# Latin Alive! Book 3: Teacher’s Edition

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Teachers,

This teacher’s edition is intended to provide you with as much support as possible in order to assist you during the course of this text. For that reason, this edition supplies you with much more than an answer key. Inside you will find:

- Further explanations on some of the more complex grammar lessons
- Teacher tips for conveying ideas or to warn of common student pitfalls
- Additional exercises for further practice
- Supplemental worksheets for practice in declining nouns and adjectives, conjugating verbs, and parsing words.
- Unit reviews with suggestions on how to prepare students for the unit tests
- Unit tests

BEFORE YOU BEGIN

Please do read through the teacher’s edition before creating your lesson plans. While this text is very similar in style and format to Latin Alive! Book 1 and Book 2 (LA1 and LA2), there are some significant differences as well. Because we realize that sometimes, despite the best-laid lesson plans, teachers are unable to finish the book, we have included in this book review material to cover the final unit of LA2. It is also true that material taught in the final month before summer break is not always retained as well as earlier lessons, which had the advantage of thorough practice and review throughout the school year. As such, there is merit in the review of some of the content from LA2. Review lessons are arranged in such a way as to provide a logical springboard from the familiar to the unknown via related material.

This text begins with a short review of noun declensions and cases in chapter 1 and then moves to a thorough review of all verb tenses in both active and passive voices. This review is in preparation for the learning of the subjunctive mood in chapters 4–6. The subjunctive mood occurs frequently throughout this book as students learn a series of independent and dependent uses for this mood. Such knowledge will enable students to read any Latin they choose, as the subjunctive mood appears frequently in all literary genres throughout the ages. The students will complete their grammar studies by the end of the third unit.

The third unit of this book not only rounds out the students’ grammatical studies but also provides an introduction to Latin poetry. Students will learn the most common meters of Latin poetry, including hendecasyllabic and dactylic hexameter. They will read samples of poetry from Rome’s most famous poets: Catullus, Vergil, Horace, and Ovid. Students will also be given the opportunity to explore the legacy the ancients left, which is exemplified by later poets such as Shakespeare, Milton, and Tennyson.
As with its predecessors, *Latin Alive! Book 3* contains a great wealth of supplemental materials. Not everyone will have time to fit them all in, so pick and choose what you feel will serve your class the best. The following are a few teacher tips that will be useful throughout the text.

**University Mottoes:** Each chapter begins with a chapter maxim that represents a college or university. These are quotations students will undoubtedly see as they begin to explore their choices for higher education. Often these are quotations taken from ancient authors or proverbs. In many chapters the motto was specifically chosen because it provides an excellent example of the ensuing grammar lesson. The translation for these mottoes is no longer provided in the student text, as it was in *LA1* and *LA2*. By now, students should be able to read these mottoes on their own with little difficulty. The teacher’s edition does provide a translation for each motto as well as information regarding the motto, when appropriate. Take the time to discuss the mottoes together as a class at the beginning of each chapter, and encourage students to seek out and share other such mottoes with the class.

**Practice, Practice, Practice:** The students have nearly finished the task of memorizing grammar paradigms. The first unit requires the memorization of the subjunctive mood and chapter 8 contains one last irregular verb. You will notice that each time the text introduces a noun, pronoun, adjective, or verb type, the following exercise immediately asks students to decline or conjugate a new set of words. Students cannot practice these forms enough—both orally and in writing. This text provides a set of reproducible declension, conjugation, and verb parsing worksheets to provide a uniform structure for these exercises. Often throughout the book, we have suggested additions to these practices that may help students better imbibe new grammar concepts.

**Parsing and Labeling Sentences:** You will notice that the sentence translation exercises no longer ask students to parse and label each sentence. We feel that the students should now be at a point in their reading level that this is no longer a necessary routine. In addition, with the introduction of some new noun uses and subjunctive clauses, labeling sentences will become a little more challenging. Therefore, the text will instead ask students to identify certain constructions or underline certain clauses. However, you should always feel free to assign parsing and labeling as a component to any exercise when it seems such review is needed. There is never any harm in an occasional return to reviewing the fundamentals.

**Latin Passages:** The Latin passages in this book present the readers with a survey of Latin literature during the classical period from the time of Ennius (second century BC) to that of Vergil and Ovid under the reign of Augustus (first century AD), with the special addition of a poem from John Milton (seventeenth century AD). This will provide students an excellent survey of classical Latin. *Latin Literature: From Cicero to Newton*, the final book in the Latin Alive! series, will pick up at the end of the classical period and take readers through the seventeenth century.

**Reading Aids:** In order to assist students as they learn to read Latin, the text provides several reading aids or tips with each passage. Some readings are preceded by a Before You Read! section, which draws special attention to a more complex or recently learned grammatical item. Chapter readings begin with a brief introduction or list of characters when appropriate. These features will help students distinguish whom or what the proper nouns represent. While each reading will review much of the vocabulary students have already learned, a list of additional vocabulary words is also provided for these stories. Any new words or grammatical structures not introduced in preceding chapters will appear in a glossary that follows the passage. Such words appear in *italics* within the passage itself in order to alert students to the fact that the word is glossed following the passage. Some new words whose meaning should be easily discerned by “eye” Latin are *underlined*. An example might be the Latin word *honor*, which means “honor.” Such underlined words are not included in the glossary. These words resemble their English counterparts so closely that students should intuitively apprehend the meaning of these words. Other phrases in the passage may appear in *bold* type. These are usually phrases that contain grammar too difficult for most students to grasp, and therefore the full translation is provided immediately following the passage.

