet esse, non armis. (Cicero)
   **Hint:** căritāte – affection; benevolentiā – kindness
6. Non omne quod licet honestum est. (Corpus Iuris Civilis)
7. Ab ovo usque ad mala. (Horace)
8. Divina natura dedit agros, ars humana aedificavit urbes. (Tibullus)
9. Aegroto, dum anima est, spes esse dicitur. (proverb)
   **Hint:** aegrōtō – sick man
10. Quod licet Iovi non licet bovi. (proverb)

Chapter Reading

“ARBORĒS AD ROGŌS FACIENDŌS CAEDUNTUR”

Fragment from Ennius, Liber VI, unadapted

Incendunt arbusta per alta, secūribus caedunt,
Percellunt magnās quercūs, exciditur īlex,
**Fraxinus frangit tur atque abiës consternitur alta.**

**Pinüs proceräs pervortunt: omne sonäbat**

**Arbustum fremitü silvae frondösa** 

**Glossary**

<table>
<thead>
<tr>
<th>Latin Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rogus, -i, m.</td>
<td>funeral pyre</td>
</tr>
<tr>
<td>incendö, incendere, incendi, incënsum</td>
<td>to burn, to set fire (cf. incendium)</td>
</tr>
<tr>
<td>arbustum, -i, n.</td>
<td>plantation, a vineyard planted with trees, grove of trees</td>
</tr>
<tr>
<td>percellö, percellere, perculi, perculsum</td>
<td>to beat down, to strike down</td>
</tr>
<tr>
<td>excïdö, excïdere, excïdï, excïsum</td>
<td>ex + caedö</td>
</tr>
<tr>
<td>ïlex, ïlicis, f.</td>
<td>holly, holm-oak</td>
</tr>
<tr>
<td>fraxinus, -i, m.</td>
<td>ash tree</td>
</tr>
<tr>
<td>abiës, abietis, f.</td>
<td>silver fir</td>
</tr>
<tr>
<td>consternö, consternere, consträvï, consträtum</td>
<td>to strew, to scatter; to knock over</td>
</tr>
<tr>
<td>pinüs, -üs, f.</td>
<td>pine tree (this word also commonly appears as a second declension noun: pinüs, pini)</td>
</tr>
<tr>
<td>pröcërus, -a, -um, adj.</td>
<td>altus, longus</td>
</tr>
<tr>
<td>pervortö, pervortere, pervortï, pervorsum</td>
<td>to turn upside down (cf. per + vertere)</td>
</tr>
</tbody>
</table>

**Caveat Discipulus:** There are several trees named in this chapter reading. Notice that each tree is feminine in gender even if it is in a declension that does not have many feminine nouns (second and fourth declensions). The names of trees are often feminine “PAIN” words. That is, they are feminine in gender despite their declension.

**RESPONDÈ LATÎNÈ!**

1. Quōmodo virï arborës caedunt?
2. Quälës arborës in silvä sunt?
3. Cür caedunt arborës?

**About the Author**

**ENNlius**

Ennlius was known to the Romans as “the father of Roman poetry.” He was born Quintus Ennlius in Calabria, Italy, and lived c. 239–170 BC. To put his lifetime into a historical context, Ennlius was born just after the end of the First Punic War (241 BC) and lived through the tumultuous events of the Second Punic War. We know that he served as a centurion in Sardinia during this war. This means he was an eyewitness to some very exciting and very dangerous times for Rome. Some of the events of these times are recorded in his writings. Unfortunately, very little of his work has survived to the present day. Most of what remains are fragments—portions of poems and stories—many contained within the writings of other Roman authors. What we do know of Ennlius is that he was highly regarded by later Roman authors. We see his influence in the writings of men such as Cicero, Vergil, and Livy, writers hailed as the greatest of their day. Truly, Ennlius does deserve the title “the father of Roman poetry” or even of Roman literature.
Derivative Detective

For each of the following verbs, form an English noun or adjective. Define each English word you write down.

1. laudō
2. parō
3. occupō
4. cōgitō
5. existimō
6. quaerō

Colloquāmur!

CLASSROOM REQUESTS

Impersonal verbs work very well for classroom conversation. Think how many times you need to ask your teacher’s permission to go somewhere or do something. In Latin, the polite way to ask permission would be with the impersonal verb licet with a pronoun in the dative case.

Licet mihi – is it permitted for me? May I?
Licet nōbīs – is it permitted for us? May we?

