FIRST LATIN BOOK
PREFACE.

This little book is meant to comprise a first year's course. I have had in mind chiefly beginners of about twelve years of age. Now that the time devoted to Latin has been so reduced, it is necessary for boys to come to their work with a sound knowledge of English and a good start in French. The complex sentence, a few very simple instances of which occur in this book, should be treated systematically during the second and third years.

The scheme I have followed differs slightly from that outlined in The Teaching of Latin (Blackie) for the first year. I there assumed no knowledge of grammar; here I assume a knowledge of simple analysis and the parts of speech. This amount is, in my opinion, an irreducible minimum.

The conversations and exercises are meant to be examples only. The teacher must enlarge such parts as are particularly useful to his own class, for each class will have its special needs and weaknesses. My
intention throughout has been to suggest the method to be employed rather than to provide a rigid series of exercises, for experience proves that the reformed method fails entirely when it lacks spontaneity. It also appeared better to leave to the master the explanation of the few instances of accusative and infinitive which occur towards the end. I have given but few exercises on mere declension and conjugation, for I assume that the master will make his boys decline orally many nouns and adjectives, and conjugate verbs, at some period in every lesson, and that he will constantly ask the question: "What case is so and so, and why?" I wish to insist upon this because, to many people, the reformed method is synonymous with neglect of grammar. Especially should the gender of every noun be learnt as it occurs.

It will be seen that I have postponed translation into Latin until the book has been worked through once. I believe that this is correct in principle, and I have found it work well in practice; but of course teachers may exercise their own judgment in the matter.

Much stress has been laid upon learning by heart. How much of this is possible depends, of course, upon the time at the teacher's disposal and the capacity of the class; but the more that is so learnt the better. The conversations are intended to be translated,
repeated, occasionally with dramatic action, and so learnt that, when the master asks a question in Latin, the pupil can give a correct answer (not necessarily the one in the text) without referring to his book.

The stress laid upon correct and distinct pronunciation is not the result of a fad. When teaching is largely oral it is essential that a boy's pronunciation be so clear that every other boy can associate the sound with the correct spelling. The reformed pronunciation makes this much easier, because it is almost phonetic.

No attempt has been made to mark off the book into lessons. The master must do this for himself; because lessons vary in length, and classes in capacity. For convenience of reference sections are numbered.

All vowels long by nature are marked. The mark of the short vowel is thus superfluous. The musical settings will show clearly the important fact that quantity is time-value.

No pains have been spared to make the book practically useful. It has been used by myself in proof for one term; several schoolmasters have helped me by doing the same with their own classes, or by forwarding suggestions. In particular I should like to thank Mr. L. Alston, of Christ's College, Mr. F. G. Blandford, of the Cambridge Day Training College, Mr. C. F. Spencer Smith, of Sidcot
School, and Mr. J. L. Paton, of Manchester Grammar School. Dr. W. H. D. Rouse and Prof. E. V. Arnold have done me the great service of revising the proofs with an eye to accurate scholarship. For such errors as remain I alone am responsible.

My thanks are also due to Prof. Sonnenschein for permission to re-print his version of the National Anthem, to Professor Sir C. Villiers Stanford and his publishers, Messrs. Boosey & Co., who grant me leave to use his arrangement of the music, and to the De la More Press for permission to print reduced fac-similes of two sets of pictures from my Latin Picture Stories.
FIRST LATIN BOOK

1. Latin has the same alphabet as English, except that \( w \) and \( j \) are absent, while \( k \) occurs in very few words, and \( y \) and \( z \) in foreign words only.

2. PRONUNCIATION. (a) Consonants. These are pronounced as in English, but \( c \) and \( g \) are always hard; double consonants, as in

lob-ball  mid-day  home-made  stop-press  this-sort
black-cat  full-long  ten-nights  fur-rug  that-time

(b) Vowels. These are either long or short; the short vowels are pronounced for about half the time taken by a long vowel.

\[
\begin{align*}
\text{â} &= \text{French â in pâle.} \\
\text{é} &= \text{French ée in bée, fée.} \\
\text{i} &= \text{French ie in amie.} \\
\text{o} &= \text{French ô in Rhône.} \\
\text{û} &= \text{French ou in roue.} \\
\text{y} &= \text{French u in sûr.}
\end{align*}
\]

(c) Diphthongs.

\[
\begin{align*}
\text{ae} &= \text{English i in fine.} \\
\text{au} &= \text{English ow in how.} \\
\text{oe} &= \text{English oy in boy.}
\end{align*}
\]
EXERCISE.

3. Pronounce in monotone or with a separate note for each sound:
   a, ā  i, ī  u, ū
   e, ē  o, ō

To be repeated six times, very distinctly, before each lesson. Time should be beaten. A long vowel should be prolonged so as to be equal to two short vowels.

EXERCISE.

4. Pronounce distinctly:
   ba, bā  ca, cā  to, tō
   ab, āb  ap, āp  tu, tū
   be, bē  ob, ēb  ut, ūt
   et, ēt

Repeat six times.

EXERCISE.

5. Pronounce distinctly, bringing out clearly the doubled consonants:
   posse  lammina  vacā
   villa  Porsenna  puella
   littera  vacca

EXERCISE.

6. Pronounce distinctly, keeping the vowels quite pure, and paying attention to quantity and doubled consonants.

   Foedus, claudō, mēnsae, cīvis, nostrīs, puella, puellā,
   vir, virī, virōs, manus, manūs, māxima, māximās,
   potest, possumus, possīs, flēvēre, audire, regere,
rēginā, rēginā, proeliorum, purgat, cui, caelō, hūius, vidēte.

phasēlus ille, quem vidētis, hospitēs,
ait fuisse nāvium celerrimus.

7. Master to say surge; boy to stand up, saying surgō.
    " " surgite; boys " " surgimus.

    M. quid facis?    B. surgō.
    M. quid facitis?  B. surgimus.

Master to stand up and say, quid faciō? B. surgis. Master points to a pupil who is rising, and says, quid facit? Boys to answer, surgit.

Master addresses several pupils who are told to stand up, and says, surgitis. He also points to them, and asks another boy, quid faciunt? Boy to answer, surgunt.

The above should be repeated at least a dozen times, varying the boy or groups of boys. The Master must be careful to make it understood that surgere is to stand up from the sitting posture, not to be standing. Translation may be employed, but the Latin words must be associated with the actions. Of course the book must not be used after the first few times.

    Master, nōlī surgere;    boy, nōn surgō.
    " nōlite surgere; boys, nōn surgimus.

The pupil may now learn the imperative and the present indicative of surgere, to stand up.

8. Imperative Mood.

    surge, stand up (addressing one person).
    surgite, stand up (addressing more than one person).
PRESENT INDICATIVE.

surgō, I stand up.
surgis, you (s.) stand up.
surgit, he, she, it stands up.
surgimus, we stand up.
surgitis, you stand up.
surgunt, they stand up.

9. The endings ō, s, t, mus, tis, nt take the place of pronouns. The pronouns ego, I; tū, you (s.); nōs, we; vōs, you (pl.); are sometimes expressed, e.g. when emphatic.

10. The endings given above are the same for nearly all Latin verbs. But these verbs are divided into four classes (called conjugations) according to the characteristic vowel which comes before the ending.

<table>
<thead>
<tr>
<th>Conjugation I.</th>
<th>Conjugation II.</th>
<th>Conjugation III.</th>
<th>Conjugation IV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class ā.</td>
<td>Class ē.</td>
<td>Class ē, ī.</td>
<td>Class ī.</td>
</tr>
<tr>
<td>recit - āre to read aloud.</td>
<td>sed - ēre to sit</td>
<td>surg - ēre to rise</td>
<td>aper - īre to open</td>
</tr>
</tbody>
</table>

IMPERATIVE MOOD.

recit - ā | sed - ē | surg - ē | aper - ī |
recit - āte | sed - ēte | surg - ēte | aper - ēte |

PRESENT INDICATIVE.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>recit - ō</td>
<td>sed - eō</td>
<td>surg - ō</td>
<td>aper - iō</td>
</tr>
<tr>
<td>recit - ās</td>
<td>sed - ēs</td>
<td>surg - īs</td>
<td>aper - Is</td>
</tr>
<tr>
<td>recit - at</td>
<td>sed - et</td>
<td>surg - it</td>
<td>aper - it</td>
</tr>
<tr>
<td>recit - āmus</td>
<td>sed - ēmus</td>
<td>surg - īmus</td>
<td>aper - īmus</td>
</tr>
<tr>
<td>recit - ātis</td>
<td>sed - ētis</td>
<td>surg - ītis</td>
<td>aper - ītis</td>
</tr>
<tr>
<td>recit - ant</td>
<td>sed - ent</td>
<td>surg - īunt</td>
<td>aper - iunt</td>
</tr>
</tbody>
</table>
11. Some third conjugation verbs, *e.g.* facere, have an -i in the pres. indic. 1st s. and 3rd pl.

fac - iō
fac - is
fac - it
fac - imus
fac - itis
fac - iunt

12. N.B.—recitō means either:

(1) *I read.*
(2) *I am reading.*
(3) *I do read.*

Similarly with the other verbs.

*Viva voce* drill should now be practised with the following phrases. They are meant to lead the way to §§ 14, 26.

13. (a) M. sedē;

sedēte;
quid facis tū?
et tū?
et quid vōs facitis?

B. sedeō.

sedēmus.
ego sedeō.
ego stō.
nōs stāmus.
sed nōs sedēmus.

etc.

(b) M. claudite librōs;

claude librum;
quid facis?
quid claudis?

B. claudimus librōs.

claudō librum.
claudō librum.
librum claudō.

etc.
(c) M. aperite librōs; B. aperimus librōs.
aperī librum; aperiō librum.
nōli claudere librum; librūm nōn claudō.
nōlite claudere librōs; librōs nōn claudīmus.
quid tū facis? ego claudō librum.
et tū? ego nōn claudō librum
sed aperiō.

etc.

14. The meaning of a Latin sentence depends largely upon the endings of words. We have seen that endings are used to express the persons of the verb. Nouns and adjectives also have endings; nouns to express their relation to the rest of the sentence; adjectives to show the noun to which they belong. For the present, attention must be paid to three of the "cases":

(1) The NOMINATIVE case, which is the case of the subject of the sentence.

(2) The VOCATIVE case, which is the case used in addressing persons.

(3) The ACCUSATIVE case, which is the case of the direct object; it is also used after certain prepositions.

N.B.—The vocative case is the same in form as the nominative except in the case of nouns and adjectives in -us. It will therefore only be given in that declension.

15. Parvus, small, is thus declined:

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>parv-us</td>
<td>parv-a</td>
<td>parv-um</td>
</tr>
<tr>
<td>Vocative</td>
<td>parv-e</td>
<td>parv-a</td>
<td>parv-um</td>
</tr>
<tr>
<td>Accusative</td>
<td>parv-um</td>
<td>parv-am</td>
<td>parv-um</td>
</tr>
</tbody>
</table>

16. Like parvus are declined nouns of the second declension masculine.
Like *parva* are declined nouns of the first declension (usually feminine).

Like *parvum* are declined nouns of the second declension neuter.

17. Some second declension masculines make the nominative and vocative in *-r*, *e.g.* *puer*, boy; *magister*, master; *vir*, man; *liber*, book. The accusatives of these words are *puer-um*, *magistr-um*, *vir-um* and *libr-um* respectively.

18. Adjectives are inflected to agree, in number, gender and case, with the nouns they qualify:

<table>
<thead>
<tr>
<th>Parva</th>
<th>Parvus servus</th>
<th>Parvum tectum</th>
<th>Parvus puer</th>
<th>Parvus vir</th>
</tr>
</thead>
<tbody>
<tr>
<td>puella, a small girl</td>
<td>servus, a small slave</td>
<td>tectum, a small roof</td>
<td>puer, a small boy</td>
<td>vir, a small man</td>
</tr>
<tr>
<td>parva</td>
<td>parvum</td>
<td>parvum</td>
<td>parvus</td>
<td>parvus</td>
</tr>
<tr>
<td>puellam</td>
<td>tectum</td>
<td>puer</td>
<td>vir</td>
<td>etc.</td>
</tr>
</tbody>
</table>

19. There is generally no word for *a*, the; *servus* is slave, a slave or the slave.

20. The interrogative pronoun *quis*, who? what? is thus declined:

<table>
<thead>
<tr>
<th>Masculine and Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td></td>
</tr>
<tr>
<td>quis, who?</td>
<td>quid, what?</td>
</tr>
<tr>
<td>Acc.</td>
<td></td>
</tr>
<tr>
<td>quem, whom?</td>
<td>quid, what?</td>
</tr>
</tbody>
</table>

21. The present indicative of the verb *to be* (esse) is thus conjugated:

| Sum, I am. | Es, you (s.) are. | Est, he, she, it is. | Sumus, we are. | Estis, you are. | Sunt, they are. |
EXERCISE.

To be read aloud, translated, and learnt by heart:

22. (A) (1) Crēta est alba. Fenestra est aperta sed iānua est clausa; mēnsa est māgna et sella est parva.
   (2) Digitus est rēctus. Oculus est rotundus.
   (3) Puer est parvus; discipulus est parvus; magister est māgnus.
   (4) Tectum est album et altum.

23. Conversation (specimen only—not to be slavishly followed):

Quid vidēs illīc?

Fenestram videō. Fenestram apertam videō.

Quid vidētis hic?

Magistrum vidēmus. Mēnsam vidēmus.

Quid tenet magister?

Crētam tenet magister. Calamum tenet magister.

Quem spectat magister?

Disciplinum spectat magister.

Quis iānuam claudit?

Magister iānuam claudit.

Quid vidēs, discipule?

Iānuam videō, magister.

Quid aperiō, discipule?

Fenestram aperiō, magister.

Quid claudis, discipule?

Iānuam claudō, magister.

Quid facis, discipule?

Aperiō iānuam, magister.

E quid tū facis, discipule?

Ego aperiō librum.
Et quid tū facis, puer? Ego tēctum spectō.
Non spectāre tēctum, librum spectō; tēctum nōn spectō.

To be done first with books, then without; to be accompanied by dramatic action according to the master’s discretion. Translation, of course, will be necessary.

24. Written Exercise. Some things the master does in class. Some things a pupil does in class.

[This should be first prepared viva voce.]

25. To be learnt by heart:

Discipulus prīmus. Salvē, Sexte.
Discipulus prīmus. Cūr stās, Sexte?
Discipulus tertius. Nōlite stāre, Sexte et Mārce. Quid facitis et quid petitis?
Discipulus prīmus. Tabernam spectāmus quia Sextus crustulum petit.

Discipulus prīmus et discipulus secundus.

\[
\begin{align*}
\text{Discipulus prīmus et discipulus secundus.} & \quad \begin{cases} 
\text{Nunc non stāmus sed ambulāmus.} \\
\text{Nunc currimus. Nunc lūdum intrāmus.}
\end{cases} \\
\text{Mārcus intrat. Sextus intrat. Mārcus et Sextus intrant.}
\end{align*}
\]
Masculine plural. Feminine plural. Neuter plural.

26. N. and V., parv-i parv-ae parv-a
   Accusative, parv-ōs parv-ās parv-a
Similarly, serv-i puell-ae tēct-a
   (slaves) (girls) (roofs) serv-ōs puell-ās tēct-a

EXERCISE (Dramatic).

   M. Quid vidētis? Discipuli. Librōs vidēmus.
   M. Quot librōs? D. Duōs librōs.
   M. Quot oculōs habēs? D. Duōs oculōs habeō.
   M. Quot genās habēs? D. Duās genās habeō.
   M. Quot digitōs habēs? D. Decem digitōs habeō.
   M. Quot capillōs habēs? D. Innumerōs habeō capillōs.

28. N.B.—The word which gives the answer to a question should always come first in a reply. The order of words in a Latin sentence is not fixed, although there is a tendency for the verb to come last. The factors which determine the order are:
   (1) the emphasis of a particular word or phrase;
   (2) clearness.
   