**Reading Comprehension:** As students increase their translating skills, they need to learn to read for comprehension. A series of reading comprehension questions, in Latin, follows each chapter reading. While these can serve as written assignments, they also provide a tremendous opportunity for class conversation about the passage. Such exercises greatly affirm students’ confidence in Latin. Several chapters also provide additional group discussion questions in English. When discussing or providing answers for such questions, encourage students to cite a portion of the Latin passage as they make their observations. This skill will serve
them well as they prepare for writing assignments in other classes, making speeches, participating in debates, or even preparing for the Advanced Placement Latin Exam.

_A Note to the Teacher on Word Meanings and Translation:_ We have to assume that there is hardly ever, if ever, a word-to-word translation from one language to another. Every Latin student learns early on that _amō_ means “love.” But if one looks up _amō_ in _Cassell’s Latin Dictionary: Latin–English, English–Latin_, he will find nine different “meanings” or interpretations of the word. There are even more for _petō_ in that same dictionary. Keeping that in mind, we might say that the Romans used a certain Latin word to signify an action, an emotion, or a thing for which we today use an English, Italian, Chinese, or Arabic word to signify that same action, emotion, or thing. When a Roman said “_Pluit,_” he was essentially saying, “Water is falling from the sky.” We, of course, say, “It is raining,” to signify that same phenomenon. Keeping all this in mind, we hope that teachers will realize that we have tried our best to provide literal translations; however, sometimes that was absolutely not possible. We have tried to make the translations as close as we could to what the author was trying to communicate while also striving for good, clear English.

_Oral Practice:_ Although Latin is no longer spoken in most cultures, a student has much to gain from oral practice. First and foremost, countless studies have proven that the more senses used to learn something, the better one will retain it. Oral practice provides another creative (and often diverting) means of reinforcing the lessons in this text. Second, by training students how to communicate Latin orally (i.e., to speak), bypassing pen and paper, we are training their minds to process other foreign languages in the same manner—by speaking.

It is important to include not only scripted Latin for oral practice but also some more natural conversation as well. Get students to think (or speak) on their feet. Many chapters provide a bonus segment called _Colloquāmur_ (let’s talk). These segments provide a wide variety of ways to practice Latin aloud in a conversational manner.

_Written Practice:_ An excellent means for students to thoroughly learn a language and a literary style is through imitation in writing. This text introduces a new segment titled _Scrībāmus!_ (Let’s Write!). These sections suggest topics for short Latin compositions. For instance, in the first chapter, students are asked to write their own motto or a short haiku. Such exercises will help students to better understand the relationship between words and their meaning, the expression of ideas in another language, and such ideas that rise above mere translation.

_Unit Reviews:_ The text includes three unit review chapters. The focus of each chapter is to build students’ reading skills. Each unit review features a story that reviews grammar concepts learned in the preceding chapters. The story is followed by a lesson on one or more rhetorical devices that appear in that passage. These passages, too, are unadapted excerpts from ancient authors. In order to learn to truly appreciate Latin literature, students need to understand more than words and grammar. They need to learn about the style of writing. These mini lessons highlight some of the more common rhetorical devices used throughout Latin literature.

Each unit review concludes with a two-part reading comprehension segment. The first part consists of a series of multiple-choice questions. The format of the story and the questions that follow is similar to what one might see on the National Latin Exam or the Advanced Placement Latin Exam. The second part consists of an essay question that asks students to interpret some aspect of the passage and to provide support for their interpretations by citing the author. The purpose of these questions is to train students in literary analysis. These, too, were inspired by the free response questions one would see on the Advanced Placement Latin Exam.

Generally, students should follow these steps to success for reading comprehension exercises:

- Read the English title. (It is often a clue to the theme or content of the reading.)
- Read the Latin text all the way through without any attempt at translation.
- Read the questions in order to know what to look for in the reading.
- Read the selection again.
- Go back and begin answering the questions.
Assessments: The teacher’s edition includes three unit tests. These tests should be taken upon completion of the corresponding unit review chapters. The unit tests assess not only the grammar the students have learned but also students’ ability to apply that grammar to a reading passage. The teacher’s edition also provides a review for each test to help both teacher and students understand what to expect regarding content and test format. In the unit review chapters, the teacher’s edition also provides notes to assist teachers in guiding students through a period of grammar review via the unit reading. This will help them prepare for the unit tests found in the teacher’s edition.

This teacher’s edition does not include chapter quizzes. In some classes, however, a short chapter quiz may be appropriate. Such a quiz should focus on the vocabulary and grammar charts or definitions learned in that chapter. It is advisable to keep such quizzes fairly short and simple, with the focus on ensuring that students are staying on top of the memory work.

Oral quizzes (much like an English spelling quiz) are a good way to continue to develop auditory proficiency. Teachers should give the first form from the vocabulary list (e.g., nominative singular for nouns and adjectives or first principal part for verbs). Students should then write that word and the necessary forms and meanings that follow. Teachers may want to add a bonus question taken from the chapter maxims or perhaps from the Culture Corner segments. Such bonus questions are a great way to encourage students to read and learn these items.

The completion of this book will conclude students’ Latin grammatical study, which means that they will be amply prepared to read and comprehend Latin texts. While they will encounter some readings as they go through this book, Classical Academic Press also offers a dedicated reader, Latin Literature: From Cicero to Newton, which will provide them with the opportunity to read Latin without spending so much time learning grammar.

Thank you for choosing Latin Alive! Book 3 for your classroom. It is our hope that this series will lead you and your students on a wonderful voyage of discovery into the world of Latin.

S.D.G.,

Karen Moore & Gaylan DuBose
Chapter 1

Vita sine litteris mors est.\textsuperscript{A} 
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.”\textsuperscript{B}

\textsuperscript{A}Translation: “Life without literature is death.”

\textsuperscript{B}Translation: “Life without literature is death, and a funeral of the living man.” This is a fitting motto to begin a book that will, among other things, explore a great wealth of Latin literature.

\textsuperscript{C}Caveat Magister: While students may have learned some of these words in earlier books, please be aware that expanded meanings have been added for some words.