Brainstorm some common requests that you can use each day in your classroom. Here are a few to get you started. Translate them before moving on to Game Time.

Licet mihi īre ad lātrīnam?
Licet mihi īre ad fontem aquae?
Licet nōbīs labōrāre/studēre cum amīcis?

Game Time!

Play *Magister, licetne mihi?*, also known as “Teacher, May I?”

1. Use your cardinal numbers to complete the phrase. A list of these numbers is provided in appendix B.
   Licetne mihi ambulāre (number) passūs?

2. Add some adjectives to describe your paces, such as magnōs passūs, parvōs passūs, celerēs passūs, tardōs passūs.

3. As a class, brainstorm other requests that you can make of your teacher.
VOCABULARY

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>LATIN</th>
<th>ENGLISH</th>
<th>DERIVATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>örâtor, örâtöris, m. (cf. örâtiö, örâre)</td>
<td>orator, speaker</td>
<td>(orator)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERBS</th>
<th>LATIN</th>
<th>ENGLISH</th>
<th>DERIVATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>circumoe, circumire,</td>
<td>to go around; to enclose</td>
<td>(circuit)</td>
<td></td>
</tr>
<tr>
<td>circumivi/cumuru, circuitum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consequeor, consequii,</td>
<td>to follow, to go after;</td>
<td>(consequence)</td>
<td></td>
</tr>
<tr>
<td>consequitus sum</td>
<td>to obtain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(cf. sequor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cunctor, cunctari,</td>
<td>to delay, to hesitate (+ inf.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cunctatus sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(cf. cunctatiö)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faeneror, faenerari,</td>
<td>to lend [money] at interest; to drain by extortion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>faeneratus sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gigno, gignere, genui,</td>
<td>to beget, to bear, to bring forth</td>
<td>(genitive)</td>
<td></td>
</tr>
<tr>
<td>genitum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gradior, gradi, grëssus sum</td>
<td>to walk, to step</td>
<td>(grade)</td>
<td></td>
</tr>
<tr>
<td>habeo, habere, habuï,</td>
<td>to have, to hold; to consider</td>
<td>(habit)</td>
<td></td>
</tr>
<tr>
<td>habitum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hortor, hortari, hortatus</td>
<td>to encourage, to exhort</td>
<td>(exhortation)</td>
<td></td>
</tr>
<tr>
<td>sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>misceo, miscere, miscui,</td>
<td>to mix, to mingle</td>
<td>(miscellaneous)</td>
<td></td>
</tr>
<tr>
<td>mixtum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chapter 3

| **morior, morī/morīrī, mortuus sum (cf. mortuus)** | to die | (mortuary) |
| **nītor, nītī, nīsum sum/nīxum sum (cf. nīsus)** | to strive, to exert oneself, to make an effort |
| **pōnō, pōnere, posuī/posīvī, positum** | to put, to place | (deposit) |
| **redeō, redire, rediī/redīvī, reditum** | to go back, to come back, to return |

**Adjectives, Adverbs, Conjunctions, etc.**

| **perīculōsus, -a, -um, adj. (cf. perīculum)** | dangerous | (perilous) |
| **hinc, adv.** | from this, from here |
| **quom (archaic form of cum, conj.), adv.** | when |

**Nota Bene:** Some of the verbs in this vocabulary list are deponent. Memorize the principal parts carefully. Can you guess which verbs in this list are deponent? They should look unusual. (You will learn more about deponent verbs later in this chapter.)

### Section 10. Verb Review: Perfect System

All verbs in all conjugations follow the same pattern when conjugating in the tenses of the perfect system: perfect, pluperfect, and future perfect. There are no exceptions for this rule, not even among irregular verbs. If you can conjugate one verb in the perfect system, you can conjugate and recognize them all. As Vergil said in *Aenēīs II*, “... ab uno discē omnes.”

**A. Perfect Tense**

1. **Active Voice**

   All conjugations: perfect stem (third principal part) + perfect active endings

<table>
<thead>
<tr>
<th><strong>Person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habuī (I held, have held, did hold)</td>
<td>habuimus (we held, have held, did hold)</td>
</tr>
<tr>
<td>2</td>
<td>habuistī (you held, have held, did hold)</td>
<td>habuistis (you held, have held, did hold)</td>
</tr>
<tr>
<td>3</td>
<td>habuit (he/she/it held, has held, did hold)</td>
<td>habuērunt/habuēre* (they held, have held, did hold)</td>
</tr>
</tbody>
</table>

   *Caveat Discipulus:* Notice that the third-person plural now shows an alternate form. At first glance, the alternate form may seem like an infinitive, but if you look closely you will notice that the perfect stem remains. It occurs quite often in Latin literature, especially in poetry.