   EXERCISE.

29. Turn the nouns of Exercise, § 22 (B), into the plural.
   
   EXERCISE.

Learn by heart, after translation:

   Linguam Latinam nōn discimus. Cūnctās linguās
   omittimus. Pilās iactāmus. Fluvium trānsnatāmus.
   Militāmus, et cūncta studia bellī exercēmus. Noctū
cantāmus vel fābulam scaenicam peragimus.
31. **Written Exercises.** Turn the above into:
   (1) 1st per. singular.
   (2) 2nd singular.
   (3) 3rd singular.
   (4) 2nd plural.
   (5) 3rd plural.

32. Besides the three cases discussed above, Latin has three others:
   (1) the **Genitive** case, corresponding to the English "possessive," or to a noun preceded by *of*;
   (2) the **Dative** case, roughly equivalent to the English indirect object;
   N.B.—Distinguish:
   *Dā puerō librum,* *Give a book to the boy* (ind. obj.)
   *Venī ad puerum,* *Come to the boy* (motion).
   (3) the **Ablative** case, which has various meanings. It is used to denote the instrument with which a thing is done. A very common use is with certain prepositions. It also expresses "time when," while the accusative expresses "time how long."

33. Notice the following datives:
   *mihi,* *to (or for) me.*
   *tibi,* *to you (s).*
   *nōbīs,* *to us.*
   *vōbīs,* *to you (pl).*

34. Notice the imperatives:
   *dīc,* *say.*
   *dīcite,*
   *fac,* *do.*
   *facite,*
   *dūc,* *lead.*
   *dūcite*
35. Declension of parvus.

<table>
<thead>
<tr>
<th></th>
<th>Masculine.</th>
<th>Feminine.</th>
<th>Neuter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>parv-us</td>
<td>parv-a</td>
<td>parv-um</td>
</tr>
<tr>
<td>Voc.</td>
<td>parv-e</td>
<td>parv-a</td>
<td>parv-um</td>
</tr>
<tr>
<td>Acc.</td>
<td>parv-um</td>
<td>parv-am</td>
<td>parv-um</td>
</tr>
<tr>
<td>Gen.</td>
<td>parv-ī</td>
<td>parv-ae</td>
<td>parv-ī</td>
</tr>
<tr>
<td>Dat.</td>
<td>parv-ō</td>
<td>parv-ae</td>
<td>parv-ō</td>
</tr>
<tr>
<td>Abl.</td>
<td>parv-ō</td>
<td>parv-ā</td>
<td>parv-ō</td>
</tr>
</tbody>
</table>

(N. and V.)

<table>
<thead>
<tr>
<th></th>
<th>Masculine.</th>
<th>Feminine.</th>
<th>Neuter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acc.</td>
<td>parv-ī</td>
<td>parv-ae</td>
<td>parv-a</td>
</tr>
<tr>
<td>Gen.</td>
<td>parv-ōs</td>
<td>parv-ās</td>
<td>parv-a</td>
</tr>
<tr>
<td>Dat.</td>
<td>parv-ōrum</td>
<td>parv-ārum</td>
<td>parv-ōrum</td>
</tr>
<tr>
<td>Abl.</td>
<td>parv-īs</td>
<td>parv-īs</td>
<td>parv-īs</td>
</tr>
</tbody>
</table>

EXERCISE.

36. Decline in a similar way servus (like parvus), puella (like parva), tectum (like parvum).

37. The following prepositions govern the ablative case:
   - ā (before vowels or h, ab), from, by.
   - cum, accompanied by, with.
   - dē, down from, concerning.
   - ē, ex, out of.
   - in, in, on.
   - prō, on account of, in front of.
   - sine, without.

38. The following prepositions govern the accusative case:
   - ad, to, towards, near.
   - ante, before.
   - contrā, against.
   - in, into, on to.
   - inter, among, between.
   - per, through.
   - post, after, behind.
   - prope, near.
39. **N.B.**

*In agrum venió et in agró stò.*

*I come into the field and I stand in the field.*

*Cum amicis venió et gladiis servós interficumus.*

*I come with friends and we kill the slaves with swords.*

40. Note also *mēcum, tēcum, nōbiscum, vōbiscum, sēcum,* not *cum mē* etc.

41. The complete declension of *quis* is:

<table>
<thead>
<tr>
<th></th>
<th><strong>M.</strong></th>
<th><strong>F.</strong></th>
<th><strong>N.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td><em>quis</em></td>
<td><em>quid</em></td>
<td><em>who? what?</em></td>
</tr>
<tr>
<td>Acc.</td>
<td><em>quem</em></td>
<td><em>quid</em></td>
<td><em>whom? what?</em></td>
</tr>
<tr>
<td>Gen.</td>
<td><em>cūius</em></td>
<td></td>
<td><em>whose? of whom? of what?</em></td>
</tr>
<tr>
<td>Dat.</td>
<td><em>cui</em></td>
<td></td>
<td><em>to or for whom? to or for what?</em></td>
</tr>
<tr>
<td>Abl.</td>
<td><em>quō</em></td>
<td></td>
<td><em>(various meanings).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>M.</strong></th>
<th><strong>F.</strong></th>
<th><strong>N.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td><em>quī</em></td>
<td><em>quae</em></td>
<td><em>quaes.</em></td>
</tr>
<tr>
<td>Acc.</td>
<td><em>quōs</em></td>
<td><em>quās</em></td>
<td><em>quaes.</em></td>
</tr>
<tr>
<td>Pl.</td>
<td><em>quōrum</em></td>
<td><em>quārum</em></td>
<td><em>quōrum.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(same in meaning as the singular).</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(quibus or quis).</em></td>
</tr>
</tbody>
</table>

**CONVERSATION** (*Dramatic*).

42. *Quid tibi est nōmen?*  Nōmen est mihi Carolō.

Nōmen est mihi Sextō.

Nōmen est mihi Gāiō.

Nōmen est mihi Lūciō.

*Quid teneō?* Calamum tenēs.

*Ubi teneō?* In dextrā tenēs.

*Quid teneō?* In sinistrā tenēs.

*Ubi teneō?* Librōs tenēs.

*Ubi teneō?* In sinistrā et in dextrā tenēs.

---

1 A third declension word, nominative case.
Cuius librōs teneō?
Quōrum librōs teneō?
Cui librum dō?
Quibus librōs dō?
Dā mihi librum.
Date mihi librōs.
Dō vöbis librōs.
Dō tibi librum.

Carolī librōs tenēs.
Carolī et Sextī librōs tenēs.
Mārcō librum dās.
Lūciō et Gāiō librōs dās.
Dō tibi librum.
Dās nōbis librōs.
Dās mihi librum.

EXERCISE.

43. To be read, translated and learnt by heart:

Sedēte. Tū, puer, iānuam claude, et tū fenestrās aperi.


Aperite librōs.


Rēgulās novās lege et verba nova.

[Puerī dicit] Rēgulās novās legō et verba nova.

Nōn clārē recitās. Respondē clārē.

Ubi est iānua?
Ubi sunt fenestrāe?
Ubi sunt pictūrae?
Ubi est crēta?
Ubi est liber?
Ubi sedētīs?

In mūrō est iānua.
In mūrō sunt fenestrāe.
In mūrō sunt pictūrae.
In mēnsā est crēta.
In mēnsā est liber.
In sellīs sedēmus.

Cui dicō?

Mihi dicīs.
Carolō dicīs.
Sextō dicīs.

Quibus dicō?

Discipulīs dicīs.
Mārcō et Gāiō dicīs.

Cuius librum tangō?
Quōrum librōs tangō?

Lūciī librum tangis.
Discipulōrum librōs tangis.
Sextī et Gāiī librōs tangis.
44. Read, translate, and learn by heart.


The Romans called the beginning of the day (about 6 A.M.) the "first hour."

EXERCISE (Written).

45. Make up and translate phrases, using the following prepositions:

- **ad**
- **post**
- **cum**
- **ex**
- **in**
- **ante**
- **prope**

46. Questions which are not introduced by an interrogative word such as

- **quot?** how many?
- **quis?** who?
- **ubi?** where?
- **quandō?** when?

are expressed in the following ways:

1. By adding -**ne** to the first word of the sentence:

   **stāsne?** are you standing?

   **calamōsne habētis?** have you pens?

2. By beginning the sentence with **nōnne** when the answer yes is expected (**nōnne = nōn + ne**):

   **nōnne calamōs habētis?** you have pens, have you not?

1 *Myself or me (acc.).*
(3) By beginning the sentence with num, usually when the answer no is expected:

num calamōs habētis? you have not pens, have you?

47. Nouns of the third declension have various terminations in the nominative; but when the constant part is known (it can be found by taking away the genitive ending from the genitive case) the rest of the cases may be found by adding the proper endings.

48. Neuter nouns of all declensions are always the same in the nominative, vocative and accusative, and the neuter plural of these cases always ends in -a.

49. There are no separate forms for masculines and feminines of the third declension.

50. miles, soldier: genitive, militis: stem,1 milit-.

| N. and V. | miles | milit-ēs |
| Acc.      | milit-em | milit-ēs |
| Gen.      | milit-is | milit-um |
| Dat.      | milit-ī | milit-ibus |
| Abl.      | milit-e | milit-ibus |

51. opus, work: genitive, operis: stem, oper-: neuter gender.

| N., V., and Acc. | opus | oper-a |
| Gen.             | oper-is | oper-um |
| Dat.             | oper-ī | oper-ibus |
| Abl.             | oper-e | oper-ibus |

EXERCISE.

52. Decline and learn the following words:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
<th>Constant part.</th>
<th>Gender</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pater</td>
<td>patris</td>
<td>patr-</td>
<td>m.</td>
<td>father</td>
</tr>
<tr>
<td>māter</td>
<td>mātris</td>
<td>mātr-</td>
<td>f.</td>
<td>mother</td>
</tr>
<tr>
<td>frāter</td>
<td>frātris</td>
<td>frātr-</td>
<td>m.</td>
<td>brother</td>
</tr>
<tr>
<td>soror</td>
<td>sorōris</td>
<td>sorōr-</td>
<td>f.</td>
<td>sister</td>
</tr>
<tr>
<td>aestās</td>
<td>aestātis</td>
<td>aestāt-</td>
<td>f.</td>
<td>summer</td>
</tr>
</tbody>
</table>

1 The part of a word common to all its forms.
<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
<th>Constant Part.</th>
<th>Gender</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aetās</td>
<td>aetātis</td>
<td>aetāt -</td>
<td>f.</td>
<td>age.</td>
</tr>
<tr>
<td>arbor</td>
<td>arboris</td>
<td>arbor -</td>
<td>f.</td>
<td>tree.</td>
</tr>
<tr>
<td>caput</td>
<td>capitis</td>
<td>capit -</td>
<td>n.</td>
<td>head, chapter.</td>
</tr>
<tr>
<td>certāmen</td>
<td>certāminis</td>
<td>certāmin -</td>
<td>n.</td>
<td>contest.</td>
</tr>
<tr>
<td>dux</td>
<td>ducis</td>
<td>duc -</td>
<td>m.</td>
<td>guide, general.</td>
</tr>
<tr>
<td>hiemps</td>
<td>hiemis</td>
<td>hiem -</td>
<td>f.</td>
<td>winter.</td>
</tr>
<tr>
<td>lūsor</td>
<td>lūsōris</td>
<td>lūsōr -</td>
<td>m.</td>
<td>player.</td>
</tr>
<tr>
<td>nōmen</td>
<td>nōminis</td>
<td>nōmin -</td>
<td>n.</td>
<td>name.</td>
</tr>
<tr>
<td>ōrātiō</td>
<td>ōrātiōnis</td>
<td>ōrātiōn -</td>
<td>f.</td>
<td>speech.</td>
</tr>
<tr>
<td>pēs</td>
<td>pedis</td>
<td>ped -</td>
<td>m.</td>
<td>foot.</td>
</tr>
<tr>
<td>potestās</td>
<td>potestātis</td>
<td>potestāt -</td>
<td>f.</td>
<td>power.</td>
</tr>
<tr>
<td>tempestās</td>
<td>tempestātis</td>
<td>tempestāt -</td>
<td>f.</td>
<td>weather.</td>
</tr>
<tr>
<td>vēr</td>
<td>vēris</td>
<td>vēr -</td>
<td>n.</td>
<td>spring.</td>
</tr>
<tr>
<td>volnus</td>
<td>volneris</td>
<td>volner -</td>
<td>n.</td>
<td>wound.</td>
</tr>
</tbody>
</table>


[Read aloud very distinctly: turn into English: learn.]


¹ On foot.
C. Quis militēs habet? Dux militēs habet.
Quot militēs habet? Multōs militēs habet.
Quōs habet dux? Militēs dux habet.
Quem habent militēs? Ducem habent.
Cūius militēs bonī sunt? Ducis militēs bonī sunt.
Quōrum dux bonus est? Militum dux est bonus.
Quid dux militibus dat? Iūssa (etc.).
Quid militēs ducī dant? Observantiam (etc.).
Quōmodo pūgnat dux? Ex equō (etc.).
Quōmodo pūgnant militēs? Pedibus pūgnant.
Quid dux accipit? Volnus accipit.
Ubi volnus accipit? In certāmine accipit volnus.
Cui observantiam dant militēs? Ducī (etc.).
Quibus iūssa dat dux? Militibus (etc.).

D. Habēsne nōmen? Habeō.
Quid est tibi nōmen? Sextō mihi nōmen est.
Estne tibi liber? Est mihi liber.
Nōnne sunt vōbis librī? Sunt nōbis librī.
Num iānua aperta est? Nōn aperta est iānua.
Clausa est iānua.
Nōnne fenestra aperta est? Aperta est.
Num fenestrae clausae Nōn clausae fenestrae sunt.
sunt? Apertae sunt fenestrae.
Nōnne calamus tibi est? Est mihi calamus.

E. Nōnne dux bonus est?
Nōnne militēs bonī sunt?
Pügnatne dux?
Pügnantne militēs?
Volnusne dux accipit?
Nōnne dat iūssa dux?
Num dux malus est?
Num militēs bonī sunt?
Nōnne volnerat hasta?
Nōnne volnerat sagitta?
Nōnne volnerant sagittae?

etc.

EXERCISE (Written).

54. Let a general describe his soldiers and what they do in battle. To be done first orally.

55. Adjectives of the third declension are the same in the masculine and feminine. The ablative singular generally ends in -ī, not -ē; the genitive plural in -ium, not -um. The nominative neuter plural usually ends in -ia.

<table>
<thead>
<tr>
<th></th>
<th>M. and F.</th>
<th>N.</th>
<th>M. and F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. and V.</td>
<td>omnis, <em>all</em></td>
<td>omne</td>
<td>audāx, <em>bold</em></td>
<td>audāx</td>
</tr>
<tr>
<td>Acc.</td>
<td>omn-em</td>
<td>omn-e</td>
<td>audāc-em</td>
<td>audāx</td>
</tr>
<tr>
<td>Gen.</td>
<td>omn-is</td>
<td>omn-is</td>
<td>audāc-is</td>
<td>audāc-is</td>
</tr>
<tr>
<td>Dat.</td>
<td>omn-ī</td>
<td>omn-ī</td>
<td>audāc-ī</td>
<td>audāc-ī</td>
</tr>
<tr>
<td>Abl.</td>
<td>omn-ī</td>
<td>omn-ī</td>
<td>audāc-ī</td>
<td>audāc-ī</td>
</tr>
<tr>
<td>N. and V.</td>
<td>omn-ēs</td>
<td>omn-ia</td>
<td>audāc-ēs</td>
<td>audāc-ia</td>
</tr>
<tr>
<td>Acc.</td>
<td>omn-ēs</td>
<td>omn-ia</td>
<td>audāc-ēs</td>
<td>audāc-ia</td>
</tr>
<tr>
<td>Gen.</td>
<td>omn-ium</td>
<td>omn-ium</td>
<td>audāc-ium</td>
<td>audāc-ium</td>
</tr>
<tr>
<td>Dat.</td>
<td>omn-ibus</td>
<td>omn-ibus</td>
<td>audāc-ibus</td>
<td>audāc-ibus</td>
</tr>
<tr>
<td>Abl.</td>
<td>omn-ibus</td>
<td>omn-ibus</td>
<td>audāc-ibus</td>
<td>audāc-ibus</td>
</tr>
</tbody>
</table>
EXERCISE (Oral).