### Vocabulary

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Derivatives</th>
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<tbody>
<tr>
<td><strong>Nouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colônus, colônî, m.</td>
<td>farmer, (sometimes) a tenant farmer</td>
<td>(colonize)</td>
</tr>
<tr>
<td>cornû, -ûs, n.</td>
<td>horn; wing (of an army)</td>
<td>(cornet)</td>
</tr>
<tr>
<td>früctus, -ûs, m.</td>
<td>fruit; profit, benefit</td>
<td>(fructose)</td>
</tr>
<tr>
<td>für, füris, m./f.</td>
<td>thief (used as a term of reproach to slaves)</td>
<td>(furtive)</td>
</tr>
<tr>
<td>iniüria, -ae, f.</td>
<td>wrong, injury; insult, offense</td>
<td>(injury)</td>
</tr>
<tr>
<td>lacus, -ûs, 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>māiörēs, māiōrium, m./f. pl. (cf. the comparative form of magnus)</td>
<td>ancestors</td>
<td></td>
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<tr>
<td>mercātor, mercätöris, 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, praeidiī, 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>
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</table>

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Derivatives</th>
</tr>
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<tbody>
<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, -itum</td>
<td>to not know, to be ignorant of</td>
<td>(nescience)</td>
</tr>
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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>familiaam</td>
<td>familiäs</td>
</tr>
<tr>
<td>Abl.</td>
<td>familiä</td>
<td>familiäs</td>
</tr>
</tbody>
</table>

Nota Bene: 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 fili 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>colônī</td>
</tr>
<tr>
<td>Gen.</td>
<td>colonī</td>
<td>colônorum</td>
</tr>
<tr>
<td>Dat.</td>
<td>colonō</td>
<td>colonōrum</td>
</tr>
<tr>
<td>Acc.</td>
<td>colonum</td>
<td>colonōs</td>
</tr>
<tr>
<td>Abl.</td>
<td>colonō</td>
<td>colonīs</td>
</tr>
</tbody>
</table>

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

Neuter (e.g., præedium, -i, n.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>præedium</td>
<td>præedia</td>
</tr>
<tr>
<td>Gen.</td>
<td>prædiī</td>
<td>prædiōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>prædiō</td>
<td>prædiīs</td>
</tr>
<tr>
<td>Acc.</td>
<td>præedium</td>
<td>prædia</td>
</tr>
<tr>
<td>Abl.</td>
<td>prædiō</td>
<td>prædiīs</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>opus</td>
<td>opera</td>
</tr>
<tr>
<td>Gen.</td>
<td>operis</td>
<td>operum</td>
</tr>
<tr>
<td>Dat.</td>
<td>operī</td>
<td>operibus</td>
</tr>
<tr>
<td>Acc.</td>
<td>opus</td>
<td>opera</td>
</tr>
<tr>
<td>Abl.</td>
<td>operē</td>
<td>operibus</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>frūctuum</td>
</tr>
<tr>
<td>Dat.</td>
<td>frūctū</td>
<td>frūctibus</td>
</tr>
<tr>
<td>Acc.</td>
<td>frūctum</td>
<td>frūctūs</td>
</tr>
<tr>
<td>Abl.</td>
<td>frūctū</td>
<td>frūctibus</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>cornuum</td>
</tr>
<tr>
<td>Dat.</td>
<td>cornū</td>
<td>cornibus</td>
</tr>
<tr>
<td>Acc.</td>
<td>cornū</td>
<td>cornua</td>
</tr>
<tr>
<td>Abl.</td>
<td>cornū</td>
<td>cornibus</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>rērum/diērum</td>
</tr>
<tr>
<td>Dat.</td>
<td>reī/diēi</td>
<td>rēbus/diēbus</td>
</tr>
<tr>
<td>Acc.</td>
<td>rem/diem</td>
<td>rēs/diēs</td>
</tr>
<tr>
<td>Abl.</td>
<td>rē/diē</td>
<td>rēbus/diēbus</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, mercātoris
12. silva, silvae
13. genus, generis
14. cultus, cultūs
15. vir, virī
16. fūr, fūris
17. lacus, lacūs
18. lēx, lēgis
19. māiores, māioriūm
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>vīriūm</td>
</tr>
<tr>
<td>Dat.</td>
<td>vī</td>
<td>vīribus</td>
</tr>
<tr>
<td>Acc.</td>
<td>vim⁶</td>
<td>vīrēs/vīrīs</td>
</tr>
<tr>
<td>Abl.</td>
<td>vī</td>
<td>vīribus</td>
</tr>
</tbody>
</table>

Nota Bene:
- This is a true i-stem noun, as the -im in the accusative singular indicates. Some books may have the form vīrēs for the accusative plural, since it is a true i-stem noun.
- The dative and ablative are the same, as they are for neuter i-stem nouns.

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 nōlo.

Exercise 2. Identify the case and number of each of the following nouns. Write down all possibilities.
1. frūctūs
2. fūribus
3. rēs
4. colōnōrūm
5. agricola
6. lacū
7. vim
8. mercatóris
9. cīvis
10. cīvium
11. praedia
12. lēgis
13. lēgēs
14. operum
15. virīs
16. opus

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. Māiōrēs nostrī fūrem damnāvērunt.
2. Exīstimāvērunt cīvem malum esse pēiōrem quam fūrem.
3. Virum bonum virtute laudabant.
4. Colōnus bonus laudätur ā nostrīs māiōribus.
5. Ita ad oppidum frūmentum ferēbant bonī agricolē.
7. Ex agricolīs multī virī bonī vēnérunt.
8. Laudat vīrēs mīlitum.
9. Sunt virī quī in familīa suā nōn laetī sint.¹
10. Urbem magnā vī hostēs vincent.
11. Fēmina frūctūs virīs dedit.
12. Parāte praedia mīlitibus!

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).