   Considering the example of *habuēre*, what are the alternate forms of the following third-person plural verbs?

   - posuērunt
   - genuērunt
   - circumīvērunt
   - existimāvērunt

2. **Passive Voice**

   **Participial stem (fourth principal part) + present active form esse**

   The perfect tense, passive voice, is the fourth principal part plus the present tense of *sum*. Since the fourth principal part is a participle, or verbal adjective, its form will change both number and gender to agree with its subject. Many verbs, such as esse, do not have passive forms. If you are wondering why, try to use these same words in the passive voice in English. Their meanings just will not transfer into the passive voice.

<table>
<thead>
<tr>
<th><strong>Person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habitus, -a, -um sum (I was held)</td>
<td>habitī, -ae, -a sumus (we were held)</td>
</tr>
<tr>
<td>2</td>
<td>habitus, -a, -um es (you were held)</td>
<td>habitī, -ae, -a estis (you were held)</td>
</tr>
<tr>
<td>3</td>
<td>habitus, -a, -um est (he was held)</td>
<td>habitī, -ae, -a sunt (they were held)</td>
</tr>
</tbody>
</table>
Exercise 1. Conjugate the verbs laudäre and esse in the perfect active tense. Conjugate laudäre in the perfect passive tense as well. Include the English translation for each form. For the passive voice of laudäre, assume the masculine gender.

B. PlumPerfect Tense

1. Active Voice

All conjugations: perfect stem + -era- + active personal endings

The pluperfect tense, active voice, is formed on the perfect stem. Notice that the tense indicator is -era-; in effect, this tense is the perfect stem plus the imperfect tense of sum. The pluperfect tense shows the earlier of two actions which both occur in the past or an action by or at a certain time in the past. Consider the following examples:

Before you arrived, I had left.

By three o’clock Friday, I had left.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habueram (I had held)</td>
<td>habuerämus (we had held)</td>
</tr>
<tr>
<td>2</td>
<td>habueräs (you had held)</td>
<td>habuerämis (you had held)</td>
</tr>
<tr>
<td>3</td>
<td>habuerat (he/she/it had held)</td>
<td>habuerant (they had held)</td>
</tr>
</tbody>
</table>

2. Passive Voice

Participial stem (fourth principal part) + imperfect active form esse

The pluperfect tense, passive voice, is the fourth principal part plus the imperfect tense of sum. Notice that the tense indicator -era- found in the active voice also appears in the passive voice.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habitus, -a, -um eram (I had been held)</td>
<td>habitä, -ae, -a erämus (we have been held)</td>
</tr>
<tr>
<td>2</td>
<td>habitus, -a, -um eräs (you had been held)</td>
<td>habitä, -ae, -a erätis (you had been held)</td>
</tr>
<tr>
<td>3</td>
<td>habitus, -a, -um erat (he/she/it had been held)</td>
<td>habitä, -ae, -a erant (they had been held)</td>
</tr>
</tbody>
</table>

Exercise 2. Conjugate the verbs pönere and ire in the pluperfect active tense. Conjugate the verb pönere in the pluperfect passive tense; assume the feminine gender. Include the English translation for each form.

C. Future Perfect Tense

1. Active Voice

All conjugations: perfect stem + -eri- + active personal endings

The future perfect tense, active voice, is formed on the perfect stem. Basically, the tense indicator is -eri-; in effect, this tense is the perfect stem plus the future tense of sum. Be mindful of the o in the first-person singular and be careful not to put a u into the ending of the third-person plural. The future perfect tense shows the earlier of two actions which both occur in the future or an action by a certain time in the future.
Notice the examples below.

By the time you (will) arrive, I shall have left.

By three o’clock Friday, I shall have left.