56. Decline and learn:
   facilis, easy.
   difficilis, hard, difficult.
   tristis, sad.
   viridis, green.
   similis, like.
   dissimilis, unlike.
   sagāx, sagācis, clever.
   prūdēns, prūdentis, wise.
   ferāx, ferācis, fertile.

EXERCISE.

57. Add appropriate adjectives:
   Miles — est. Opus — est. Tempestās — est.
   Militēs — ducem habent. Dux militēs — habet.
   Tempestāte — lūdimus. Dux ex equō — pūgnat.
   Dux iūssa dat — militibus. Ducī est — potestās.

EXERCISE (Written).

58. (1) Make up and answer 10 commands, singular and plural.

(2) Make up and answer 10 prohibitions, singular (with nōli), and plural (with nōlīte).

59. The imperfect tense, denoting an act which was going on, or used to go on, in the past, has the endings
-bam, -bás, -bat, -bámus, -bátis, -bant. The characteristic vowels are ä, è, ê, iê. Fació makes faciēbam.

recit-ābam sed-ēbam claud-ēbam aper-īēbam
I was reading or
I used to read.
recit-ābás sed-ēbás claud-ēbás aper-īēbás
recit-ābat sed-ēbat claud-ēbat aper-īēbat
recit ābāmus sed-ēbāmus claud-ēbāmus aper-īēbāmus
recit-ābātis sed-ēbātis claud-ēbātis aper-īēbātis
recit-ābant sed-ēbant claud-ēbant aper-īēbant

60. The future tense ends in -bō, -bis, -bit, -bimus, -bitis, -bunt for the first and second conjugations (characteristic vowels ā and ē); in -am, -ēs, -et, -ēmus, -ētis, -ent for the third and fourth (characteristic vowel of the fourth i).

recit-ābō, I shall read. sed-ēbō
recit-ābis, you (s.) will read. sed-ēbis
recit-ābit, he, she, it will read. sed-ēbit
recit-ābimus, we shall read. sed-ēbimus
recit-ābitis, you (pl.) will read. sed-ēbitis
recit-ābunt, they will read. sed-ēbunt

claud-am faci-am. aper-iam
claud-ēs faci-ēs. aper-īēs
claud-et faci-et. aper-īet
claud-ēmus faci-ēmus. aper-īēmus
claud-ētis faci-ētis. aper-īētis
claud-ent faci-ent. aper-īent

61. Magister: stāte.
Discipuli dum sedent clāmant, stābimus.
Discipuli dum stant clāmant, stāmus.
Discipuli sedent iterum et clāmant, stābāmus.
So with recitāre.
**Magister**: stā.

Discipulus dum sedet clāmat, stābō.
Discipulus dum stat clāmat, stō.
Discipulus sedet iterum et clāmat, stābam.

So with surgere.

The master may ask questions (*i.e.* quid faciunt? quid facient? quid faciēbant? etc.) to obtain the other persons.

Similar conversations should be practised with negative sentences: *i.e.*

**Magister**: nōli stāre.

Discipulus dum sedet clāmat, nōn stābō.

**Magister**: sedē.

Discipulus dum stat clāmat, sedēbō.
Discipulus dum sedet clāmat, sedeō.
Discipulus stat iterum et clāmat, sedēbam.

Similarly with sedēte, nōli sedēre, nōlite sedēre.


So with nōli iānuam claudere.


So with aperite librōs, and the like. Questions should now be asked which require answers to be given in the 2nd and 3rd persons.

N.B.—The reflexive pronoun *himself, herself, itself, themselves*, is: Acc. sé, gen. sui, dat. sibi, abl. sē.
EXERCISE.

62. Conjugate in full:

(1) herī in flūmine natābam:
     yesterday I was swimming in the river.

hodiē in flūmine natō:
     to-day I swim in the river.

crās in flūmine natābō:
     to-morrow I shall swim, etc.

(2) herī ambulābam: hodiē ambulō: vespere ambulābō.

(3) māne corpus omne lavābam: nunc corpus omne nōn
    lavō: vespere corpus omne iterum lavābō.

(4) heri studēbam: hodiē studeō: crās studēbō.

(5) heri gaudēbam: hodiē doleō: crās fortasse iterum
    gaudēbō.

(6) heri dolēbam: hodiē gaudeō: crās fortasse iterum
    dolēbō.

(7) māne edēbam: nunc nōn edō: posteā edam.

(8) secundā hōrā surgēbam: nunc nōn surgō: crās secundā
    hōrā iterum surgam.

(9) māne mē vēstiēbam: nunc mē nōn vēstiō: crās iterum
    mē vēstiam.

(10) māne ēsuriēbam: nunc nōn ēsuriō: cito iterum
     ēsuriam.

(11) māne dormiēbam: nunc nōn dormiō: noctū iterum
dormiam.