¹This is a good brainstorm exercise to do as a class.

²You may want to point out that sunt should be translated just like sunt, but that it is a special form they will learn in chapter 4—the present subjunctive. (The subjunctive in this sentence is in a relative clause of characteristic.)
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 -io Conj.</th>
<th>4th Conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen.</td>
<td>amandi</td>
<td>videndi</td>
<td>agendi</td>
<td>capiendi</td>
<td>audiendi</td>
</tr>
<tr>
<td>Dat.</td>
<td>amandō</td>
<td>videndō</td>
<td>agendō</td>
<td>capiendō</td>
<td>audiendō</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>amandō</td>
<td>videndō</td>
<td>agendō</td>
<td>capiendō</td>
<td>audiendō</td>
</tr>
</tbody>
</table>

Nota Bene:
- The gerund is always neuter singular.
- Note that the third -io 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., errāre hūmanum est “to err is human” or “erring is human”).

Exercise 4. Provide the gerund for each verb in the case requested.★
1. Accusative: expiāre
2. Dative: accēdere
3. Genitive: vidēre
4. Ablative: frangere
5. Dative: venīre
6. Genitive: āmittere
7. Accusative: metuere
8. Dative: pulēre
9. Ablative: invitāre
10. Genitive: dīcere
11. Dative: ferre
12. Accusative: peccāre
13. Genitive: nescīre
14. Ablative: habīre
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: Amōrem currēndī habet. He has a love of running. (without a DO) Amōrem bellum gerendī 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.
Virī ad oppidum bellum gerendī causā adveniunt.

The men arrive at the town for the sake of waging war.

The genitive gerund can also accompany causā to show purpose.¹

**Dative:**

- Aptus regendō est. He is fit for ruling.
- Aptus gentēs regendō est. He is fit for ruling the nations.
- Īnstrūmentum pugnandō 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 parāti ad pugnandum. We are prepared for fighting.¹

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 Rōمام, 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. Īnstrūmentum edendō
2. regendī causā
3. ad vincendum
4. aptus audiendō [vēritātem]
5. in vīvendō
6. ārs dīcendī
7. modus operandī
8. locum [artem] dīscendō
9. ad vīvendum
10. onus probandī

**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.

<table>
<thead>
<tr>
<th>CASE</th>
<th>MASCULINE</th>
<th>FEMININE</th>
<th>NEUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>agendus</td>
<td>agenda</td>
<td>agendum</td>
</tr>
<tr>
<td>Gen.</td>
<td>agendī</td>
<td>agendae</td>
<td>agendī</td>
</tr>
<tr>
<td>Dat.</td>
<td>agendō</td>
<td>agendae</td>
<td>agendō</td>
</tr>
<tr>
<td>Acc.</td>
<td>agendum</td>
<td>agendam</td>
<td>agendum</td>
</tr>
<tr>
<td>Abl.</td>
<td>agendō</td>
<td>agendā</td>
<td>agendō</td>
</tr>
<tr>
<td></td>
<td>agendī</td>
<td>agendae</td>
<td>agendā</td>
</tr>
<tr>
<td>Gen.</td>
<td>agendōrum</td>
<td>agendārum</td>
<td>agendōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>agendīs</td>
<td>agendīs</td>
<td>agendīs</td>
</tr>
<tr>
<td>Acc.</td>
<td>agendōs</td>
<td>agendās</td>
<td>agendā</td>
</tr>
<tr>
<td>Abl.</td>
<td>agendīs</td>
<td>agendīs</td>
<td>agendīs</td>
</tr>
</tbody>
</table>

¹Nota Bene: Causā here functions in such situations as an ablative of cause. Also, causā always stands last in its clause.

¹Caveat Magister: The gerund after an accusative preposition does not take a direct object in classical Latin. Thus one can write: charta necesse est scribendō, but not charta necesse est librōs scribendō.
Notably: 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. invïtäre - feminine
3. nescïre - 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.”

<table>
<thead>
<tr>
<th>feminina amanda</th>
<th>a woman to be loved</th>
</tr>
</thead>
<tbody>
<tr>
<td>créstula edenda</td>
<td>cookies to be eaten</td>
</tr>
</tbody>
</table>

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.

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

Crüstula edenda sunt nóbís.  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 a/ab with the ablative with this construction.

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

**Exempli gratia:**

<table>
<thead>
<tr>
<th>Rëx aptus gentës regendë est.</th>
<th>He is fit for ruling the nations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rëx aptus gentibus regendis est.</td>
<td>He is fit for ruling the nations.</td>
</tr>
<tr>
<td></td>
<td>(lit., He is fit for the nations being ruled).*</td>
</tr>
</tbody>
</table>

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. Colônï mercätörësque ad praedaëm vetus sunt invïtandï.
4. Lëgës parendae scribï cum sapientiä debent.
   **Hint:** scribë – passive form scribere
5. Mî fili, fûrës et virë malî sunt vîtandï.
6. Parâvimus nâvës lacui nâvigandô?
7. Vîtâbis iniüriam vîtandô pugnô.
8. Prô prämâ lüce diëi opus agendum erat.
9. Edendës multës crústulës crëscës maximë corpore.
10. Animal parvum bëstiäs saevës in silvâ arbore ascendendë 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, paucha 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

Caveat Magister: Now that students have reached an advanced level of grammar study, the macra will no longer appear in the exercises requiring students to read original bits of Latin. These macra do not appear in original Latin texts and it is best that students begin learning to read Latin without them. Macra will still appear in all other exercises and in the chapter readings.

Derivative Detective

We have formed English words from Latin words for centuries. Some Latin elements, such as the noun rēs, have English derivatives in a different part of speech. The suffix -fy added to the root rē- makes an English verb from a Latin noun. (The suffix -fy is from the Latin faciō, meaning “make” or “do.”) So the English word reify means “make into a thing.” The suffix -ate makes the noun lēx 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 virīlis, 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)
lēx (adjective)
frūctus (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 opus
colōnus frūctus
cīvis cornū
lēx
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.
Plüräliter est.