The future perfect tense appears more frequently in Latin than it does in modern English.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habuerō (I shall have held)</td>
<td>habuerimus (we shall have held)</td>
</tr>
<tr>
<td>2</td>
<td>habueris (you will have held)</td>
<td>habueritis (you will have held)</td>
</tr>
<tr>
<td>3</td>
<td>habuerit (he/she/it will have held)</td>
<td>habuerint (they will have held)</td>
</tr>
</tbody>
</table>

2. Passive Voice

Participial stem (fourth principal part) + future active form esse

<table>
<thead>
<tr>
<th>PERSON</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>habitus, -a, -um erō</td>
<td>habitī, -ae, -a erimus</td>
</tr>
<tr>
<td></td>
<td>(I shall have been held)</td>
<td>(we shall have been held)</td>
</tr>
<tr>
<td>2</td>
<td>habitus, -a, -um eris</td>
<td>habitī, -ae, -a eritis</td>
</tr>
<tr>
<td></td>
<td>(you will have been held)</td>
<td>(you will have been held)</td>
</tr>
<tr>
<td>3</td>
<td>habitus, -a, -um erit</td>
<td>habitī, -ae, -a erunt</td>
</tr>
<tr>
<td></td>
<td>(he/she/it will have been held)</td>
<td>(they will have been held)</td>
</tr>
</tbody>
</table>

Exercise 3. Conjugate the verbs audīre and ferre in the future perfect tense, both active and passive. Include the English translation for each form. For the passive voice, assume the neuter gender for each verb.

Exercise 4. Translate the following verb phrases into Latin. Consider carefully the tense and voice of each.

1. I have gone around
2. I will have gone around
3. you (s.) are praised
4. you (s.) were praised
5. he had considered
6. it had been considered
7. she was considering
8. we were hearing
9. we were heard
10. you (pl.) have been brought forth
11. you (pl.) had been brought forth
12. they were being placed
13. they have been placed
14. they had placed
15. I had placed
16. I had been placed
17. I was being placed
18. he seized
19. she has been seized
20. it will have been seized

Exercise 5. Translate the following sentences.

1. Quem quaeritis?
2. Virō parcite!
3. Placuitne?
4. Laudāvërunt illam légem.
5. Cēpistīne fūrem?
6. Colōnus fructum laudāverit ante eam emēs.
7. Agricola praedium ēmerat.
8. Existimāverō rem ante eam emam.
9. Redīverat mercātor.
10. Ā nōbīs frūctūs crās emptae erunt. Hint: crās = tomorrow
11. The citizens had not praised those laws.
12. The merchant was praised by that man.
13. The pretty girl had been praised by the boy.
14. The boy was praised by that girl.
15. We had bought the fruit.
Section 11. Perfect Passive Participle

Latin participles appear in only three tenses: present, future, and perfect. You reviewed the present active participle in the previous chapter. The present participle occurs only in the active voice. The perfect participle occurs only in the passive voice.

A. Formation: participial stem + -us, -a, -um  

   Perfect passive participle uses the participial stem, formed from the fourth principal part. In fact, the fourth principal part truly is the perfect passive participle. So if you have diligently memorized all principal parts for all verbs, then you already have this one memorized. The perfect passive participle declines like first and second declension adjectives.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>nom.</th>
<th>gen.</th>
<th>dat.</th>
<th>acc.</th>
<th>abl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>áctus</td>
<td>ácti</td>
<td>ácti</td>
<td>ácti</td>
<td>áctum</td>
<td></td>
</tr>
<tr>
<td>ácta</td>
<td>áctae</td>
<td>áctae</td>
<td>áctae</td>
<td>áctum</td>
<td></td>
</tr>
<tr>
<td>áctum</td>
<td>áctum</td>
<td>áctum</td>
<td>áctum</td>
<td>áctum</td>
<td></td>
</tr>
<tr>
<td>PLURAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nom.</td>
<td>áctī</td>
<td>áctae</td>
<td>áctae</td>
<td>ácta</td>
<td></td>
</tr>
<tr>
<td>gen.</td>
<td>áctōrīm</td>
<td>áctārīm</td>
<td>áctārīm</td>
<td>áctārīm</td>
<td></td>
</tr>
<tr>
<td>dat.</td>
<td>áctīs</td>
<td>áctīs</td>
<td>áctīs</td>
<td>áctīs</td>
<td></td>
</tr>
<tr>
<td>acc.</td>
<td>áctōs</td>
<td>áctōs</td>
<td>áctōs</td>
<td>ácta</td>
<td></td>
</tr>
<tr>
<td>abl.</td>
<td>áctīs</td>
<td>áctīs</td>
<td>áctīs</td>
<td>áctīs</td>
<td></td>
</tr>
</tbody>
</table>

B. Translation

The perfect passive participle demonstrates action that has already happened before that of the main verb. This participle is best translated as “_____ed” or “having been _____ed.” (Sometimes rather than ending with -ed the translated verb will end in -n or even -t.” Consider, for example, “having been shown” or “having been thought.”)