63. The future and imperfect of esse, to be, are as follows:

   erō, I shall be.        eram, I was
   eris                erās
   erit                erat
   erimus             erāmus
   eritis            erātis
   erunt                erant
64. Possum, *I am able, I can* (inf. *posse*) is conjugated like *sum*; the first syllable is *pot-* before a vowel.

```
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>possum</td>
<td>poterō</td>
<td>poteram</td>
</tr>
<tr>
<td>potes</td>
<td>poteris</td>
<td>poterās</td>
</tr>
<tr>
<td>potest</td>
<td>poterit</td>
<td>poterat</td>
</tr>
<tr>
<td>possumus</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>potestis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>possunt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

65. Hic, *this*, adj. (or pron., *this one, he*) and ille, *that*, adj. (or pron., *that one, he*) are thus declined:

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>hic</td>
<td>haec</td>
<td>hoc</td>
<td>ille</td>
<td>illa</td>
<td>illud</td>
</tr>
<tr>
<td>Acc.</td>
<td>hunc</td>
<td>hanc</td>
<td>hoc</td>
<td>illum</td>
<td>illam</td>
<td>illud</td>
</tr>
<tr>
<td>Gen.</td>
<td>huius</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>illius</td>
</tr>
<tr>
<td>Dat.</td>
<td>huic</td>
<td></td>
<td></td>
<td>illi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>hoc</td>
<td>hac</td>
<td>hoc</td>
<td>illō</td>
<td>illā</td>
<td>illō</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>hi</td>
<td>hae</td>
<td>haec</td>
<td>illi</td>
<td>illae</td>
<td>illa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>hōs</td>
<td>hās</td>
<td>haec</td>
<td>illōs</td>
<td>illās</td>
<td>illa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>hōrum</td>
<td>hārum</td>
<td>hōrum</td>
<td>illōrum</td>
<td>illārum</td>
<td>illōrum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>his</td>
<td></td>
<td></td>
<td>illis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>his</td>
<td></td>
<td></td>
<td>illis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N.B.**—huius, illius often = *his, her, hers, its.*
hōrum, illōrum often = *their, theirs.*

**EXERCISE.**

66. Conjugate:

- puer sum, *I am a boy.*
- miles erō, *I shall be a soldier.*
- parvus eram, *I was small.*
- nōn poteram natāre, *I could not swim.*
- nunc nōn possum natāre, *I cannot swim now.*
- cito poterō natāre, *Soon I shall be able to swim.*
EXERCISE.

67. Translate and turn into the plural:
   (1) hic est puer.
   (2) illa est puella.
   (3) puer hanc fenestram aperit.
   (4) hic puer illam iānuam claudit.

EXERCISE.

68. Read and translate:


Conversation on the above:

Estne fenestra clausa? Quid est in mūrō?
Quid aperit hic puer? Unde librum capiō?
Ubi sunt pictūrae? Cuī librum dō?
Ubi est iānua? etc.

69. Translate and learn:

EXERCISES.

70. (1) Turn the above into the present tense.

(2) Imagine that the Romans are speaking, describing themselves and foretelling what is going to happen. What does the above become? [Begin thus: Rōmānī Ītāliam incolimus.]

\[
\begin{align*}
\text{Est mihi liber} &= \text{habeó librum, I have a book.} \\
\text{Est illis liber} &= \text{habent librum, they have a book.} \\
\text{Erant nōbis gladiī} &= \text{habēbāmus gladiōs, we had swords.}
\end{align*}
\]

71. (3) Translate in two ways:

(1) I have a sword. (2) We have a sword. (3) We had a sword. (4) She has a son. (5) You will have dinner. (6) They had shields. (7) The Romans had shields. (8) The Romans have good laws. (9) The general has ten soldiers. (10) This general will have ten soldiers. (11) You have not a book. (12) You will not have dinner. (13) The master had a cane. (14) The master will not have a cane.

72. meus, mea, meum, my, mine (voc. s. mas. mī, as mī Balbe, my dear Balbus).

tuus, tua, tuum, your, yours (referring to one person).

noster, nostra, nostrum, our, ours.

vester, vestra, vestrum, your, yours (referring to more than one person).

suus, sua, suum, his, her, hers, its, their, theirs (but generally referring to the subject of the sentence).

73. The perfect tense, meaning I have done so and so or I did so and so, is thus conjugated:
recitāv - i  sēd - i  claus - i  aperu - i
recitāv - isti  sēd - isti  claus - isti  aperu - isti
recitāv - it  sēd - it  claus - it  aperu - it
recitāv - imus  sēd - imus  claus - imus  aperu - imus
recitāv - istis  sēd - istis  claus - istis  aperu - istis
recitāv - ērunt  sēd - ērunt  claus - ērunt  aperu - ērunt

-ēre is sometimes found for -ērunt

74. Notice that the endings are the same for all conjugations, but the stem is not the same as in the present. In the 1st, 2nd, and 4th conjugations the most common forms of the perfect stem are as follows:

1st conjugation,  pūgn - āre,  pūgn - āv - i.
par - āre,  par - āv - i.

2nd conjugation,  tim - ēre,  tim - u - i.
mon - ēre,  mon - u - i.

4th conjugation,  aud - īre,  aud - īv - i.
fin - īre,  fin - īv - i.

EXERCISE.

75. Conjugate (giving meanings) the perfects of the following verbs:

nārrāre  tell  perfect stem  nārrāv -
vocāre  call  ,,  vocāv -
mōnstrāre  show  ,,  mōnstrāv -
putāre  think  ,,  putāv -
dare  give  ,,  ded -
habēre  have  ,,  habu -
tenēre  hold  ,,  tenu -
vidēre  see  ,,  vid -
dicere  say  ,,  dix -
vincere  conquer  ,,  vic -
surgere  rise  ,,  surrēx -
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Part of Speech</th>
<th>English Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>facere</td>
<td>do</td>
<td>perfect stem</td>
<td>fēc -</td>
</tr>
<tr>
<td>capere</td>
<td>take</td>
<td>&quot;</td>
<td>cēp -</td>
</tr>
<tr>
<td>dormire</td>
<td>sleep</td>
<td>&quot;</td>
<td>dormīv -</td>
</tr>
<tr>
<td>vēstire</td>
<td>clothe</td>
<td>&quot;</td>
<td>vēstīv -</td>
</tr>
<tr>
<td>esse</td>
<td>be</td>
<td>&quot;</td>
<td>fu -</td>
</tr>
<tr>
<td>posse</td>
<td>be able</td>
<td>&quot;</td>
<td>potu -</td>
</tr>
</tbody>
</table>

**EXERCISE.**

76. *To be translated and practised many times.*

<table>
<thead>
<tr>
<th>Magister</th>
<th>Discipulus vel discipuli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quid teneō?</td>
<td>Librum tenēs.</td>
</tr>
<tr>
<td>Cūius librum teneō?</td>
<td>Tuum librum tenēs.</td>
</tr>
<tr>
<td>Nōndum omnēs sēdistis. sedēte.</td>
<td>Nōs() nunc sēdēmus. ()iam sēdīmus.</td>
</tr>
<tr>
<td>Quid facit ille discipulus?</td>
<td>Aperit librum suum.</td>
</tr>
<tr>
<td>Quid fēcit ille discipulus?</td>
<td>Aperuit librum suum.</td>
</tr>
<tr>
<td>Quid faciunt illī discipuli?</td>
<td>Aperiunt librōs suōs.</td>
</tr>
<tr>
<td>Quid fēcērunt illī discipuli?</td>
<td>Aperuērunt librōs suōs.</td>
</tr>
<tr>
<td>Quōrum librōs aperuērunt?</td>
<td>Suōs aperuērunt librōs.</td>
</tr>
<tr>
<td>Surgite omnēs.</td>
<td>Nōs() surgimus. ()surrēimus.</td>
</tr>
<tr>
<td>Nōlīte surgere.</td>
<td>Nōn surrēimus, nōn surgimus.</td>
</tr>
<tr>
<td>Clausistisne librōs vestrōs?</td>
<td>Clausimus librōs nostrōs.</td>
</tr>
</tbody>
</table>

**EXERCISE.**

77. *Recitā Latinē, redde Anglicē, ēdisce.*

*[Read aloud in Latin, translate into English, and learn by heart].*

*Discipulus prīmus.* Meus pater medicus est; et tuus?

*Discipulus secundus.* Meus est miles, nōn gregārius scilicet, sed tribūnus militum.
Discipulus primus. Pūgnāvitne ille unquam in proelīō?


Discipulus secundus. Rōmānīne medicōs habēbant?

Discipulus primus. Habēbant, sed servī erant. Erantne Rōmānīs militēs?

Discipulus secundus. Erant omnēs Rōmānī militēs.

EXERCISE.

Scribe (write)

78. (1) A comparison of a doctor and a soldier in parallel columns. Use (a) present tense; (b) imperfect tense; (c) perfect tense; (d) future tense.

(2) Ego aestātē in hortō ante portam sedeō et discō. In summer I sit in the garden before the gate and learn (my work).

(a) Turn this sentence in as many ways as you can, turning ego into tū, ille, etc.
(b) Answer in Latin:

Quis sedet in hortō?
quandō sedeō?
ubi sedeō?
ubi discō?
quid faciō?

(c) Change the sentence into the perfect (omitting aestāte). Give all persons and numbers.

(d) Change the sentence into the future (omitting aestāte). Give all persons and numbers.

(e) Change the sentence into the imperfect (retaining aestāte). Give all persons and numbers.

79. The numerals unus, duo, trēs (one, two, three) are thus declined:

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M. and F. N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>unus</td>
<td>ãna</td>
<td>ãnum</td>
<td>duo</td>
<td>duae</td>
<td>duo</td>
<td>trēs</td>
</tr>
<tr>
<td>Acc.</td>
<td>ãnum</td>
<td>ãnum</td>
<td>duōs</td>
<td>duās</td>
<td>duo</td>
<td>trēs</td>
<td>tria</td>
</tr>
<tr>
<td>Gen.</td>
<td>ãnīus</td>
<td>duōrum</td>
<td>duārum</td>
<td>duōrum</td>
<td>trium</td>
<td>trium</td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>ãnī</td>
<td>duōbus</td>
<td>duābus</td>
<td>duōbus</td>
<td>tribus</td>
<td>tribus</td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>ãnō</td>
<td>ãnā</td>
<td>ãnō</td>
<td>duōbus</td>
<td>duābus</td>
<td>duōbus</td>
<td>tribus</td>
</tr>
</tbody>
</table>

N.B.—Like duo is declined ambo, both.

80. The cardinal numbers from 4 to 199 are not declined. Mille (1000) is an indeclinable adjective, but milia (thousands) is a noun. Hence mille equitēs, but duo milia equitum. The ordinal numbers are all declined.

81. **Cardinals.**

<table>
<thead>
<tr>
<th></th>
<th>Ordinals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unus, -a, -um, one</td>
<td>primus, -a, -um, first</td>
</tr>
<tr>
<td>2 duo, -ae, -o</td>
<td>secundus</td>
</tr>
<tr>
<td>3 trēs, tria</td>
<td>tertius</td>
</tr>
<tr>
<td>4 quattuor</td>
<td>quartus</td>
</tr>
<tr>
<td>Cardinals (continued)</td>
<td>Ordinals (continued)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>5 quinque</td>
<td>quintus</td>
</tr>
<tr>
<td>6 sex</td>
<td>sextus</td>
</tr>
<tr>
<td>7 septem</td>
<td>septimus</td>
</tr>
<tr>
<td>8 octō</td>
<td>octāvus</td>
</tr>
<tr>
<td>9 novem</td>
<td>nōnus</td>
</tr>
<tr>
<td>10 decem</td>
<td>decimus</td>
</tr>
<tr>
<td>11 ēundecim</td>
<td>ēundecimus</td>
</tr>
<tr>
<td>12 duodecim</td>
<td>duodecimus</td>
</tr>
<tr>
<td>13 triēdecim</td>
<td>tertius decimus</td>
</tr>
<tr>
<td>14 quattuordecim</td>
<td>quārtus decimus</td>
</tr>
<tr>
<td>15 quīndecim</td>
<td>quintus decimus</td>
</tr>
<tr>
<td>16 sēdecim</td>
<td>sextus decimus</td>
</tr>
<tr>
<td>17 septendecim</td>
<td>septimus decimus</td>
</tr>
<tr>
<td>18 duōdēvigintī</td>
<td>duōdēvigēsimus</td>
</tr>
<tr>
<td>19 ēundēvigintī</td>
<td>ēundēvigēsimus</td>
</tr>
<tr>
<td>20 vigintī</td>
<td>vicēsimus</td>
</tr>
<tr>
<td>21 vigintī ēunus</td>
<td>vicēsimus primus</td>
</tr>
<tr>
<td>22 vigintī duo</td>
<td>vicēsimus secundus</td>
</tr>
<tr>
<td>23 vigintī trēs</td>
<td>vicēsimus tertius</td>
</tr>
<tr>
<td>30 trigintā</td>
<td>trīcēsimus</td>
</tr>
<tr>
<td>40 quadrāgintā</td>
<td>quadrāgēsimus</td>
</tr>
<tr>
<td>50 quīnquāgintā</td>
<td>quīnquāgēsimus</td>
</tr>
<tr>
<td>60 sexāgintā</td>
<td>sexāgēsimus</td>
</tr>
<tr>
<td>70 septuāgintā</td>
<td>septuāgēsimus</td>
</tr>
<tr>
<td>80 octōgintā</td>
<td>octōgēsimus</td>
</tr>
<tr>
<td>90 nōnāgintā</td>
<td>nōnāgēsimus</td>
</tr>
<tr>
<td>100 centum</td>
<td>centēsimus</td>
</tr>
<tr>
<td>1000 mille</td>
<td>millēsimus</td>
</tr>
</tbody>
</table>

82. Like ēunus are declined (but with a plural): 

alius, another (gen. sing. alius, dat. sing. alii). 
alter, -a, -um, the one, the other. 
neuter, neutra, neutrum, neither. 
nūllus, none. 
sōlus, alone. 
tōtus, whole, all. 
ūllus, any.
The numerals should be learnt by constant use, e.g. the number of marks obtained in a lesson may be given up in Latin.

83. Adjectives are compared in the following way:


dūr-us, hard.  dūr-ior, harder; or  dūr-issimus, hardest,
             rather hard.  or very hard.

trist-is  trist-ior  trist-issimus

audāx  audāc-ior  audāc-issimus
(gen. audācis)

84. Comparative adjectives are thus declined:

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. V.</td>
<td>dūrior</td>
<td>dūrius</td>
</tr>
<tr>
<td>A.</td>
<td>dūriōrem</td>
<td>dūrius</td>
</tr>
<tr>
<td>S.</td>
<td>dūriōris</td>
<td>dūriōris</td>
</tr>
<tr>
<td>G.</td>
<td>dūriōri</td>
<td>dūriōri</td>
</tr>
<tr>
<td>D.</td>
<td>dūriōre</td>
<td>dūriōre</td>
</tr>
<tr>
<td>A.</td>
<td>dūriōres</td>
<td>dūriōra</td>
</tr>
<tr>
<td>N. V.</td>
<td>dūriōrēs</td>
<td>dūriōra</td>
</tr>
<tr>
<td>A.</td>
<td>dūriōrēs</td>
<td>dūriōra</td>
</tr>
<tr>
<td>Pl.</td>
<td>dūriōrum</td>
<td>dūriōrum</td>
</tr>
<tr>
<td>G.</td>
<td>dūriōribus</td>
<td>dūriōribus</td>
</tr>
<tr>
<td>D.</td>
<td>dūriōribus</td>
<td>dūriōribus</td>
</tr>
<tr>
<td>A.</td>
<td>dūriōribus</td>
<td>dūriōribus</td>
</tr>
</tbody>
</table>

N.B.—Note the neuter sing. and gen. pl.

85. Adverbs, which usually end in -ē, when formed from second declension adjectives, and in -ter or -iter, when formed from third declension adjectives, are thus compared:


dūr-ē, hardly,  dūr-ius, more sternly,  dūr-issimē, most sternly,
    sternly.  or rather sternly.  very sternly.

brev-iter,  brev-ius  brev-issimē
    shortly (brevis, short.)
86. *Than* after a comparative is expressed by