**Interrogātiō:** Quō est cāsū?  In what case is it?
**Respōnsum:** Cāsū nōminātīvō est.
Cāsū genitīvō est.
Cāsū dātīvō 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.

Answers will vary widely. Mottoes are a great way to begin Latin composition for a number of reasons: 1) they do not necessarily require a complete sentence, 2) students may omit a linking verb if they so choose, and 3) a motto may even consist of a simple series of words. Once they have completed this exercise, ask students to share their mottoes and the inspiration behind them with the class.
Chapter 2

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>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><strong>Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>caedō, caedere, cequē, caesum</td>
<td>to cut down, to kill</td>
<td>(caesarian)</td>
</tr>
<tr>
<td>cavō, -āre, -āvi, -ātum</td>
<td>to make hollow, to hollow out</td>
<td>(excavate)</td>
</tr>
<tr>
<td>cōgitō, -āre, -āvi, -ātum</td>
<td>to think, to consider</td>
<td>(cogitate)</td>
</tr>
<tr>
<td>existimō, -āre, -āvi, -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, praestitiū, praestitum</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, sonū, sonitum</td>
<td>to sound, to resound, to make a noise</td>
<td>(sonic)</td>
</tr>
<tr>
<td>visō, visere, visi, visum</td>
<td>to look at carefully, to contemplate</td>
<td>(visage)</td>
</tr>
<tr>
<td><strong>Adjectives, Adverbs, Conjunctions, etc.</strong></td>
<td>full of leaves, leafy</td>
<td>(frond)</td>
</tr>
</tbody>
</table>

---

A Translation: “It is right for him to rule.” The verb oportet is one of the vocabulary words in this chapter and an example of an impersonal verb, a new lesson in chapter 2.

Oportet eum regnare. A

King’s College, Pennsylvania

This is adapted from 1 Corinthians 15:25 of the Vulgate: “Oportet autem illum rëgnäre dönec pōnat omnës inimïcös sub pedibus īús.” B

B Translation: “It is right, however, for that One [Christ] to rule until He places all enemies under His feet.”

---

C This verb takes a dative of the person for whom it is allowed and an infinitive of what is allowed (e.g.,  licet mihi legere “it is permitted for me to read” or, more idiomatically, “I am allowed to read”).

D This verb takes an accusative of the person for whom it is fitting and an infinitive of what is fitting (e.g., oportet me parēre “it is fitting for me to obey” or, more idiomatically, “I should obey”).
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.

Exercises 1–3 will ask students to practice conjugating verbs of all conjugations in the present system for both the active and passive voice. You may choose to assign this as a written exercise or you may want to use it as an opportunity for oral practice and have the class recite the exercises aloud. A third option would be to have a few volunteers write out examples on the board and have the class critique their work.

Caveat Magister: The -a of the present stem is basically swallowed up (or contracted) into the -ō of the first person. This contraction also happens in Greek, but to a much greater extent.

Nota Bene: The -re ending to replace the -ris endings is rare in the present tense, except with some authors, such as Plautus and Terence. In the writing of most authors it is the preferred form for anything that is not present indicative (e.g., laudābāre = laudābāris, etc.).

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 aperître 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>laudābam (I was praising)</td>
<td>laudābāmus (we were praising)</td>
</tr>
<tr>
<td>2</td>
<td>laudābās (you were praising)</td>
<td>laudābātis (you were praising)</td>
</tr>
<tr>
<td>3</td>
<td>laudābat (he/she/it was praising)</td>
<td>laudābant (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>laudābar (I was praised)</td>
<td>laudābāmur (we were praised)</td>
</tr>
<tr>
<td>2</td>
<td>laudābāris/lau dābare (you were praised)</td>
<td>laudābāminī (you were praised)</td>
</tr>
<tr>
<td>3</td>
<td>laudābātūr (he/she/it was praised)</td>
<td>laudāntur (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-. 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 invenître 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>laudābō (I shall praise)</td>
<td>laudābīmus (we shall praise)</td>
</tr>
<tr>
<td>2</td>
<td>laudābis (you will praise)</td>
<td>laudābitis (you will praise)</td>
</tr>
<tr>
<td>3</td>
<td>laudābit (he/she/it will praise)</td>
<td>laudābunt (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>laudäbimintā (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 \(-bere\).\(^{h}\)
- Remember that the first and second conjugations use the tense marker \(-b\ (i, o, u)\). The third and fourth conjugations use the tense marker \(-e-\) (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. paräbäis
5. laudantur
6. cogitō
7. occupäbämur
8. vïsent
9. sonäbantur
10. caväbit
11. prömittëminî
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 nöbîs bonae fëminae semper laudäbuntur.
5. Agricolae fortissimî prömittëbant bonum läbörem.
6. Discipulî së in eō studiō occupant.
7. Quid in animō habēs?
8. Quäs rēs parābit illa puella?
9. Quae rēs parābuntur ab illā 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. The grain is carried.
Frūmentum ā servō portātur. 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 belfī.
3. Illa rēs ab omnibus bonīs virīs condemnābitur.
4. Fructūs emēbantur ā mercātōre.
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.
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.¹
- Third -īō 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 -īs 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. existimāre (genitive, plural, neuter)
5. frangere (ablative, plural, masculine)
6. occupāre (dative, singular, feminine)
7. praestāre (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: -ē.

Uxor amāns virum cūrat. The loving wife cares for her husband.