Uxor amāta virum cūrat.  
The loved wife cares for her husband.

Currus áctus celerrimē cursum vïcit.  
The chariot, having been driven very fast, won the race.

As in the case with other adjectives, a participle may sometimes be substantive. That means that the noun it modifies is not specifically expressed, but understood.

Amāta virum cūrat.  
The loved (woman) cares for her husband.

Currsum áctus celerrimē vīcit.  
The (one) driven very fast won the race.

Caveat Discipulus: It is sometimes easy to confuse a perfect passive participle with the perfect passive indicative. In order to distinguish between the two, always look around for a form of esse. If you see a linking verb nearby it may not be a participle.

Currus celerrimē áctus est.  
The chariot was driven very fast.

Currus celerrimē áctus viciit.  
The chariot, driven very fast, won.
Exercise 6. Form the nominative singular of the perfect passive participle for each of the following verbs, then translate.

Example: amäre: amätus, amäta, amätum = loved, having been loved

1. habēre
2. vïsere
3. cögitäre
4. miscëre
5. nescïre
6. pönere
7. occupäre
8. dicere
9. capere
10. caväre
11. redïre
12. petere
13. prömittere
14. gerere
15. docëre

Exercise 7. Translate the following sentences. Be careful to watch how the perfect passive participle may be used. (Hint: Look first for the main verb, which will have a personal ending. If you see a form of esse, look to see if a participle is near. If so, it may be part of the main verb.)

1. Nönne negäbis cönsilium habitum perïculösum ä multïs?
2. Hoc cönsilium habitum est ä multïs esse perïculösum.
3. Verba dicta ab örätöre bonô vulgus movërunt.
4. Flörës caeruleï rubrïque flävïque ä puellïs in silvä viši sunt.
5. Colônï arborës frondösäs caesäs ä secüribus ad praedium ferëbant.
6. Vis mixta cum sapientiä ducï bene serviet.
7. Multï lïberï mätrï beätae genitï erant.
8. Multa posita bona in forö ä mercätöribus vidëbämus.

Section 12. Deponent Verbs

A. Indicative Mood

Deponent (from dë, “down, aside” + pönö, “put”) verbs are passive in form but active in meaning. They have put aside their active forms; they have put aside their passive meanings. In the indicative mood, deponent verbs conjugate like the passive voice for that tense and that verb conjugation.

The second principal part is the present passive infinitive. Deponent verbs of the first conjugation will have a second principal part ending in -äri, the second conjugation in -ërri, the third conjugation in -ï, and the fourth conjugation in -ïrri. Compare the principal parts of deponent verbs to those of regular verbs and you will see that each principal part represents the same grammatical form.

<table>
<thead>
<tr>
<th>First-Person Singular, Present Indicative</th>
<th>Present Infinitive</th>
<th>First-Person Singular, Perfect Indicative</th>
</tr>
</thead>
<tbody>
<tr>
<td>amö (I love)</td>
<td>amäre (to love)</td>
<td>amävï (I loved)</td>
</tr>
<tr>
<td>cönor (I try)</td>
<td>cönäri (to try)</td>
<td>cönäthus sum (I tried)</td>
</tr>
</tbody>
</table>

Deponent verbs do not list a fourth principal part in any dictionary. Why is that?
**Exercise 8.** The following chart contains some common and important deponent verbs. Identify the conjugation of each verb.

<table>
<thead>
<tr>
<th>Latin Verb</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cōnor, cōnāri, conātus sum</td>
<td>to try</td>
</tr>
<tr>
<td>vereor, verēri, veritus sum</td>
<td>to fear</td>
</tr>
<tr>
<td>loquor, loquī, locūtus sum</td>
<td>to speak</td>
</tr>
<tr>
<td>gradior, gradi, grēssus sum</td>
<td>to step, to walk</td>
</tr>
<tr>
<td>orior, orīrī, ortus sum</td>
<td>to rise</td>
</tr>
<tr>
<td>arbitror, arbitrāri, arbitrātus sum</td>
<td>to think</td>
</tr>
<tr>
<td>hortor, hortāri, hortātus sum</td>
<td>to urge, to encourage</td>
</tr>
<tr>
<td>polliceor, pollicēri, pollicitus sum</td>
<td>to promise</td>
</tr>
<tr>
<td>morior, morīrī, mortuus sum</td>
<td>to die</td>
</tr>
</tbody>
</table>

**Exercise 9.** Conjugate the following deponent verbs in the tense requested. Include both the Latin and English for each conjugation.