(1) the ablative case:

(2) *quam*, with the same case after it as before it.

\[
\begin{aligned}
&\text{hiemps longior est aestāte} \quad Winter \text{ is longer than} \\
&\text{hiemps longior est quam aestās} \quad \text{summer.}
\end{aligned}
\]

**EXERCISE.**


*B.* Turn the above by means of *quam*.

*C.* Read, translate, and turn the adjectives and adverbs into the superlative:


*D.* Decline together:

\[
\begin{aligned}
dūrior &\quad \text{arbor} \\
tristis &\quad \text{māter} \\
altior &\quad \text{villa} \\
tristior &\quad \text{soror} \\
\text{illud} &\quad \text{dūrius lignum} \\
cārissimus &\quad \text{pater}
\end{aligned}
\]
88. A few irregular comparisons:
   bonus, good    melior            optimus
   malus, bad     peior             pessimus
   magnus, large  maior            maximus
   parvus, small  minor             minimus
   magnoperé, greatly magis, more  maxime, most, very

EXERCISE.

89. Compare the adverbs bene, well, and male, badly.

90. Adjectives which end in -er in the positive are thus compared:
   miser, wretched       miserior       miser-rimus
   celer, swift           celerior       celer-rimus
   pulcher, beautiful     pulchr-ior     pulcher-rimus
   (gen. pulchri)
   acer, keen            acr-ior        acer-rimus
   (gen. acris)

EXERCISE.

91. Compare the adverbs miserë, celeriter, acriter.

92. The adjectives facilis, easy, difficilis, hard, similis,
   like, dissimilis, unlike, gracilis, graceful, humilis, low, are
   thus compared:
   facilis    facilior    facil-limus.

EXERCISE.

93. Compare the adverbs facile, difficulter, similiter,
   dissimiliter.

94. Third declension nouns the stems of which end in -i
   make the genitive plural in -ium. The genitive singular
   of these nouns usually has the same number of syllables as
   the nominative.
---|---|---
civis, citizen | civis | civium  
collis, hill | collis | collium  

95. To this class belong also monosyllables, the genitives of which end in two consonants followed by -is. The stems of the following are monti-, ponti-, arti-.

mōns, mountain | montis | montium  
pōns, bridge | pontis | pontium  
ars, art, craft | artis | artium

EXERCISE.

96. Give the gen. pl. of

flūmen, flūminis, river. | flōs, flōris, flower.  
hostis, hostis, enemy. | dux, ducis, general.  
finis, finis, end. | caput, capitis, head.  
gēns, gentis, tribe. | turris, turris, tower.

EXERCISE.

97. Recitā saepissimē et clārissimē: redde Anglicē: ēdisce. (See p. 84.)


1 “With a white beard,” ablative of description, § 106.
Conversation:
Quis erat Tēlemachus?
Quālis erat Tēlemachus?
Ubi pūgnābant gladiātōrēs?
Quid faciēbant gladiātōrēs?
Quōmodo intrāvit senex?
Quem inveniunt senem esse?
Quid tum fēcit populus?
Pūgnābantne posteā gladiātōrēs?
Cūr gladiātōrēs posteā nōn pūgnābant?
Cūr tristissimus erat populus?

EXERCISE.

98. (1) Tell the above story in the present.
   (2) Let the gladiators tell the story (a) in the past, (b) in the present.
   (3) Let the Roman spectators tell the story (a) in the past, (b) in the present.
   (4) Compare all the adjectives and adverbs in the above.
   (5) Decline all the nouns and adjectives in the above (N.B. gen. pl. of senex is sēnum).
   (6) Conjugate the future of every verb in the above.

99. Father and mother is either
   (a) pater et māter.
   or (b) pater māterque.

100. Recitā: redde: ēdisce:
    Disertissime Rōmulī nepōtum
    quot sunt, quotque fuēre, Mārce Tullī,
    quotque post aliīs erunt in annis,
    grātiās tibi máximās Catullus
agit, pessimus omnium poëta,
\(^1\)tantō pessimus omnium poëta
\(^1\)quantō tū optimus omnium patrōnus.

101. *Conversation.*

Quis fēcit hōc carmen?
Catullus fēcit.

Cui fēcit?
Mārcō Tulliō fēcit.

Quālis erat Catullus?
Poēta erat.

Quālis poëta erat?
Optimus poëta erat. Sed
dicit sē pessimum esse.\(^2\)

Quālis erat Tullius?
Patrōnus erat.

Cuius patrōnus?
Catullī patrōnus et aliōrum.

Quālis patrōnus?
Optimus patrōnus erat. Ca-
tullus dicit illum optimum
patrōnum esse.\(^2\)

Quid facit Catullus in hōc
carmine?
Grātiās agit.

Cui grātiās agit?
Mārcō Tulliō.

Cūr grātiās Mārcō Tulliō
agit?
Quia Mārcus Tullius optimus
erat patrōnus.

Cui optimus erat?
Catullō et aliīs.

102. There are a few neuters of the third declension
which are declined as follows:

\[
\begin{align*}
\text{N.V.A.} & \quad \text{mare} & \text{sea} & \quad \text{N.V.A.} & \quad \text{maria} \\
\text{G.} & \quad \text{maris} & \text{maris} & \quad \text{G.} & \quad \text{marium} \\
\text{D.} & \quad \text{mari} & \text{mari} & \quad \text{D.} & \quad \text{maribus} \\
\text{A.} & \quad \text{mari} & \text{mari} & \quad \text{A.} & \quad \text{maribus}
\end{align*}
\]

\(^1\)Tantō . . . quantō, literally *by so much* . . . *by how much*.
Translate here *by so much* . . . *as*.

\(^2\)The teacher must explain here the accusative and infinitive
construction. Summary of Syntax 16.
The following are declined like mare:

animal, animâlis, animal.
cubile, cubilis, bed.
sedîle, sedilis, seat.
conclâve, conclâvis, room.

103. The pluperfect of all the four conjugations (I had done so and so) is formed by adding to the perfect stem the following:

- eram
- erâs
- erat
- erâmus
- erâtis
- erant

These endings are the same as the imperfect of esse.

EXERCISE.

104. Form and conjugate the pluperfect of:

stô sedeô dîcô finiô
vocô teneô aperiô
narrô claudô audió

EXERCISE.

105. Taking 3 o'clock to be present time what tense would denote

(1) 2 o'clock?
(2) 1 o'clock?
(3) 5 o'clock?

So with other times for the present, using in all cases a diagram of a clock face.
106. Notice the following constructions (ablative of quality or description, genitive of quality or description):

Dux māgnae virtūtis \( A \) general of great bravery.
Dux māgnā virtūte

N.B.—The noun in the genitive or ablative must always have an adjective with it.

107.

Vēnit quam celerrimē \( He \) came as quickly as possible.
Quam optimum carmen est \( It \) is as excellent a poem as can be.
Dic mihi quam brevissimē \( Tell \) me as briefly as possible.

EXERCISE.


Nōn tū fenestram clausistī; ego claußeram. Mārcus Sextum heri vidit; videratne prius? Vēnī sextā hōrā; num tū quīntā exierās? Homō erat māgnā prūdentīā, et semper fuerat. Quam máximā vēnit celeritāte, sed ego iam vēneram. Tū tē lavisti; nōs iam quam optimē nōs láverāmus.

EXERCISE.

109. Express in three ways (adjective, genitive of quality, ablative of quality):

A brave animal \( \text{(fortis, fortītūdō, gēn. } -\text{dinis, f.}) \).
A swift horse \( \text{(celer, celeritās).} \)
A dutiful son \( \text{(pius, piētās).} \)
A silly boy \( \text{(stultus, stultitia).} \)
A wise general \( \text{(prūdēns, prūdentīa).} \)
A high mountain \( \text{(altus, altītūdō, gēn. } -\text{dinis, f.)}. \)
A long city \( \text{(longus, longītūdō, gēn. } -\text{dinis, f.)}. \)

Brave animals. Swift horses.
Dutiful sons, etc.
110. The future-perfect tense, which denotes completion in the future, and should usually be translated as a future (rarely I shall have done so and so) may be found in all conjugations by taking the perfect stem and adding the following:

- erō
- eris
- erit
- erimus
- eritis
- erint

N.B.—These endings (except erint) are the same as the future of erō.

EXERCISE.

111. Form and conjugate, with English, the future-perfect of:

stō, vocō, ambulō, narrō, recitō, sedeō, teneō, habeō, videō, claudō, dicō, surgō, aperiō, finiō, audiō.

EXERCISE.

112. For the sake of grammatical drill go through the tenses already learnt, using the following table:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person.</td>
<td>16</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2nd person.</td>
<td>22</td>
<td>17</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3rd person.</td>
<td>27</td>
<td>23</td>
<td>18</td>
<td>13</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>1st person.</td>
<td>31</td>
<td>28</td>
<td>24</td>
<td>19</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>2nd person.</td>
<td>34</td>
<td>32</td>
<td>29</td>
<td>25</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3rd person.</td>
<td>36</td>
<td>35</td>
<td>33</td>
<td>30</td>
<td>26</td>
<td>21</td>
</tr>
</tbody>
</table>
Thus with *vocō*, the master might ask for No. 9, when the boy asked would give *vocāverat*.

113. Another useful table is this:

<table>
<thead>
<tr>
<th></th>
<th>vocāre</th>
<th>tenēre</th>
<th>claudere</th>
<th>audire</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Pl.</td>
<td>1</td>
<td>19</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>22</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>24</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

This should be used for all tenses, *e.g.* future,

*audiam, claudam, audiēs, tenēbō, etc.*

114. The fourth declension is as follows (characteristic vowel *u*):

**Stem portu-**

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.V.</td>
<td>portus, harbour.</td>
</tr>
<tr>
<td>A.</td>
<td>portum.</td>
</tr>
<tr>
<td>G.</td>
<td>portūs.</td>
</tr>
<tr>
<td>D.</td>
<td>portui (or ĩ).</td>
</tr>
<tr>
<td>A.</td>
<td>portū.</td>
</tr>
</tbody>
</table>

**Neuters:**

**Stem cornu-**

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.V.</td>
<td>cornū, horn.</td>
</tr>
<tr>
<td>A.</td>
<td>cornū.</td>
</tr>
<tr>
<td>G.</td>
<td>cornūs</td>
</tr>
<tr>
<td>D.</td>
<td>cornū</td>
</tr>
<tr>
<td>A.</td>
<td>cornū.</td>
</tr>
</tbody>
</table>
EXERCISE.

115. Decline: manus, hand; impetus, attack; genū, knee; nexus, bond; aditus, approach; spiritus, breath.

EXERCISE.

116. Recitā saepissimē et clārissimē: redde Anglicē:
Simul āc pluvia fuerit, puerī ambulābunt.
Cum vēnerimus, discēmus.
Cum urbem expūgnāveritis, pāx erit.
Cum iūssa audīveris, recēde.

EXERCISE.

117. Recitā saepissimē et clārissimē: redde Anglicē:
edisce:

118. *Conversation (example only)*:

Quis fuit Horātius?
Quī fuērunt comitēs?
Quālēs fuērunt comitēs?
Cūr hostēs paene urbem intrāvērunt?
Quot virī cum Horātiō pontem tenuērunt?
Quid prīmō fēcērunt hostēs?
Quanta fuit virtūs Horātiī?
Cum pōns cecidit, quid fēcit Horātius?
Grātane fuit cīvitās?
Quid Horātiō cīvēs dedērunt?
Quandō Horātius in flūmen dēsiluit?
Nōnne Horātius fortissimus erat?
Num hostēs quoque fortēs erant?

**EXERCISE.**

119. (1) Let Horatius tell the story in the past.

(2) Give the future perfect of all the verbs in the above story.

(3) Give the gen. sing., gen. pl. and gender of all the nouns and adjectives in the above.

120. The fifth declension is as follows. It contains no neuter nouns. Most fifth declension words are feminine and have no plural. Only *diēs* and *rēs* have a plural.

\[
\begin{align*}
\text{N.V.} & \quad \text{*diēs*, day, m. and f.} & \text{N.V.} & \quad \text{*diēs*} \\
A. & \quad \text{diēm.} & A. & \quad \text{diēs.} \\
S. & \quad \text{diēī.} & \text{Pl.} & \quad \text{diērēum.} \\
G. & \quad \text{diēī.} & D. & \quad \text{diēbus.} \\
D. & \quad \text{diēī.} & A. & \quad \text{diēbus.} \\
A. & \quad \text{diē.} & & \\
\end{align*}
\]
121. The adjective and pronoun is, *that, this, he*, is thus declined. *Eius* often = *his, her, etc.*; *eōrum*, *their.*

<table>
<thead>
<tr>
<th></th>
<th>S.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.</td>
<td>F.</td>
</tr>
<tr>
<td>N.</td>
<td>is</td>
<td>ea</td>
</tr>
<tr>
<td>A.</td>
<td>eum</td>
<td>eam</td>
</tr>
<tr>
<td>G.</td>
<td>ēius</td>
<td>ēius</td>
</tr>
<tr>
<td>D.</td>
<td>ēi</td>
<td>ēi</td>
</tr>
<tr>
<td>A.</td>
<td>eō</td>
<td>eā</td>
</tr>
</tbody>
</table>

122. The relative pronoun, *qui*, *who, which, that*, is thus declined:

<table>
<thead>
<tr>
<th></th>
<th>S.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.</td>
<td>F.</td>
</tr>
<tr>
<td>N.</td>
<td>qui</td>
<td>quae</td>
</tr>
<tr>
<td>A.</td>
<td>quem</td>
<td>quam</td>
</tr>
<tr>
<td>G.</td>
<td>cūius</td>
<td>cūius</td>
</tr>
<tr>
<td>D.</td>
<td>cuī</td>
<td>cuī</td>
</tr>
<tr>
<td>A.</td>
<td>quō</td>
<td>quā</td>
</tr>
</tbody>
</table>

123. In both English and Latin, instead of a conjunction and a personal pronoun, we can use a single word which is called a relative pronoun. Thus, instead of

\[
\begin{align*}
    & I \text{ know a boy and his name is James,} \\
    & Puerum cógnóscō et eī nōmen est Iacóbō, \\
\end{align*}
\]

or

\[
\begin{align*}
    & I \text{ love mother and she loves me,} \\
    & Matrem amō et ea mē amat, \\
\end{align*}
\]

we write:

\[
\begin{align*}
    & I \text{ know a boy whose name is James,} \\
    & Puerum cui nōmen est Iacóbō cógnóscō, \\
\end{align*}
\]

or

\[
\begin{align*}
    & I \text{ love mother who loves me,} \\
    & Matrem amō quae mē amat. \\
\end{align*}
\]
This construction is used more freely in Latin than in English.

Notice that while English does not mark differences in *number* and *genitive* in the relative (as it does in the personal pronouns), Latin does mark them. But the *case* of the pronoun is independent of the case of the noun for which it stands. This noun is called the *antecedent*. Thus any of the sentences A can combine with any of the relative clauses B, making in all twenty-five sentences.

A.  