Vir ab uxōre amanti cūrātur. 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.²

¹This is because any vowel followed by the letters ns in Latin is long by nature.
²It is important to point out that, when used as a noun, the participle expresses the one who is or does and not the act or state (e.g., the one running, not [the act of] 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 -nd- just before the ending.</td>
<td>• The present participle will have the letters -ns or -nt-.</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 labōrābant.**
2. **Expellite hostēs terram nostram occupantēs!**
3. **Višentibus ille pugnāre ferōcius quam omnēs vidētur.**
4. **Duo virī murum altissimum vīsendī 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 īnstrümenta vöbīscum 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.¹

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

- Oportet nós hoc facere.
- Nón licet nóbís currere in aedificiō.

To discern the subject, ask yourself:

- Quid oportet? (nós) hoc facere
- Quid nón licet? (nóbís) currere (in aedificiō)

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.

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:* *cärităte* – affection; *benevolentıa* – 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. Aegrotō, dum anima est, spes esse dicitur. (proverb)  
   *Hint:* *aegrōto* – sick man
10. Quod licet Iovi non licet bovi. (proverb)

Caveat Magister: Now that students have reached an advanced level of grammar study, the macra will no longer appear in the exercises requiring students to read original bits of Latin. These macra do not appear in original Latin texts and it is best that students begin learning to read Latin without them. Macra will still appear in all other exercises and in the chapter readings.

Chapter Reading

“ARBORĒS AD ROGŌS FACIENDŌS CAEDUNTUR” ⁰

Fragment from Ennius, *Liber VI*, unadapted

*Caveat Magister:* All italicized words are included in the reading glossary that follows the chapter reading.

Incendunt arbusta per alta, secūribus caedunt,
感知者 magnās quercūs, exciditur īlex,
Fraxinus frangitur atque abīs consternitur alta.
Pīnus prōcerās pervortunt: omne sonābat
Arbustum fremitū silvae frondōsae.

Glossary

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>rogus, -i, m.</td>
<td>funeral pyre</td>
</tr>
<tr>
<td>incendō, incendere, incendī, incēnsum</td>
<td>to burn, to set fire (cf. incendium)</td>
</tr>
<tr>
<td>arbusēm, -ī, n.</td>
<td>plantation, a vineyard planted with trees, grove of trees</td>
</tr>
<tr>
<td>percellō, percellere, perculī, perculsum</td>
<td>to beat down, to strike down</td>
</tr>
<tr>
<td>excīdō, excīdere, excīdī, excīsum</td>
<td>ex + caedō</td>
</tr>
<tr>
<td>īlex, ilicīs, f.</td>
<td>holly, holm-oak</td>
</tr>
<tr>
<td>fraxinus, -ī, m.</td>
<td>ash tree</td>
</tr>
<tr>
<td>abīs, abietis, f.</td>
<td>silver fir</td>
</tr>
<tr>
<td>consternō, consternere, constrāvī, constrātum</td>
<td>to strew, to scatter; to knock over</td>
</tr>
<tr>
<td>pīnus, -ūs, f.</td>
<td>pine tree (this word also commonly appears as a second declension noun: pīnus, pīnī)</td>
</tr>
<tr>
<td>prōcērus, -a, -um, adj.</td>
<td>altus, longus</td>
</tr>
<tr>
<td>pervortō, pervortere, pervortī, 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.

RESPONĐĒ LATĪNĒ!

1. Quōmodo virī arborēs caedunt?
2. Quālēs arborēs in silvā sunt?
3. Čur caedunt arborēs?

About the Author

ENNİÜS

Ennius was known to the Romans as “the father of Roman poetry.” He was born Quintus Ennius in Calabria, Italy, and lived c. 239–170 BC. To put his lifetime into a historical context, Ennius 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 Ennius 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, Ennius 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

Colloquamur!

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 amīcīs?

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?

Is it permitted for me to walk (number) of paces?
May I walk (number) of paces?

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

Big paces/steps, small paces/steps, fast paces/steps, slow paces/steps

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

If you want to encourage spoken Latin in your classroom, you might consider making some of these standard classroom phrases that students are required to use. Don’t respond if they ask in English, wait for the Latin.

Nota Bene:
• The phrase uses the enclitic -ne to ask the question.
• This also reviews the accusative of extent of space with passūs (fourth declension noun).

Here are some suggestions for other requests students could make:

Magister, licetne mihi ad lātrīnam īre? Teacher, may I go to the bathroom?
Magister, licetne mihi cum amīcīs loquī/colloquī/dīcere/labōrāre? Teacher, may I speak with/work with friends?
Magister, licetne mihi exīre? Teacher, may I leave/go out?
Chapter 3

Section 10. Verb Review: Perfect System
○ Perfect Tense
○ Pluperfect Tense
○ Future Perfect Tense

Section 11. Perfect Passive Participle

Section 12. Deponent Verbs
○ Indicative Mood
○ Participles
○ Imperative Mood

Section 13. PUFFV Verbs and the Ablative Case

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>órātor, órātōris, m. (cf. órātiō, órāre)</td>
<td>orator, speaker</td>
<td>(orator)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERBS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>circumeō, circumire, circumivī/circumī, circuitum</td>
<td>to go around; to enclose</td>
<td>(circuit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cōsequor, cōsequī, cōsecūtus sum (cf. sequor)</th>
<th>to follow, to go after; to obtain</th>
<th>(consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cunctor, cunctāri, cunctātus sum (cf. cunctātiō)</td>
<td>to delay, to hesitate (+ inf.)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>faeneror, faenerāri, faenerātus sum</td>
<td>to lend [money] at interest; to drain by extortion</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>gignō, gignere, genuī, genitum</td>
<td>to beget, to bear, to bring forth</td>
<td>(genitive)</td>
</tr>
<tr>
<td>gradior, gradi, grēssus sum</td>
<td>to walk, to step</td>
<td>(grade)</td>
</tr>
<tr>
<td>habēō, habēre, habūi, habitum</td>
<td>to have, to hold; to consider</td>
<td>(habit)</td>
</tr>
<tr>
<td>hortor, hortāri, hortātus sum</td>
<td>to encourage, to exhort</td>
<td>(exhortation)</td>
</tr>
<tr>
<td>misceō, miscēre, miscuī, mixtum</td>
<td>to mix, to mingle</td>
<td>(miscellaneous)</td>
</tr>
</tbody>
</table>