- Present: cōnor
- Imperfect: vereor
- Future: loquor
- Perfect: gradior (use masculine)
- Pluperfect: morior (use neuter)
- Future Perfect: hortor (use feminine)

**B. Participles**

The participles for deponent verbs will look identical to those for regular verbs. The difference is that a perfect passive participle for a deponent verb will always be translated with an active meaning.

- hortāns = encouraging
- moriēns = dying
- hortātum = encouraged, having encouraged
- mortuus = dead, having died

The only form of the deponent that is translated passively is the future passive participle (the gerundive). The future passive periphrastic is also translated passively.

- hortandus = to be encouraged
- conandum = to be tried
- hortandus est = he is to be encouraged
- conandum est = it must be tried

**C. Imperative Mood**

It is important to note the present imperative forms of deponent verbs. The imperative singular employs the alternate second-person singular passive ending -re; the present imperative plural employs the regular second-person passive ending of -mini. The negative imperative will use the imperative form of the verb nōlō, nōlle and the true deponent infinitive. Here are the imperatives of the common deponent verb cōnor (to try).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>cōnāre (try!)</td>
<td>cōnāminī (try!)</td>
</tr>
<tr>
<td>nōli cōnāri (don’t try!)</td>
<td>nōlite cōnāri (don’t try!)</td>
</tr>
</tbody>
</table>

Notice that the singular form looks like the second principal part of a non-deponent verb, but is really the ending -re for the second-person singular.
Exercise 10. Form the positive and negative imperatives, both singular and plural, for the following verbs. Take care to determine whether the verb is regular or deponent.

1. habère
2. hortārī
3. cunctārī
4. redīre
5. morīrī
6. pōnere
7. grādi
8. nītī
9. miscère
10. consequī

Exercise 11. Translate the following sentences.

1. Colōnum sequere ad praedium!
2. Cōnsequiminī fūrēs et pecūniam captam!
3. Līberī, pārēte parentibus!
4. Nōlī pecūniam illī agricolae faenerārī!
   Hint: pecūniam – money
5. Parāte sē bellō!
6. Nōlī oppugnāre frātrem tuum!
7. Gradere ā virō malō; eum verēre!
8. Loquēminī nōbīscum dē lēgibus, sī tibi placet!
9. Encourage (pl.) the soldiers prepared for battle!
10. Do not talk (pl.) while the teacher is talking!
11. Do not hesitate (s.) to tell Father this!
12. Strive (s.) to be honest always!

Section 13. PUFFV Verbs and the Ablative Case

You may recall that there is a group of special intransitive verbs which govern the dative case, meaning they take a direct object in the dative case instead of the accusative. Can you remember a few?

In a similar manner, there is a group of five deponent verbs, which, along with their compounds, govern the ablative. This means they take an ablative object instead of the accusative. We can remember them easily as the “PUFFV” (puffy) verbs.

Potior – to gain possession of*
Útor – to use
Fruor – to enjoy
Fungor – to perform
Vescor – to feed upon

*Nota Bene: Potior can also govern the genitive.
Exercise 12. Translate the following famous quotations.

1. Dulce et decorum est pro patria mori. (Quintus Horatius Flaccus—Horace)
2. Acta est fabula. (words signifying the end of a play, also reputed to be Augustus Caesar’s dying words)
3. Et dignitate tua frui tibi et fortunis licebit. (Cicero)
   Hint: *dignitate* – dignified position
4. Vitiis nemo sine nascitur. (Horace)
5. Aut vincere aut mori. (Roman motto)
6. Amicus certus in re incerta cernitur. (Ennius quoted by Cicero, *Laelius* 17.64)
7. Multi famam, conscientiam pauci verentur. (Pliny)

Exercise 13. Translate the following sentences.