```
Adest vir
Videō virum
In hortō ambulābam virī
Hōc dedī virō
Id dictum est dē virō
```  

B.  

```
quem tū quoque cōgnōscis
ā quō multa beneficia accēpi
quī nunquam labōrat
cūius nōmen in hōc librō scriptum est
cuī dux dōna dat
```  

Similarly

C.  

```
Adest fēmina
Videō fēminam
```  

D.  

```
ā quā beneficia multa accēpi
quae nunquam labōrat
e tc.
```  

E.  

```
Adsunt virī
Videō virōs
```  

F.  

```
quōs tū quoque cōgnōscis
quibus dux dōna dat
```  

etc.  

etc.

Any sentence C combines with any clause D, and any sentence E with any clause F.

**EXERCISE.**

Complete the table for *fēmina, virī, fēminae*, and construct similar sentences for *animal, animālia*.

N.B.—The case of a relative is found most simply by splitting it into conjunction and personal pronoun.

---

1 See § 137.
124. Notice also that in Latin as in English the person of the verb varies with that of the relative (if the latter is in the nominative), the relative having the same person as the antecedent.

\[\text{Factum est à mé qui adsum.} \]
\[\text{It was done by me who am present.} \]

\[\text{Factum est à té qui ades,} \]
\[\text{It was done by you who are present} \]

\[\text{Adsum qui feci.} \]
\[\text{I am here who did it.} \]

The vocative is in the second person:

\[O \text{ God, who hearest our prayers, Ō Deus, qui precēs audis.} \]
\[Ō \text{ vir qui nunquam labōrās.} \]
\[Ō \text{ vir cui dux dōna dat.} \]

125. The relative agrees with its antecedent in number, gender, and person. It takes its case from its own clause.

**EXERCISE.**

126. Recitā saepissimē et clarissimē: redde Anglicē:

Is est qui fēcit.
Ea est quae fēcit.
Nōs sumus qui fēc mus.
Tū es qui fēcistī.
Id est quod saepe dīxī.
Is vir, quem vidēs, meus pater est.
Ea fēmina, quem vidēs, mea māter est.

\[\text{1 See § 137.}\]
Ei viri, quōs vidēs, meī frātrēs sunt.
Eae fēmina, quās vidēs, meae sorōrēs sunt.
Rōmānī quōrum linguam discimus fortēs erant.
Vir cuī dēnārium dederam pauper erat.
Nāvis quā nāvigābāmus naufrāgium fēcit.
Nāvēs quibus nāvigābant Rōmānī naufrāgium fēcērunt.
Pōns cuīus aditum Horātius tenuit sublicius erat.

EXERCISE.

127. Add appropriate relative pronouns:

Liber — teneō meus est.
Librī — teneō meī sunt.
Puella — in viā stat soror mea est.
Puellae — in viā stant sorōrēs meae sunt.
Pōns — Horātius tenuit sublicius erat
Monachus — Rōmānīs grātus erat intrāvit.
Dux — exercitum ducebat hostēs vīcit.
Puerī — dōnum magister dat bene labōrāverunt.
Puer — dōnum magister dabit optimē labōrāverit.
Is omnia — potuit fēcit.
Ei omnia — potuērunt fēcērunt.
Fēminae — virōs vidēs, pulchrae erant.
Rogātōrēs — omnēs dōna dant ad pontem stant.
Conclāve in — labōrāmus parvum est.
Villa in — habitāmus māgna est.
Villa ad — vēnimus nostra erat.
Animal — cēpī leō est.
Animālia — cēpī audācia erant.
Eō diē — vēnērunt recēssērunt.
Omnibus diēbus — eī aderant lūdēbant.
Is bis dat — cito dat.
EXERCISE.

128. Compose sentences containing the following relative pronouns:

(1) acc. masc. sing.
(2) nom. fem. pl.
(3) gen. neut. pl.
(4) abl. masc. sing.
(5) dat. fem. sing.
(6) acc. masc. pl.

129. The passive voice of the present, imperfect and future is formed in the following way:

S. \[
\begin{align*}
1\text{st per.} & : \text{o (or m) becomes or (or r).} \\
2\text{nd per.} & : \text{s, ris.} \\
3\text{rd per.} & : \text{t, tur.}
\end{align*}
\]

Pl. \[
\begin{align*}
1\text{st per.} & : \text{mus, mur.} \\
2\text{nd per.} & : \text{tis, mini.} \\
3\text{rd per.} & : \text{nt, ntur.}
\end{align*}
\]

E.g. vocor, I am called; vocabuntur, they will be called; note, however, change of vowel in clauderis, vocaberis, tenéberis.

N.B.—The vowel before the -tur of the 3rd sing. is long in the following cases: the present of the 1st, 2nd, and 4th conjugations, the imperfect (all conjugations), the future of the 3rd and 4th conjugations, e.g.

\[
\begin{align*}
\text{recitátur.} & \quad \text{tenétur.} & \quad \text{aperitúr.} \\
\text{recitábátur.} & \quad \text{claudétur.} & \quad \text{aperiétur.}
\end{align*}
\]

but,

\[
\begin{align*}
\text{clauditur.} & \quad \text{recitábitur.} & \quad \text{tenébitur.}
\end{align*}
\]

EXERCISE.

130. Form, conjugate and translate the present, imperfect and future passive of

(1) vocó  (2) teneó  (3) claudó  (4) audió
EXERCISE.

131. Practise the passive of these verbs by means of the tables described in §§ 112, 113.

132. The person by whom a thing is done is expressed by the prep. à (ab) with the ablative, when the verb is in the passive voice.

Iānua à puerō claudētur, the door will be shut by the boy.
Pater à nōbis amātur, our father is loved by us.

Accordingly:

Dux hostēs vincit = hostēs à duce vincuntur.
Servus parat cēnam = cēna à servō parātur.
Vocābō servum = servus à mē vocābitur.

EXERCISE

133. Read, translate, and turn into the passive:

Rēgīna populum regit.
Servus cēnam parābat.
Servī cēnam parābunt.
Horātius pontem tenēbat.
Hostēs Horātiūm petunt.
Multī puerī Latīnam linguam discunt.
Amāmus mātre.
Audīs sonitum.

EXERCISE.

134. Read, translate, and turn into the active:

Pōns ab Horātiō tenētur.
Corpus ā medicīs sānāetur.
Corpus ā militibus volnerātur.
Cēna ā mē parābitur.
Vōs ā servō vocābāmini.
Tū ā mātre pūniēbāris.
Fābula ā puellā optimē nārrātur.

D
Rēx ab omnibus spectābitur.
Animālia ā pastōribus in urbem aguntur.
Dux ā militibus omnibus amātur.
Militēs ā duce contrā hostēs dūcebantur.

135. The passive of the perfect, pluperfect and future-perfect is formed by a part of esse and the perfect participle passive of the verb. Thus the perfect participle must always be learnt.

(1) vocāre has for perfect participle vocātus, called, having been called.
(2) monēre has for perfect participle monitus, advised.
(3) claudere has for perfect participle clausus, shut.
(4) audire has for perfect participle auditus, heard.

136. Perfect participles of the first and fourth conjugations are nearly always of the type of vocātus and auditus.

vocāre vocāvi vocātus

are called the principal parts of the verb, because from them may be derived all the other parts.

It is clear that intransitive verbs, such as stāre, surgere, are not properly used in the passive at all. An exception will be given later.


vocātus sum vocātus eram
I was called, I have been called. I had been called.
vocātus es vocātus erās
vocātus est vocātus erat
vocātī sumus vocātī erāmus
vocātī estis vocātī erātis
vocātī sunt vocātī erant
Future Perfect Passive.

vocātus erō

I shall be (or have been) called.

vocātus eris
vocātus erit
vocāti erimus
vocāti eritis
vocāti erunt

138. Notice that the participle agrees with the subject:

Soror mea vocāta erat, my sister had been called.

EXERCISE.

139. Form, conjugate and translate (in all genders) the perfect, pluperfect, and future perfect passive of:

vocāre, monēre, claudere, audīre.

EXERCISE.

140. Turn into the passive:

Is mē vocāvit.
Ei tē vocāverunt.
Illi patrem vocāverint.
Magister puerum monuit.
Magister puerum monuerit.
Magister puerōs monuerat.

Puer iānuam clausit.
Puer fenestrās clauserat.
Puer fenestram clauerit.
Ego tē audīvī.
Tū mē audīverās.
Ille mē audīverit.

EXERCISE.

141. Turn into the active:

Iānuā ā puerō clausa est.
Ego ā tē vocātus sum.
Puella ā patre vocāta est.
Tū ā mātre auditus es.
Vōs ā magistrō auditī eritis.
Pater ā filiō amātus erat.
Militēs ā duce ductī erant.
142. Latin has three participles and six infinitives. Three infinitives, however, are compounds.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>vocāns, vocātūrus, -a, -um, calling.</td>
<td>about to call, intending to call.</td>
</tr>
<tr>
<td>Passive</td>
<td>vocātus, -a, -um, called, having been called.</td>
<td></td>
</tr>
</tbody>
</table>

143. N.B.—The present participle active always ends in -ns. It is declined like prūdēns (§ 56), except that the ablative singular usually ends in -e not -ī.

The first conj. part. ends in āns (vocāns).

" second " éns (sedēns).
" third " éns (claudēns).
" fourth " iëns (finiēns).

facciō makes faciēns.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act. vocāv·isse, vocāre, vocātūrus esse, to have called.</td>
<td>to call.</td>
<td>to be about to call.</td>
</tr>
<tr>
<td>Pass. vocātus esse, vocāri, vocātum īri, to have been called.</td>
<td>to be</td>
<td>to be about to be called.</td>
</tr>
</tbody>
</table>

N.B.—The present infinitive passive of claudere is claudi. Similarly with other 3rd conjugation verbs. Capiō makes capī, but faciō forms its passive by means of the verb fieri.

EXERCISE.

145. Form and translate the participles and infinitives of

mōnstrāre
monēre
claudere
dicere

audire
finire
aperire (perf. part. apertus).
146. Recitā saepe et clārissimē: reddē Anglicē: édisce:

Iamque pedem referēns cāsūs évāserat omnēs, redditaque Eurydicē¹ superās veniēbat ad aurās pōne sequēns² (namque hanc dederat Prōserpina lēgem), cum subita incautum dēmentia cēpit amantem: restitit, Eurydicēnque³ suam iam lūce sub ipsā immemor, heu, victusque animī⁴ respexit. ibi omnis effūsus labor, atque immittis rupta tyrannī foedera, terque fragor stāgni est auditus Avernī. illa “quis et mē” inquit “miseram et tē perdidit, Orpheu,⁵ quis tantus furor? ēn⁶ iterum crudēlia retrō fāta vocant, conditque natantia lūmina somnus. iamque valē: feror ingenti circumdata nocte, invalidāsque tibī tendēns, heu nōn tua, pālmās.” dixit, et ex oculis subito cēu⁷ fūmus in aurās commīxtus tenuēs fūgit diversa, neque illum prēnsantem nēquīquam umbrās et multa volentem dicere praetereā vidit.

147. Conversation.

Quid évāserat Orpheus? Omnēs cāsūs évāserat.
Quid faciēbat Eurydicē?
Quālis dēmentia cēpit illum?
Quid illum cēpit?
Ubi respexit Orpheus?
Quandō auditus est fragor?
Cūius fragor auditus est?
Quid faciēns ferēbātur Eurydicē?
Unquam iterum vidit Orpheus Eurydicēn?

¹ Greek name. ² § 154. ³ Accusative of Eurydicē. ⁴ “In mind,” a rare instance of the old locative case, which denoted “place where.” Cf. domī at home; rūrī in the country. ⁵ Voc. of Orpheus. ⁶ “lo.” ⁷ “as.”
148. Certain adjectives called gerundives are formed from verbs. They often signify necessity or fitness. But other meanings and uses will be learnt later.

\[
\begin{align*}
voc-\text{andus}, &\, -a, \, -um, \quad \text{meet to be called, that ought to be called.} \\
mon-\text{endus}, &\, -a, \, -um, \quad \text{that ought to be advised.} \\
claude-\text{ndus}, &\, -a, \, -um \quad \text{that ought to be shut.} \\
\text{(faciendus)} \\
aper-i-\text{endus}, &\, -a, \, -um, \quad \text{that ought to be opened.}
\end{align*}
\]

149. Iànuæ claudenda est, \quad \text{the door must be shut.}
Fenestrae claudendae sunt, \quad \text{the windows must be shut.}
Dux audiendus erat, \quad \text{the general ought to have been heard.}

Gerundives may be used conveniently to translate the English must, ought.

150. Hóc tibi faciendum est, \quad \text{you must do this.}
Hóc mihi faciendum erat, \quad \text{I ought to have done this.}
Puer servò vocandus erat, \quad \text{the slave ought to have called the boy.}

Puer servò vocandus est, \quad \text{the slave must call the boy.}
Pueri servò vocandì sunt, \quad \text{the slave must call the boys.}

The agent with the gerundive is often expressed by the dative.

EXERCISE.

151. Compose sentences (with translation) containing gerundives; use the following words, singular and plural, present and past:

(1) miles, dux, dúcere. \quad (6) cēna, servus, parāre.
(2) bellum, Rōmānī, facere. \quad (7) liber, tū, aperīre.
(3) urbs, nōs, oppūgnāre. \quad (8) iānua, ego, claudere.
(4) pecūnia, dare. \quad (9) spectāculum, pueri, vidēre.
(5) aqua, bibere. \quad (10) poēta, vōs, audīre.
152. Certain verbs can be used only in the 3rd pers. sing. They are called IMPERSONAL VERBS. Notice the following constructions:

Accusative and infinitive,
\[
\begin{align*}
\text{oportet nós venire,} & \quad \text{we ought to come (lit. it behoves us to come).} \\
\text{decet nós pūgnāre,} & \quad \text{it becomes us to fight.} \\
\text{pudet mé sedēre,} & \quad \text{I am ashamed to sit (lit. it shames me to sit).}
\end{align*}
\]

Dative and infinitive,
\[
\begin{align*}
\text{licet vōbis sedēre,} & \quad \text{you may sit (lit. it is permitted to you to sit).} \\
\text{libet mihi cantāre,} & \quad \text{I like to sing.}
\end{align*}
\]

153. 
\[
\begin{align*}
pūgnātur, & \quad \text{a battle is going on.} \\
pūgnātum est, & \quad \text{a battle was fought.} \\
curritur, & \quad \text{people are running about.} \\
turbātum est, & \quad \text{there was a disorderly crowd.}
\end{align*}
\]

Ordinary verbs, even when intransitive, can sometimes be used impersonally in the passive. This is a very neat construction.

154. 
\[
\begin{align*}
\text{Militēs proficiscuntur,} & \quad \text{the soldiers set out.} \\
\text{Urbem aggressus est,} & \quad \text{he attacked the city.}
\end{align*}
\]

A deponent verb is one which, though passive in form, is active in meaning.

Deponent verbs have present participles \(\text{aggregiēns}\), future participles \(\text{aggressūrus}\) and gerundives \(\text{aggregiēndus}\). These are supplemented by a perfect participle of active meaning \(\text{aggressus}\).

155. 
\[
\text{Recitā saepe et clārissimē: redde Anglicē: ēdisce.}
\]

\textit{C. Plinius Sabiniānō suō salūtem dicit.}

Libertus tuus, cuī succēnsēbās, vēnit ad me advolūtusque pedibus meis tanquam tuis haesit. Flēvit

N.B.—In doing the above, the teacher must explain the accusative and infinitive.

156. The following short stories or passages should be read over in Latin, translated, and learnt by heart. Conversations should be held in Latin upon the subject-matter, the nouns and adjectives declined, the verbs conjugated, and finally themes should be written in Latin after being prepared viva voce, e.g. Sextus Tarquinius to tell the following story in the present tense:


¹ Accusative of “place whither” without a preposition. Common in the case of towns.

158. Báianō procul ā lacū monēmus, sacrīs piscibus haec natantur undae, quī nōrunt dominum manumque lambunt illam, quā nihil est in orbe māius. quid quod nōmen habent et ad magistrī vōcem quisque suī venit citātus?
hōc quondam Libys impius profundō, dum praeda calamō tremente dūcit, raptis lūminibus repente caecuscaptum nōn potuit vidēre piscem, et nunc sacrilegōs perōsus hāmōs Báianōs sedet ad lacūs rogātor. at tū, dum potes, innocēns recēde.

159. Lūgēte, ō Venerēs Cupīdinēsque. passer mortuus est meae puellae, passer delīciae meae puellae, quem plūs illa oculus suīs amābat: nam mellitus erat suamque nōrat ipsa tam bene quam puella mātrem. nec sēsē ā gremiō illius movēbat,
sed circumsiliēns modo hūc modo illūc
ad sōlam dominam ūsque pīpilābat.
qui nunc it per iter tenebricōsum.
O factum male! iō miselle passer!
tuā nunc operā meae puellae
flendō ¹ turgiduli rubent ocelli.

160. Issa est passere nēquior Catullī,
Issa est pūrior ōsculō columbae,
Issa est blandior omnibus puellīs,
Issa est cārior Indicis lapilliōs.
Issa est dēliciae catella Pūbli.
hanc tū, si queritur, loqui putābis;
sentit trīstitiamque gaudiumque.

¹ "by weeping."
161. SENTENTIAE.

(1) Avārus nisi cum moritur, nil rectē facit.
(2) Bene vīxīt is, quī potuit cum voluit mori.
(3) Crūdēlis lacrimis pāscitur, nōn frangitur.
(4) Dolor animī gravior est quam corporis.
(5) Etiam capillus unus habet umbram suam.
(6) Gravissimum est imperium cōnsuētūdinis.
(7) In nūllum avārus bonus est, in sē pessimus.
(8) Ibi semper est victōria ubi concordia est.
(9) Minus est quam servus dominus qui servōs timet.
(10) Nōn vincitur sed vincit qui cēdit suīs.
(11) Nōn nōvit virtūs calamitātī cēdere.
(12) Patiēns et fortis sē ipsum fēlicem facit.
(13) Quam miser est quī excūsāre sībī sē nōn potest!
(14) Rēs quantō est māior, tantō est īnsidiōsior.
(15) Stultī timent fortūnam, sapientēs ferunt.
(16) Sine dolōre est volnus quod ferendum est cum victōriā.
(17) Virum bonum nātūra, nōn ōrdō facit.
(18) Vīri bonī est 1 nēseīre facere iniūriam.

1 It is (the part) of a good man.
N.B.—The master may use the following with a few advanced boys to explain the simpler uses of the subjunctive mood. He must give the meanings of new words, and show how quantity is time-value.

**DOMINE SALVUM FAC REGEM.**

Vivat Rēx optimus!
Fac nōbis, ó Deus,
   Rēgem salvum.
   Illī sit glōria,
   Laus et victōria:
   Tū semper sospitā
   Rēgem nostrum.

Exsurgās, ó Deus,
Hostēs ut dissipēs,
   Et pessum dēs.
   Vindex sīs fraudium
   Tū nōbis omnium;
   Spem nostram, Tē Deum,
   Implōrāmus.

Tū Rēgī mūnera
Dā quae sint optima;
   Lātē rēgnet.
   Lēgēs dēfenditō,
   Ut semper gaudiō
   Cantēmus pūblīcō,
   Salvus sit Rēx.
Andante maestoso.

Vi-vat Rëx op-ti-mus! Fac nóbis, ò De-us, Rëgem sal-vum. Il-li sit gló-ri-a, Laus et vic-tór-i-a;