*Alternate forms are foeneror and fēneror.*

*Sometimes the m is left out in the first three principal parts. The omission explains the lack of m in the fourth principal part. This is probably due to the fact that though the vowel + m was written at the end of a word (such as the preposition circum), it probably represented a long nasalized vowel rather than a short vowel + a true m. Therefore, it often was not written, especially in inscriptions and nonliterary Latin.*

*The genitive case can show origin.*

*The phrase facta est is an example of a perfect passive verb, a subject of review in this chapter.*
morior, morīdormīri, 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, redeire, redī/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 Aenēïs II, “...ab uno discе omnes.”

A. Perfect Tense

1. Active Voice

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

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</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>habuērent/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 verb forms?

posuēre  
genuēre  
circumīvēre  
estimāvēre

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>Person</th>
<th>Singular</th>
<th>Plural</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. Pluperfect 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>habueräts (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**

   Participle 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>habitī, -ae, -a erāmus (we have been held)</td>
</tr>
<tr>
<td>2</td>
<td>habitus, -a, -um eräs (you had been held)</td>
<td>habitī, -ae, -a erātis (you had held)</td>
</tr>
<tr>
<td>3</td>
<td>habitus, -a, -um erat (he had been held)</td>
<td>habitī, -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 an *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.

   *You will want to remember that the future perfect tense in the active voice is very similar to the perfect active subjunctive. Primarily, macra make the differences in these two tenses. The perfect subjunctive will be taught in chapter 5, but we have included the following table for your reference. Please make sure students learn the macra pattern for the future perfect indicative now so they will be prepared when the subjunctive is covered in chapter 5.*

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

Exercise 5. Translate the following sentences.

1. Quem quaeritis?
2. Virō parcite!
3. Placuītne?
4. Laudāvērunt illam lēgem.
5. Cēpistiē fürem?
6. Colōnus fructum laudāverit ante eam ēmēs.
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  

The 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></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>āctus</td>
<td>ācta</td>
<td>āctum</td>
</tr>
<tr>
<td>Gen.</td>
<td>āctī</td>
<td>āctae</td>
<td>āctī</td>
</tr>
<tr>
<td>Dat.</td>
<td>āctō</td>
<td>āctae</td>
<td>āctō</td>
</tr>
<tr>
<td>Acc.</td>
<td>āctum</td>
<td>āctam</td>
<td>āctum</td>
</tr>
<tr>
<td>Abl.</td>
<td>āctō</td>
<td>āctā</td>
<td>āctō</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>āctī</td>
<td>āctae</td>
<td>āctae</td>
</tr>
<tr>
<td>Gen.</td>
<td>āctōrum</td>
<td>āctārum</td>
<td>āctōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>āctīs</td>
<td>āctīs</td>
<td>āctīs</td>
</tr>
<tr>
<td>Acc.</td>
<td>āctōs</td>
<td>āctās</td>
<td>ācta</td>
</tr>
<tr>
<td>Abl.</td>
<td>āctīs</td>
<td>āctīs</td>
<td>āctīs</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 āctus 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.

Currus āctus celerrimē vïcit. 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 āctus est. The chariot was driven very fast.

Currus celerrimē āctus vïcit. 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: amāre: amātus, amāta, amātum = loved, having been loved

1. habēre
2. vīsere
3. cōgitāre
4. miscēre
5. nescīre
6. pōnere
7. occupāre
8. dicere
9. capere
10. cavāre
11. redīre
12. petere
13. prōmittere
14. gerere
15. docēre

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. Nōnne negābis cōnsilium habitum perīculōsum ā multīs?
2. Hoc cōnsilium habitum est ā multīs esse perīculōsum.
3. Verba dicta ab ērātōre bonō vulgus movērunt.
4. Flōrēs caeruleī rubrīque flāvīque ā puellīs in silvā visī sunt.
5. Colōni arborēs frondōsās caesās ā secūribus ad praedium ferēbant.
6. Vis mixta cum sapientiā dúci bene serviet.
7. Multī līberī mātrī beātae genītū erant.
8. Multa posita bona in forō ā mercātōribus vidēbāmus.

Section 12. Deponent Verbs

A. Indicative Mood

Deponent (from dē, “down, aside” + pōnō, “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 -ārī, the second conjugation in -ērī, the third conjugation in -ī, and the fourth conjugation in -īrī. 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>amō (I love)</td>
<td>amāre (to love)</td>
<td>amāvī (I loved)</td>
</tr>
<tr>
<td>cōnor (I try)</td>
<td>cōnārī (to try)</td>
<td>cōnātus sum (I tried)</td>
</tr>
</tbody>
</table>

Deponent verbs do not list a fourth principal part in any dictionary. Why is that?

The third principal part reveals not only the perfect tense, but also the perfect participle typically revealed by the fourth principal part of regular verbs. Thus, regular verbs need a fourth principal part to show the perfect passive participle, but deponent verbs do not.

*Caveat Magister: The students have learned multiple meanings for the verbs in exercise 6. It would be impractical to provide every variation here. The answer key is simply a basic model. Answers may vary slightly. Please refer to a glossary to verify questionable meanings.*

*Bona is a substantive adjective.*

*Tūtōs is an adjective, but in English we can render this idea better with an adverb.*
Exercise 8. The following chart contains some common and important deponent verbs. Identify the conjugation of each verb.