1. Ea rës est tam perículōsa.
   *Hint: tam* – so
2. Māiōrēs nostrī hoc in lēgēs creātās ā senatū posīvērunt.
3. Māiōrēs nostrī illum fürem prō īūdiciō prōmissum condemnāverant.
4. Exisitimāvērunt cīvēm, quī faenerātus est, pēiōrem quam fürem.
5. Hinc licet exisitīmāre.
6. Et quom virum bonum laudābant, ita laudābant bonum agricolam et bonum colōnum.
7. Ex agricoli̇s militēs fortibus fortēs gignuntur.
8. Nōlite cunctāri conseqūi sapientiām doctam ā patre!

Chapter Reading: Reading 1

“DĒ BELLŌ HANNIBALICŌ”

Fragment from Ennius, *Liber VIII*, unadapted

Postquam *Discordia taetra*

Belli *ferrātōs postēs portāsque refrēgit*.
Pellitur ē mediō sapientia, vī geritur rēs,
*Spernitur* ārātor bonus, *horridus* mīlēs amātur.
*Haut* doctīs dictīs certantēs sed maledictīs

*Miscent inter sēsē inimīcitiam aītantēs*.

*Nōn ex iūre manū cōnsertum* sed magis *ferrō*

*Rem repetunt*, rēgnumque petunt, *vādunt* solidī vī.

Phrases: Reading 1

ex *iūre* – idiomatically: in a lawsuit, in a court of law

*manū cōnsertum* – to spar (lit., to join together with the hand) *cōnsertum* = *cōnsertum est*. The original text omits the helping verb. Such an omission is called ellipsis. Poets would often omit words that their readers would naturally expect or understand as being implied in order to fit the meter of the poem. *Cōnsertum est* is an impersonal passive. Where we would have “they sparred” in English, Latin has “it was sparred.”

*ferrō* – *gladiō*
Glossary: Reading 1

Use your “eye” Latin to discern the meaning of the underlined words in the reading.

Discordia, -ae, f. ................................................................. Discord, goddess of strife

taeter, taetra, taetrum, adj. .......................................................... foul, hideous, offensive

ferrātus, -a, -um, adj. .............................................................. of iron (cf. ferrum)

postis, postis, m. ........................................................................ a doorpost

refrēgit ....................................................................................... re + frēgit (from frangō, frangere)

spernō, spernere, spreni, sprenum ............................................. to spurn, to despise, to scorn

haut (also spelled haud), adv., emphatic negative ...................... Not at all! By no means!

certō, -āre, -āvi, -ātum .......................................................... to contend, to struggle (cf. certamen)

maledicō, maledicere, maledixi, maledictum ................................... to abuse, to speak ill, to curse (male + dicere)

sēsē ............................................................................................... sē (refl. pro.)

inimicītia, -ae, f. ............................................................................ enmity (antonym for amīcitia)

aītantēs ....................................................................................... dicentēs

conserō, conserere, consērūi, consertum ..................................... to join together (in a hostile manner, as in a militant context)

repetō, repetere ........................................................................... re + petere

vādō, vādere .................................................................................... to rush, to hasten

RESPONDĒ LATĪNĒ! READING 1

1. Quis est dea in fābulā?
2. Quis spernitur? Quis amātur?
3. Quid aiunt?
4. Quid hostis petit?

Chapter Reading: Reading 2

“FABĪ CUNCTĀTORIS ĖLOGIUM”

Fragment from Ennius, Liber IX, unadapted

Ūnus homō nōbīs cunctandō restituit rem.

Nōn enim rūmōres pōnēbat ante salūtem.

Ergō postque magisque virī nunc glōria clāret.

Glossary: Reading 2

Use your “eye” Latin to discern the meaning of the underlined words in the reading.

ēlogium, -i, n. ............................................................................ tombstone inscription, eulogy

cunctandō .................................................................................... the gerund form of the deponent cunctor

magisque (magis + que, irr. CpAdj) ............................................. more (in this instance, it is “and more”)

clāreō, clārēre ............................................................................... to shine bright

RESPONDĒ LATĪNĒ! READING 2

1. Cūr homō ūnus laudātur?
2. Quandō virī glōria clāret?
THE WAR WITH HANNIBAL

The Second Punic War, also known as the War with Hannibal, was a source of great inspiration for many Roman writers. Indeed, this war was a pivotal event in the history of Rome. At the end of the First Punic War, Rome was poised to become a world power. The Romans had, for the first time, expanded their landholdings past the natural borders of Italy, gaining the islands of Sicily, Corsica, and Sardinia.