Tú sem-per sos-pi-tá Rè-gem nos-trum.
AIR TAKEN FROM AN ANCIENT MANUSCRIPT
OF HORACE.

(Orelli, Horace, ii. 928.)

Est mi-hi nō-num su-per-ant-tis an-num
plē-nus Al-bā-ni ca-dus, est in hor-tō
Phyl-li nec-ten-dis a-pi-um co-rō-nis
est he-de-rae vis.
"INTEGRER VITAE."

Inte-ger vi-tae sce-le-riIQUE pu-rus

nòn e-get Mau-ri ia-cu-lis neque ar-cū

nec ve-nē-nā-tis gra-vi-dā sa-git-tīs

Fus-ce, pha-re-trā.
SUMMARY OF ACCIDENCE.

1. FIRST AND SECOND DECLENSIONS.

**parvus, small.**

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>parv - us</td>
<td>parv - a</td>
<td>parv - um</td>
</tr>
<tr>
<td>Voc.</td>
<td>parv - e</td>
<td>parv - a</td>
<td>parv - um</td>
</tr>
<tr>
<td>Acc.</td>
<td>parv - um</td>
<td>parv - am</td>
<td>parv - um</td>
</tr>
<tr>
<td>Gen.</td>
<td>parv - i</td>
<td>parv - ae</td>
<td>parv - i</td>
</tr>
<tr>
<td>Dat.</td>
<td>.parv - ō</td>
<td>parv - ae</td>
<td>parv - ō</td>
</tr>
<tr>
<td>Abl.</td>
<td>parv - ō</td>
<td>parv - ā</td>
<td>parv - ō</td>
</tr>
</tbody>
</table>

Like *parvus* is declined *servus*; like *parva, puella*; like *parvum, tēctum*.

**pulcher, beautiful.**

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>pulcher</td>
<td>pulchr - a</td>
<td>pulchr - um</td>
</tr>
<tr>
<td>Voc.</td>
<td>pulcher</td>
<td>pulchr - a</td>
<td>pulchr - um</td>
</tr>
<tr>
<td>Acc.</td>
<td>pulchr - um</td>
<td>pulchr - am</td>
<td>pulchr - um</td>
</tr>
<tr>
<td>Gen.</td>
<td>pulchr - i</td>
<td>pulchr - ae</td>
<td>pulchr - i</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

Like *pulcher* (m.) is declined *liber*. 
**miser, wretched.**

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>miser</td>
<td>miser - a</td>
<td>miser - um</td>
</tr>
<tr>
<td>Voc.</td>
<td>miser</td>
<td>miser - a</td>
<td>miser - um</td>
</tr>
<tr>
<td>Acc.</td>
<td>miser - um</td>
<td>miser - am</td>
<td>miser - um</td>
</tr>
<tr>
<td>Gen.</td>
<td>miser - ī</td>
<td>miser - ae</td>
<td>miser - ī</td>
</tr>
<tr>
<td>Dat.</td>
<td>miser - ō</td>
<td>miser - ae</td>
<td>miser - ō</td>
</tr>
<tr>
<td>Abl.</td>
<td>miser - ō</td>
<td>miser - ā</td>
<td>miser - ō</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Nom.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl.</td>
<td>miser - ī</td>
<td>miser - ae</td>
<td>miser - a</td>
</tr>
<tr>
<td>Voc.</td>
<td>miser - ī</td>
<td>miser - ae</td>
<td>miser - a</td>
</tr>
<tr>
<td>Acc.</td>
<td>miser - ōs</td>
<td>miser - ās</td>
<td>miser - a</td>
</tr>
<tr>
<td>Gen.</td>
<td>miser - ōrum</td>
<td>miser - ārum</td>
<td>miser - ōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>miser - īs</td>
<td>miser - īs</td>
<td>miser - īs</td>
</tr>
<tr>
<td>Abl.</td>
<td>miser - īs</td>
<td>miser - īs</td>
<td>miser - īs</td>
</tr>
</tbody>
</table>

Like *miser* (m.) is declined *puer*.

Second declension nouns in *-ius* make the vocative singular in *-ī*, as *filius, filī*. The genitive singular of nouns in *-ius, -ium* sometimes ends in *-ī*, as *imperium, command, imperii* or *imperi*.

2. THIRD DECLENSION NOUNS.

(a) **Consonant Stems.**

**miles** (m.) *soldier*, stem *milit-*

<table>
<thead>
<tr>
<th></th>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. and V.</td>
<td>miles</td>
<td>milit - ēs</td>
</tr>
<tr>
<td>Acc.</td>
<td>milit - em</td>
<td>milit - ēs</td>
</tr>
<tr>
<td>Gen.</td>
<td>milit - īs</td>
<td>milit - um</td>
</tr>
<tr>
<td>Dat.</td>
<td>milit - ī</td>
<td>milit - ibus</td>
</tr>
<tr>
<td>Abl.</td>
<td>milit - e</td>
<td>milit - ibus</td>
</tr>
</tbody>
</table>
opus (n.) work, stem oper-
Singular. Plural.
N. and V. opus oper-a
Acc. opus oper-a
Gen. oper-is oper-um
Dat. oper-i oper-ibus
Abl. oper-e oper-ibus

(b) Vowel Stems.
civis (m.) citizen, stem civi-
nubes (f.) cloud, nubi-
pons (m.) bridge, ponti-
mare (n.) sea, mari-

S.
N. and V. civis nubes pons mare
Acc. civ-em nub-em pont-em mare
Gen. civ-is nub-is pont-is mar-is
Dat. civ-i nub-i pont-i mar-i
Abl. civ-e nub-e pont-e mar-i

Pl.
N. and V. civ-es nub-es pont-es mar-ia
Acc. civ-es nub-es pont-es mar-ia
Gen. civ-ium nub-ium pont-ium mar-ium
Dat. civ-ibus nub-ibus pont-ibus mar-ibus
Abl. civ-ibus nub-ibus pont-ibus mar-ibus

portus, harbour (m.); cornu, horn (n.)

S.
N. and V. portus cornu
Acc. portum cornu
Gen. portus cornus
Dat. portui (portu) cornu
Abl. portu cornu

Pl.
N. and V. portus cornua
Acc. portus cornua
Gen. portuum cornuum
Dat. portibus cornibus
Abl. portibus cornibus
4. FIFTH DECLENSION (Nouns only).

Diēs, day (m. or f.)

\[
\begin{align*}
\text{N. and V.} & : \quad \text{diēs} \\
\text{Acc.} & : \quad \text{diēm} \\
\text{Gen.} & : \quad \text{diēī} \\
\text{Dat.} & : \quad \text{diēī} \\
\text{Abl.} & : \quad \text{diē}
\end{align*}
\]

\[
\begin{align*}
\text{N. and V.} & : \quad \text{diēs} \\
\text{Acc.} & : \quad \text{diēs} \\
\text{Pl. Gen.} & : \quad \text{diērum} \\
\text{Dat.} & : \quad \text{diēbus} \\
\text{Abl.} & : \quad \text{diēbus}
\end{align*}
\]

5. THIRD DECLENSION ADJECTIVES.

(a) Consonant Stems.

Meliōr, better; stem meliōr-.

\[
\begin{align*}
\text{M. and F.} & : \quad \text{meliōr} \\
\text{Acc.} & : \quad \text{meliōr-ēm} \\
\text{Gen.} & : \quad \text{meliōr-īs} \\
\text{Dat.} & : \quad \text{meliōr-ī} \\
\text{Abl.} & : \quad \text{meliōr-ē}
\end{align*}
\]

\[
\begin{align*}
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius}
\end{align*}
\]

\[
\begin{align*}
\text{N. and V.} & : \quad \text{meliōr-ēs} \\
\text{Acc.} & : \quad \text{meliōr-ēs} \\
\text{Gen.} & : \quad \text{meliōr-um} \\
\text{Dat.} & : \quad \text{meliōr-ibus} \\
\text{Abl.} & : \quad \text{meliōr-ibus}
\end{align*}
\]

\[
\begin{align*}
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius} \\
\text{N.} & : \quad \text{melius}
\end{align*}
\]
(b) **Vowel Stems.**

**Tristis**, sad; stem **tristi**-

<table>
<thead>
<tr>
<th></th>
<th>M. and F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. and V.</td>
<td>tristis</td>
<td>triste</td>
</tr>
<tr>
<td>Acc.</td>
<td>trist-em</td>
<td>triste</td>
</tr>
<tr>
<td>Gen.</td>
<td>trist-is</td>
<td>trist-is</td>
</tr>
<tr>
<td>Dat.</td>
<td>trist-ì</td>
<td>trist-ì</td>
</tr>
<tr>
<td>Abl.</td>
<td>trist-ì</td>
<td>trist-ì</td>
</tr>
<tr>
<td></td>
<td>trist-ès</td>
<td>trist-ia</td>
</tr>
<tr>
<td>Acc.</td>
<td>trist-ès</td>
<td>trist-ia</td>
</tr>
<tr>
<td>Gen.</td>
<td>trist-ium</td>
<td>trist-ium</td>
</tr>
<tr>
<td>Dat.</td>
<td>trist-ibus</td>
<td>trist-ibus</td>
</tr>
<tr>
<td>Abl.</td>
<td>trist-ibus</td>
<td>trist-ibus</td>
</tr>
</tbody>
</table>

**Äcer**, sharp, keen; stem **äcri**-

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. and V.</td>
<td>äcer</td>
<td>äcris</td>
<td>äcre</td>
</tr>
<tr>
<td>Acc.</td>
<td>äcr-em</td>
<td>äcr-em</td>
<td>äcre</td>
</tr>
<tr>
<td>Gen.</td>
<td>äcr-is</td>
<td>äcr-is</td>
<td>äcr-is</td>
</tr>
<tr>
<td>Dat.</td>
<td>äcr-ì</td>
<td>äcr-ì</td>
<td>äcr-ì</td>
</tr>
<tr>
<td>Abl.</td>
<td>äcr-ì</td>
<td>äcr-ì</td>
<td>äcr-ì</td>
</tr>
<tr>
<td></td>
<td>äcr-ès</td>
<td>äcr-ès</td>
<td>äcr-ia</td>
</tr>
<tr>
<td>Acc.</td>
<td>äcr-ès</td>
<td>äcr-ès</td>
<td>äcr-ia</td>
</tr>
<tr>
<td>Gen.</td>
<td>äcr-ium</td>
<td>äcr-ium</td>
<td>äcr-ium</td>
</tr>
<tr>
<td>Dat.</td>
<td>äcr-ibus</td>
<td>äcr-ibus</td>
<td>äcr-ibus</td>
</tr>
<tr>
<td>Abl.</td>
<td>äcr-ibus</td>
<td>äcr-ibus</td>
<td>äcr-ibus</td>
</tr>
</tbody>
</table>

Similarly **celer**, **celeris**, **celere**, swift, which keeps the -e throughout.
**FIRST LATIN BOOK**

*audāx, bold; stem audāci-*

<table>
<thead>
<tr>
<th>M. and F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. and V.</td>
<td>audāx</td>
</tr>
<tr>
<td>Acc.</td>
<td>audāc-em</td>
</tr>
<tr>
<td>Gen.</td>
<td>audāc-is</td>
</tr>
<tr>
<td>Dat.</td>
<td>audāc-i</td>
</tr>
<tr>
<td>Abl.</td>
<td>audāc-i</td>
</tr>
</tbody>
</table>

| N. and V. | audāc-ēs | audāc-ia |
| Acc.      | audāc-ēs | audāc-ia |
| Gen.      | audāc-ium | audāc-ium |
| Dat.      | audāc-ibus | audāc-ibus |
| Abl.      | audāc-ibus | audāc-ibus |

6. **PRONOUNS.**

(a) **Personal.**

<table>
<thead>
<tr>
<th>1st Person.</th>
<th>2nd Person.</th>
<th>3rd Person.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ego</td>
<td>tū</td>
</tr>
<tr>
<td>Acc.</td>
<td>mē</td>
<td>tē</td>
</tr>
<tr>
<td>Gen.</td>
<td>mei</td>
<td>tui</td>
</tr>
<tr>
<td>Dat.</td>
<td>mihi</td>
<td>tibi</td>
</tr>
<tr>
<td>Abl.</td>
<td>mē</td>
<td>tē</td>
</tr>
</tbody>
</table>

(Nom. nōs) | vōs
(Acc. nōs) | vōs
(Pl. Gen. nōstrī, nostrum) | vestri, vestrum
(Dat. nōbis) | vōbis
(Abl. nōbis) | vōbis

The demonstrative pronouns are used.
The reflexive pronouns for the 1st and 2nd persons are the same as the personal: the third person reflexive is as follows:

\[
\begin{align*}
\text{Acc.} & \quad sē \\
\text{Gen.} & \quad sui \\
\text{Dat.} & \quad sībī \\
\text{Abl.} & \quad sē
\end{align*}
\]

\[\{\text{S. and Pl.}\}\]

(b) Demonstrative.

Hic this (near me); ille that (yonder); iste that (near you); ipse self (emphatic pronoun), i.e. myself, yourself, himself; is this or that; idem same. These are also used as adjectives.

<table>
<thead>
<tr>
<th></th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>hic</td>
<td>haec</td>
<td>hōc</td>
<td>ille</td>
<td>illa</td>
<td>illud</td>
</tr>
<tr>
<td>Acc.</td>
<td>hunc</td>
<td>hanc</td>
<td>hōc</td>
<td>illum</td>
<td>illam</td>
<td>illud</td>
</tr>
<tr>
<td>Gen.</td>
<td>hūius</td>
<td>hūius</td>
<td>hūius</td>
<td>illius</td>
<td>illius</td>
<td>illius</td>
</tr>
<tr>
<td>Dat.</td>
<td>huīc</td>
<td>huīc</td>
<td>huīc</td>
<td>illī</td>
<td>illī</td>
<td>illī</td>
</tr>
<tr>
<td>Abl.</td>
<td>hōc</td>
<td>hāc</td>
<td>hōc</td>
<td>illō</td>
<td>illā</td>
<td>illō</td>
</tr>
<tr>
<td>Nom.</td>
<td>hī</td>
<td>hae</td>
<td>haec</td>
<td>illī</td>
<td>illae</td>
<td>illa</td>
</tr>
<tr>
<td>Acc.</td>
<td>hōs</td>
<td>hās</td>
<td>haec</td>
<td>illōs</td>
<td>illās</td>
<td>illa</td>
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<tr>
<td>Gen.</td>
<td>hōrum</td>
<td>hārum</td>
<td>hōrum</td>
<td>illōrum</td>
<td>illārum</td>
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</tr>
<tr>
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<td>his</td>
<td>his</td>
<td>his</td>
<td>illis</td>
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<tbody>
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<td>Nom.</td>
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<td>ista</td>
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<td>istō</td>
<td>ipsō</td>
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<tr>
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<td>istae</td>
<td>ista</td>
<td>ipsī</td>
<td>ipsae</td>
<td>ipsa</td>
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<tr>
<td>Acc.</td>
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<td>istās</td>
<td>ista</td>
<td>ipsōs</td>
<td>ipsās</td>
<td>ipsa</td>
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<tr>
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<td>istōrum</td>
<td>istārum</td>
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<td>ipsōrum</td>
<td>ipsārum</td>
<td>ipsōrum</td>
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<tr>
<td>Dat.</td>
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<td>istīs</td>
<td>istīs</td>
<td>ipsis</td>
<td>ipsis</td>
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<td>istīs</td>
<td>istīs</td>
<td>ipsis</td>
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</tbody>
</table>
### The Relative and Interrogative Pronouns.

**qui** who; **quis** who?

<table>
<thead>
<tr>
<th>M.</th>
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<th>M.</th>
<th>F.</th>
<th>N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>qui</td>
<td>quae</td>
<td>quae</td>
<td>quis</td>
<td>quis</td>
</tr>
<tr>
<td>Acc.</td>
<td>quem</td>
<td>quam</td>
<td>quod</td>
<td>quem</td>
<td>quem</td>
</tr>
<tr>
<td>S.</td>
<td>cuīs</td>
<td>cuīus</td>
<td>cuīus</td>
<td>cuīs</td>
<td>cuīs</td>
</tr>
<tr>
<td>Dat.</td>
<td>cuī</td>
<td>cuī</td>
<td>cuī</td>
<td>cuī</td>
<td>cuī</td>
</tr>
<tr>
<td>Abl.</td>
<td>quō</td>
<td>quā</td>
<td>quō</td>
<td>quō</td>
<td>quō</td>
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</table>

<table>
<thead>
<tr>
<th>Nom.</th>
<th>quī</th>
<th>quae</th>
<th>quae</th>
<th>quī</th>
<th>quae</th>
<th>quae</th>
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<tbody>
<tr>
<td>Acc.</td>
<td>quōs</td>
<td>quās</td>
<td>quae</td>
<td>quōs</td>
<td>quās</td>
<td>quae</td>
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<tr>
<td>Pl.</td>
<td>quōrum</td>
<td>quārum</td>
<td>quōrum</td>
<td>quōrum</td>
<td>quārum</td>
<td>quōrum</td>
</tr>
<tr>
<td>Dat.</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
</tr>
<tr>
<td>Abl.</td>
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<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
<td>quibus</td>
</tr>
</tbody>
</table>

The following make the gen. sing. in -īus and the dat. in -ī.

- *alius* (*alīus, aliī)*
- *nullus*
- *alter, -a, -um* (*alterīus*)
- *sōlus*
- *neuter, neutra, neutrum* ( neutūs)
- *tōtus*
- *ullus*
7. COMPARISON OF ADJECTIVES.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) longus</td>
<td>longior</td>
<td>longissimus</td>
</tr>
<tr>
<td>crūdēlis</td>
<td>crūdērior</td>
<td>crūdēlissimus</td>
</tr>
<tr>
<td>audāx</td>
<td>audācior</td>
<td>audācissimus</td>
</tr>
<tr>
<td>prūdēns</td>
<td>prūdentior</td>
<td>prūdentissimus</td>
</tr>
<tr>
<td>(b) pulcher</td>
<td>pulchrior</td>
<td>pulcherrimus</td>
</tr>
<tr>
<td>ācer</td>
<td>ācrior</td>
<td>ācerrimus</td>
</tr>
<tr>
<td>celer</td>
<td>celerior</td>
<td>celerrimus</td>
</tr>
<tr>
<td>(c) similis</td>
<td>similior</td>
<td>simillimus</td>
</tr>
</tbody>
</table>

So with dissimilis, facilis, difficilis, gracilis, humilis only.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) bonus</td>
<td>melior</td>
<td>optimus</td>
</tr>
<tr>
<td>māgnus</td>
<td>māior</td>
<td>māximus</td>
</tr>
<tr>
<td>malus</td>
<td>pēior</td>
<td>pessimus</td>
</tr>
<tr>
<td>parvus</td>
<td>minor</td>
<td>minimus</td>
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</table>

8. COMPARISON OF ADVERBS.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>longē</td>
<td>longius</td>
<td>longissimē</td>
</tr>
<tr>
<td>crūdēliter</td>
<td>crūdēlius</td>
<td>crūdēlissimē</td>
</tr>
<tr>
<td>audācter</td>
<td>audācius</td>
<td>audācissimē</td>
</tr>
<tr>
<td>pulchrē</td>
<td>pulchrius</td>
<td>pulcherrimē</td>
</tr>
<tr>
<td>ácriter</td>
<td>ácrius</td>
<td>ácerrimē</td>
</tr>
<tr>
<td>bene</td>
<td>melius</td>
<td>optimē</td>
</tr>
<tr>
<td>māgnoperē</td>
<td>magis</td>
<td>máximē</td>
</tr>
<tr>
<td>male</td>
<td>pēius</td>
<td>pessimē</td>
</tr>
<tr>
<td>—</td>
<td>minus (less)</td>
<td>minimē (least)</td>
</tr>
<tr>
<td>multum</td>
<td>plūs</td>
<td>plūrimum</td>
</tr>
</tbody>
</table>
9. VERBS.

vocāre, to call, characteristic vowel ā, vocāvī, vocātus, 1st conj.
monēre, to warn, ē, monuī, monitus, 2nd
claudere, to shut, i, clausi, clausus
facere, to do (faciō), i, factus
audīre, to hear, i, audīvī, audītus, 4th

Like faciō are conjugated its compounds cōnficiō, etc.; capiō, I take, and its compounds accipiō, etc.; rapiō, I seize, and its compounds corripiō, etc.; iaciō, I throw, and its compounds coniciō, etc.; fugiō, I flee, and its compounds; cupiō, I desire, and some others.

10. ACTIVE VOICE.

IMPERATIVE MOOD.

vocā              monē              claud(e) (cape)              audī
vocāte            monētē            claudite (capite)            audite

11. INDICATIVE MOOD.

Present Tense

vocō               moneō           claudō           faciō           audiō
vocās              monēs           claudis          facis          audis
vocat              monet           claudit          facit          audit
vocāmus            monēmus         claudimus        facimus        audimus
vocātis            monētis         clauditis        facitis        auditis
vocant             monent          claudunt        faciunt        audient
Imperfect Tense.

vocābam  monēbam  claudēbam  faciēbam  audīēbam
vocābās  monēbās  claudēbās  faciēbās  audīēbās
etc.     etc.     etc.      etc.      etc.

Future Tense.

vocābō   monēbō   claudam   faciam   audiam
vocābis  monēbis  claudēs  faciēs  audiēs
etc.     etc.     etc.      etc.      etc.
vocābunt monēbunt

Perfect Tense.

vocāvi   monui   clausi   fēci   audivi
vocāvistī monuistī clausistī etc.    etc.
vocāvit   monuit   clausit
vocāvimus monuimus clausimus
vocāvistis monuistis clausistis
vocāvērunt monuērunt clausērunt
(-ēre)  (-ēre)  (-ēre)

Pluperfect Tense.

vocāveram monueram clasperam fēceram audiveram
etc.     etc.     etc.      etc.      etc.

Future Perfect Tense.