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>cōnor, cōnārī, conātus sum ____________</td>
<td>to try</td>
</tr>
<tr>
<td>vereor, vereōrī, verītus sum __________</td>
<td>to fear</td>
</tr>
<tr>
<td>loquor, loquī, locūtus sum ____________</td>
<td>to speak</td>
</tr>
<tr>
<td>gradior, gradī, 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, arbitrārī, arbitrātus sum ________________</td>
<td>to think</td>
</tr>
<tr>
<td>hortor, hortārī, hortātus sum ____________</td>
<td>to urge, to encourage</td>
</tr>
<tr>
<td>polliceor, pollicērī, 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  hortātum = encouraged, having encouraged
- moriēns = dying  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  hortandus est = he is to be encouraged
- conandum = to be tried  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>cōnāminē (try!)</td>
</tr>
<tr>
<td>nōlī cōnārī (don’t try!)</td>
<td>nōlīte cōnārī (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.º

1. habitēre
2. hortāri
3. cunctāri
4. redīre
5. morīri
6. pōnere
7. gradī
8. nītī
9. miscēre
10. consequī

Exercise 11. Translate the following sentences.
1. Colōnum sequere ad praedium!
2. Cōnsequimini fūrēs et pecūniam captam!
3. Līberī, pārēte parentibus!º
4. Nōli pecūniam illī agricolae faenerāri!
   Hint: pecūniam – money
5. Parāte sē bellō!
6. Nōli oppugnāre frātrem tuum!
7. Gradere ā virō malō; eum verēre!
8. Loquēminī nōbīscum dē légibus, 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?º

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.º

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

ºNota Bene: Potior can also govern the genitive.

ºThis exercise makes an excellent oral review for the whole class. Not every exercise need be written out. Some are wonderful group activities.

ºPārēre is a special intransitive verb (cf. LA2, section 12C).

ºNoceō, pareō, credō, parcō, faveō, servīō, and more

ºThe most common and important of these PUFFV verbs is utor. Take care to have students learn this one well.

Consider the verb fruor, frūtī, frūitus/frūctus sum. The fruit of anything is that part of it which we enjoy.

Consider the verb fungor, fungī, fungūtus sum. A dysfunctional organization is one that does not perform well.
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: dignitatem – 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 rēs est tam pérículōsa.
   Hint: tam – so
2. Māiorēs nostrī hoc in lēgēs creaēs ā senatū posīērunt.
3. Māiorēs nostrī illum fūrem prō iūdiciō prōmissum condemnāverant.
4. Exīstēmāvrērunt cīvem, quī faenerātus est, pēīorem quam fūrem.
5. Hinc licēt exīsīmāre.
6. Et quom virum bonum laudābant, ita laudābant bonum agricolaēm et bonum colōnum.
7. Ex agricoliēs mīlitēs fortibus fortēs gignuntur.⁹
8. Nōlīte cuncārī consequē sapientiam doctam ā patre!

Chapter Reading: Reading 1¹

“DĒ BELLō HANNIBALICō”

Fragment from Ennius, Liber VIII, unadapted

Postquām Discordion taetra u
Belli fērrātōs postēs portāsque refrēgit.
Pellitur ē mediō sapientia, vī geritūr rēs,
Spernitur ōrātor bonus, horridus mīlēs amātur.
Haut doctūs dicētis certantēs sed maledictūs
Miscent inter sēsē inimīcitiam aitantēs.
Nōn ex iūre manū cōnsertum sed magis ferrō
Rem repetunt, rēgnumque petunt, vādunt solidā 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, sprēvī, sprētum .................................. 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, maledīxī, maledictum .................. to abuse, to speak ill, to curse (male + dicere)
sē (refl. pro.) .............................................................................. sē
inimīcitia, -ae, f. ................................................................. enmity (antonym for amīcitia)
dicentēs ................................................................................. more (in this instance, it is “and more”)
cōnserō, cōnserere, cōnseruī, cōnsertum ...................... to join together (in a hostile manner, as in a militant context)
repetō, repetere ..................................................................... to rush, to hasten
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 CUNCTĀTŌRIS ĖLOGIUM”
Fragment from Ennius, Liber IX, unadapted

Únus homō nōbīs cunctandō restituit rem.
Nōn enim rūmōres pōnēbat ante salūtem.
Ergō postque magisquē 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
magisquē (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?
Chapter 3

Culture Corner

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. Fabricius 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: “inus 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

Nota Bene:

- The full quote from the Aeneid (VI.845-846) is “Fabii, tu Maximus ille es, unus qui nobis cunctando restituis rem.” (“Fabius, you are that greatest (man), the one who reestablished the state for us by delaying.”)
- A wonderful online resource for this work of Livy’s and others is the Perseus Digital Library at www.perseus.org. Texts can be found in both Latin and English along with some very helpful resources.
Colloquāmur!

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.

**Interrogātiō:** Quid/ubi est verbum? What/where is the word?

**Respōnum:**
- Cūius est persōnæ? What person is it?
  - Prīmae persōnæ est.
  - Secundae persōnæ est.
  - Tertiae persōnæ est.
- Cūius est numerī? What number is it?
  - Singulāriter est.
  - Plūrālider est.
- Cūius est temporis? What tense/time is it?
  - Praesentis est.
  - Imperfectī est.
  - Futūrī est.
  - Perfectī est.
  - Plūs quam perfectī est.
  - Futūrī exactī est.
- Cūius est vöcis? What voice is it?
  - Est actīvī.
  - Est passīvī.
- Cūius est coniugātiōnis? What conjugation is it?
  - Est prīmae coniugātiōnis.
  - Est secundae coniugātiōnis.
  - Est tertiae coniugātiōnis.
  - Est quartae coniugātiōnis.
- Quid significat? What does it mean?
  - Quid est subiectīvum?

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

*Caveat Magister:* This is the subjunctive form of the verb *scribimus*. Students will learn the subjunctive mood in chapter 4.

The tall trees
Holly, ash, oak
Cut down now they are absent