At this moment in history rose Rome’s greatest nemesis, Hannibal Barca. Hannibal had been trained from childhood by his father, the great general Hamilcar, to hate Rome, to seek its destruction, and to avenge Carthage. Historians would later anoint Hannibal as the greatest military genius of antiquity.

Hannibal and his forces brought Rome to its knees and very nearly destroyed her. Few Roman generals had any success against Hannibal. His cunning and gift for strategy allowed him to outmaneuver many on their home turf. One general who did have some measure of success was Fabius Cunctator. Fabius had learned from watching his compatriots that a head-on battle against Hannibal was always disastrous. He also knew that Hannibal’s army was limited in size and resources. Hannibal depended upon supplies coming a great distance from Carthage and upon the local Gallic and Italian tribes, who he was sure would betray Rome and join his army. Fabius therefore did not engage Hannibal in open battle but instead followed him all across Italy. He harassed Hannibal’s army with small raids and frustrated the supply lines. At first the Romans were greatly frustrated by Fabian’s tactics of hit, run, and delay. Later, however, as Hannibal’s army weakened, they began to appreciate the wisdom of his strategy. Fabius was hailed as a great general and even a savior of Rome.

Ennius’s records of the Second Punic War served as a resource for later authors, including Livy and Vergil. Vergil, in his magnum opus, the Aeneid, adapts the lines of Ennius you just read as he offers praise to the virtue of Fabius: “ unus qui nobis cunctando restituis rem” (Aeneid VI, ln. 846). Livy wrote an extensive account of the Second Punic War in Books 21–30 of Ab Urbe Condita, an exhaustive account of the history of Rome since the founding of the city. It was this book which inspired many of the stories you read in Latin Alive! Book 1. The complete story of the War with Hannibal as recorded by Livy is still available today, now in both Latin and English. Check to see if a copy is in your local library.

Logical Latin

Some of you may have the opportunity to study logic. As part of your studies, you will find that many of the terms you must learn and use regularly are Latin. Translate the following logic terms into English, then research what each term means.

- argumentum ad baculum
- ad hoc
- argumentum ad hominem
- ad hominem tu quoque
- argumentum ad ignorantiam
- argumentum ad misericordiam
- argumentum ad populum
- argumentum ad verecundiam
- a fortiori
- modus ponendo ponens
- modus ponendo tollens
- modus tollendo tollens
- non sequitur
- petitio principii
- post hoc ergo propter hoc
- reductio ad absurdum
Use the following questions and responses to review the nouns in the sentences translated throughout this chapter. Use some “eye” Latin to figure out what the responses mean.

**Interrogatio:** Quid/Ubi est verbum? What/where is the word?

**Responsum:**
- Primae personae est.
- Secundae personae est.
- Tertiae personae est.

**Interrogatio:** Cuius est numeri? What number is it?

**Responsum:**
- Singulăriter est.
- Plurāliter est.

**Interrogatio:** Cuius est temporis? What tense/time is it?

**Responsum:**
- Praesentis est.
- Imperfecti est.
- Futūri est.
- Perfecti est.
- Plūs quam perfecti est.
- Futūri exacti est.

**Interrogatio:** Cuius est vocis? What voice is it?

**Responsum:**
- Est activī.
- Est passīvī.

**Interrogatio:** Cuius est coniugātiōnis? What conjugation is it?

**Responsum:**
- Est prīmae coniugātiōnis.
- Est secundae coniugātiōnis.
- Est tertiae coniugātiōnis.
- Est quartae coniugātiōnis.

**Scribāmus! (Let’s Write!)**

In chapters 2 and 3, you read fragments from the poetry of Ennius. Exercise your Latin composition skills by writing a short Latin poem in the form of a haiku. The haiku, a form of Japanese poetry, is among the shortest of this literary genre. It is known for its compact yet powerful means of expression. The haiku should consist of three lines, seventeen syllables in toto. The first line should consist of only five syllables, the second line has seven syllables, and the third line another five syllables. This is a wonderful way to begin exploring Latin poetry, as the Romans wrote their poetry with regard to the number and rhythm of syllables as opposed to rhyme. (This book will provide a study of Latin poetry in unit 3.) The haiku typically contains themes related to nature or emotion, but you may write a bit of poetry to commemorate a person, as Ennius does in the chapter reading.

**Example:**
- Arbores altae
- Ilex, fraxinus, quercus
- Caesae nunc absunt