vocāverō monuerō cluserō fēcerō audiverō
vocāveris etc.  etc.      etc.      etc.

vocāverint
12. PARTICIPLES.

Present.

vocāns monēns claudēns faciēns audiēns

Future.

vocātūrus monitūrus clausūrus factūrus auditūrus

13. INFINITIVES.

Present.

vocāre monēre claudere facere audire

Perfect.

vocāvisse monuisse clausisse fēcisse audivisse

Future.

vocātūrus monitūrus clausūrus factūrus auditūrus
esse esse esse esse esse esse
PASSIVE VOICE.

14. IMPERATIVE MOOD.

vocāre  monēre  claudere  audīre
vocāmini  monēmini  claudimini  audimini

N.B.—The passive of faciō is not found, another verb being used. But the passive of 3rd conjugation -iō verbs may be found by forming it on the model of claudor; remember that the -i- drops (a) before another -i, (b) before -ēr (not -ēr).

15. INDICATIVE MOOD.

PRESENT TENSE.

vocor  moneor  claudor  audior
vocāris  monēris  clauderis  audiris
vocātur  monētur  claudetur  auditur
vocāmur  monēmur  claudimur  audimur
vocāmini  monēmini  claudimini  audimini
vocantur  monentur  clauduntur  audientur

IMPERFECT TENSE.

vocābar  monēbar  claudēbar  audiēbar
vocābāris  etc.  etc.  etc.
vocābātur
vocābāmur
vocābāmini
vocābantur

FUTURE TENSE.

vocābor  monēbor  claudar  audiar
vocāberis  monēberis  claudēris  audiēris
vocābitur  monēbitur  claudētur  audiētur
vocābimur  etc.  etc.  etc.
vocābimini
vocābuntur
Perfect Tense.

vocātus sum monitus sum clausus sum auditus sum etc. etc. etc. etc.

Pluperfect Tense.

vocātus eram monitus eram clausus eram auditus eram etc. etc. etc. etc.

Future Perfect Tense.

vocātus erō monitus erō clausus erō auditus erō etc. etc. etc. etc.


Perfect.

vocātus monitus clausus auditus

Gerundive.

vocandus monendus claudendus audiendus

17. Infinitives.

Present.

vocāri monēri claudī audirī

Perfect.

vocātus esse monitus esse clausus esse auditus esse

Future.

vocātum ĕri monitum ĕri clausum ĕri auditum ĕri
18. The verb esse to be.

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<tbody>
<tr>
<td>sum,</td>
<td>eram</td>
<td>fuī</td>
<td>fueram</td>
<td>erō</td>
<td>fuerō</td>
</tr>
<tr>
<td>es</td>
<td>erās</td>
<td>fuistī</td>
<td>fuerās</td>
<td>eris</td>
<td>fueris</td>
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<td>erat</td>
<td>fuit</td>
<td>fuerat</td>
<td>erit</td>
<td>fuerit</td>
</tr>
<tr>
<td>sumus</td>
<td>erāmus</td>
<td>fuimus</td>
<td>fuerāmus</td>
<td>erimus</td>
<td>fuerimus</td>
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<td>estis</td>
<td>erātis</td>
<td>fuistis</td>
<td>fuerātis</td>
<td>eritis</td>
<td>fueritis</td>
</tr>
<tr>
<td>sunt</td>
<td>erant</td>
<td>fuērunt (-ēre)</td>
<td>fuerant</td>
<td>erunt</td>
<td>fuerint</td>
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19. INFINITIVES.


Posse, to be able.

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<tbody>
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<td>possum</td>
<td>poteram</td>
<td>potui</td>
<td>potueram</td>
<td>poterō</td>
<td>potuerō</td>
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<tr>
<td>potes</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>potest</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>possumus</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>potestis;possunt</td>
<td></td>
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</table>

20. INFINITIVES.


21. Present Indicative of ire, to go, and velle, to wish.

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<table>
<thead>
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<tbody>
<tr>
<td>eō</td>
<td>volō</td>
</tr>
<tr>
<td>īs</td>
<td>vis</td>
</tr>
<tr>
<td>it</td>
<td>volt</td>
</tr>
<tr>
<td>īmus</td>
<td>volumus</td>
</tr>
<tr>
<td>ītis</td>
<td>voltis</td>
</tr>
<tr>
<td>eunt</td>
<td>volunt</td>
</tr>
</tbody>
</table>

The future of ire is ībō, the imperfect ībam, perfect īvi or īi, imperative ī, ite, participle īēns, euntis. Like ire are conjugated redire, perire, exire.
SUMMARY OF SYNTAX.

1. The **Nominative** is the case of the **subject**, and of all words agreeing with, or in apposition to, the subject.

2. The **Vocative** is the case used in addressing persons.

3. The **Accusative** is the case of the **direct object**. It also expresses "time how long." It is used with such prepositions as do not govern the ablative.

4. The **Genitive** is equivalent to the English possessive, but is usually to be translated by "of."

5. The **Dative** is the case of the **indirect object**.

6. The **Ablative** is the case which denotes:

   (a) separation or origin,
   (b) instrument,
   (c) time when;

it is also used with the prepositions

   á, ab, from, by;
   cum, accompanied by, with;
   dé, down from, concerning;
   ë, ex, out of;
   in, in, on.
   prae, in front of, compared with;
   prō, before, on behalf of;
   sine, without;
   sub, under (no motion implied).

**In**, meaning **into** or **on to**, **sub**, **under** (motion implied), and nearly all other prepositions govern the **Accusative**.
7. An adjective agrees with the noun or pronoun that it qualifies in **number**, **gender** and **case**.

8. The verb agrees with its subject in **number** and **person**.

9. A relative pronoun agrees with its antecedent in **number**, **gender** and **person**, but takes its **case** from its function in its own clause.


11. Questions are introduced by:
   
   (a) relative pronouns or adverbs;
   
   (b) **-ne** attached to first word;
   
   (c) **nōnne**, when the answer “yes” is expected.
   
   (d) **num**, usually when the answer “no” is expected.

12. **Than** after a comparative is expressed by:

   (a) the ablative case;

   (b) **quam** with the same case after it as before it.

13. The **instrument** with which a thing is done is expressed by the **ablative** case without a preposition; the **agent** by whom a thing is done is expressed by the preposition **a** (ab) with the ablative.

14. The agent with the gerundive is expressed by a noun or pronoun in the **dative**.

15. The impersonal verbs **oportet**, **it behoves**, **dece**t, **it befits**, **pudet**, **it shames**, take the **accusative** and the infinitive; **licet**, **it is permitted**, and **libet**, **it pleases**, take the **dative** and the infinitive. Several ordinary verbs are used impersonally.
16. A statement which is the object of a verb of speaking, thinking or perceiving is expressed by the accusative and the infinitive.

Dicit sē pessimum patrōnum esse.
He says that he is a very bad advocate.

Crēdō eum ēmendātum esse.
I believe that he is reformed.
I him to be reformed.
ADDITIONAL EXERCISES

A.

The pictures here given are taken from a series published by the De La More Press (A. Moring). The method of using them is fully described in the author's work The Teaching of Latin (Blackie & Son). It is sufficient to point out here the two chief uses to which they can be put.

I. Vocabulary may be taught to beginners, as is the practice of modern language teachers. E.g. latró, ursus, porta, canis, arēna, gladiātor, pūgnāre, tollere, corpus, mortuus, etc.

II. Composition may be taught to pupils of every grade by means of questions in Latin.

  Quot latrōnēs? Quattuor latrōnēs.
  Quid faciunt? Dēliberant.

  Quattuor latrōnēs dēliberant.

The story of Telemachus is given in the text of this book. The other set of pictures describes four robbers, one of whom dresses himself up as a bear, and is sold to a rich man who keeps a menagerie. He opens the door to admit his confederates during the night, but is killed by the dogs let loose to attack the supposed bear.
LATRONES DELIBERANT.

CALLIDUM CONSILIUM!

LATRONES COMITEM VENUMDANT.

ILLE PORTAM RESERAT.

EFFUGIT URBAM!

CANE SERVATUR LATRONEM LACERANT.
GLADIATORI PUGNANT.

INTRAT TELEMACHUS.

"FRATRES ESTIS."

TELEMACHUS INTERFICITUR.

SCELUS NEFANDUM.

EXEUNT OMNIBUS.
Translate into Latin (a) with, (b) without pronouns for the subject. These exercises are to be done first orally then in writing.

1. (1) I have a pen. (2) You have a pen. (3) We have pens. (4) They hold pens. (5) The pen is small. (6) The pen is good. (7) The pens are small. (8) He has a good pen. (9) We have small pens. (10) They have not good pens.

2. (1) Do you see the door? (2) He has not a book, has he? (3) Have you not your books? (4) Is the door open? (5) The door is not shut, is it? (6) Is not the pupil shutting the window? (7) Are the boys learning? (8) Is the boy small? (9) Are we not reading? (10) Has she not a pen?

3. (1) Open (s. and pl.) the window. (2) Don’t open the window. (3) Read. (4) Don’t read. (5) Sit down. (6) Don’t sit down. (7) Stand up. (8) Don’t stand up. (9) Run. (10) Don’t run.

4. (1) Come into the garden. (2) Don’t come out of the garden. (3) Stand before the door. (4) Don’t sit behind the table. (5) Don’t sit before the window. (6) The boys are in the garden. (7) The book is on the table. (8) The master’s book is near the table. (9) The pen is near the boys’ books. (10) Do not give a present to the slave of the master.

5. (1) I was preparing a dinner for my father. (2) We shall prepare dinners for you. (3) Will they open the windows? (4) Was he opening the window? (5) When will you come? (6) Where were they sitting? (7) Give me a book, slave. (8) Were you reading yesterday? (9) How many boys were swimming in the river yesterday? (10) Who was saying that?
6. (1) Many games are pleasing to boys. (2) All games are pleasing to the boy. (3) Did you see my father? (4) Have they done the work? (5) Who opened the window? (6) Who came this morning? (7) There are many soldiers in the town. (8) There is a soldier with your father. (9) Our soldiers will be brave. (10) The soldiers did not fight bravely.

7. (1) Who sees that man? (2) Do not shut this window. (3) Do not give much to that beggar (rogātor). (4) The finger of one boy is not straight. (5) When did the father of those boys come to this school? (6) Who comes? (7) Who was coming? (8) Did they come? (9) Your brother will not come, will he? (10) I shall give the book to you alone.

8. (1) This work is more difficult than that. (2) We fight more bravely than the enemy. (3) They are very cruel. (4) Barbarians fight most cruelly. (5) The river was larger than we thought. (6) My father and my mother will come. (7) Had you opened the windows? (8) He had been a general of great wisdom. (9) The ship in which I sailed has been wrecked. (10) Those women who are standing in the garden are my friend’s sisters.

9. 1 (1) My brother has his book. (2) We had his book. (3) Did you see their father? (4) They left their father in the city. (5) When will you give your sister her present (dōnum)? (6) Has he seen her present? (7) Did she see her present? (8) When will they have done their work? (9) Do not shut their books, my son. (10) Go to their father quickly. (11) He was killed by a soldier. (12) He was killed by an arrow. (13) He was killed by a slave. (14) She killed herself with a sword.

1 Use suus, § 72, or eius, etc., § 121.
10. There was once (ōlim) a monk called Telemachus. He was very sad, because gladiators used to fight in the Roman arena. Accordingly he went between two gladiators who were fighting, and exclaimed, "Do not fight. Ye are brothers." One gladiator, more cruel than the other, killed Telemachus with his sword. But the Romans were sad, because Telemachus had been killed, and¹ there were no¹ longer (diūtius) any fights between gladiators.

11. Horatius was a very brave Roman who held a bridge against the enemy. His two companions, who had fought with him for a long time (diū) he compelled to retreat, and went on fighting by himself. "I must hold the bridge," he cried, "or die." Finally (postrēmō), he plunged, armed as he was, into the Tiber, and reached his friends safe. The Romans gave him great rewards.

12. Paulus had a friend called Philēmon (gen. Philē-monis). This friend had a slave, Onēsimus, who cheated (fallere, fefellī) his master (dominus) and ran away to Paulus. Him also Paulus made a Christian (Christiānus). For of course (scilicet) he had made Philēmon a Christian. Then Onēsimus, whom Paulus loved very much, was sent back to Philēmon by Paulus. These are [his] words: "Receive Onēsimus, whom I love. I have done much for (prō) you; do something for me. If he has cheated you, I will give you back (reddere) everything."

The above exercises are given as examples. The teacher must make up others according to the needs of his class. Such exercises should be taken alternately with free composition from pictures.

¹and ... no, neque.
1. There are a few nouns of the first declension which are masculine, e.g.
   *agricola*, *farmer*; *nauta*, *sailor*; *poëta*, *poet*.

   Make up sentences containing these words and appropriate adjectives (*māgnus*, *fortis*, *doctus* *learned*). Bring in all the cases, singular and plural.

2. Turn into the plural, and translate the sentences so formed:
   
   (1) Ipse veniō: nōnne tū quoque veniēs?
   (2) Nōlī, mī frāter, eam audīre.
   (3) Dā mihi illud.
   (4) Est tibi māius scūtum.
   (5) Ambulābam tēcum in hortō.
   (6) Ambulābō cum eō in hortō.
   (7) Sedetne puer in sellā?
   (8) Nōn aperiam fenestram.
   (9) Num iānuam clausī?
   (10) Hīc est puer cui amīcus dōnum dedit.

3. Supply answers (complete sentences) to the following:
   
   (1) Ubi tū id posuistī?
   (2) Quandō ille veniet?
   (3) Cuī mē oportet gladius dare?
   (4) Quībus hōc opus parandum erit?
   (5) Quot estis, amīcī?
   (6) Quis es?
   (7) Quid fēcisti?
   (8) Quālis poēta erat Catullus?

4. Fill in suitable words in the correct case:
   
   (1) In — stābat.
   (2) Sub — stābat.
(3) In — erat creāta.
(4) In — militēs vēnerant.
(5) In — pueri veniunt.
(6) Arbor, sub — vēneram, alēta erat.
(7) Impetum in — faciēmus.
(8) Sub — Eurydicē erat.
(9) In — Rōmānī urbem habēbant.
(10) Quis erat in —?

5. Write out with translation five sentences in which in governs the accusative, and five in which it governs the ablative.

6. Do the same with the preposition sub.

7. Translate:
In the morning I get up and wash all my body. Then I render thanks to God. Afterwards I go down. I walk to school. In school I learn the Latin language. If I do not work, the master punishes me.

8. Write sensible answers to the following:
   (1) Quid vidēs?
   (2) Quid facis?
   (3) Quot oculōs habēs?
   (4) Dā mihi librum.
   (5) Ubi est creāta?
   (6) Aperīte librōs.
   (7) Quid est tibi nōmen?
   (8) Quōs habet dux?
   (9) Quōmodo pūgnat dux?
   (10) Nōnne iānua clausa est?
   (11) Pūgnatne dux?
   (12) Num fenestram aperiēbās?
   (13) Surge.
   (14) Nōli stāre.
9. Tell the story of Telemachus, using as many passive verbs as you can.

10. Do the same with the story of Horatius.

11. Tell the story of Pliny and the freedman in your own words, using the passive voice as much as possible.

12. Tell the story of the taking of Gabii, using as many passive verbs as you can.

13. Describe in your own words (a) the sparrow and (b) the lap-dog.

14. 

(a) Dó discipuló librum.
I give to the pupil a book.

(b) Veniò ad lúdum.
I come to school.

Translate the following into Latin, being careful to distinguish the dative from ad with the accusative.

(1) Come to me. (2) Do not tell him that. (3) Who gives a book to the boy? (4) The master goes to the pupil. (5) The master speaks to the pupil. (6) They returned to the city. (7) The boys return to school. (8) Give me supper.

D. THEMES.

VOCABULARY

à (ab), prep. gov. abl. from, by.
abest from abesse, to be away.
accipere, accipīō, accēpī, ac-
ceptus, to receive.
ad, prep. gov. acc. to, towards, near.
adest from adesse, to be near.
adimere, adēmī, ademptus, to
take away.
aditus, -ūs, m. approach.
adulēscencia, -ae, f. youth.
advolvere, advolvī, advolvētus,
to roll; in the passive to grovel.
aēdēs, -is, f. temple; in pl.
house.
aestās, aestātis, f. summer.
aetās, aetātis, f. age.
ager, agrī, m. land.
agere, ēgī, āctus, to act, drive.
Agere grātiās, to thank.
albus, -a, -um, white.
aliquamdiū, for a while.
aliquandō, sometimes.
aliquis, aliqūid, someone, some-
thing.
alīus, alīa, alīud, another. Alīus
... alius, one ... another.
alter, altera, alterum, the other;
alter ... alter, the one ... the
other.
alītus, -a, -um, high.
amāns, -ntis, m. lover.
amāre, to like, love.
ambo, ambae, ambo, both.
ambulāre, to walk.
amicus, -ī, m. friend.
amita, -ae, f. aunt.
Anglicē, English-wise, into Eng-
lish.
Anglicus, -a, -um, English.
animal, animālis, n. animal.
amīsus, -ī, m. mind, animī, in
mind (locative).
anīs, -ī, m. year.
ante, prep. gov. acc. before.
aperire, aperīū, apertūs, to open.
apertus, -a, -um, open.
aqua, -ae, f. water.
arena, -ae, f. sand, arena.
armātus, -a, -um, armed.
arma, -ōrum, n. weapons, arms.
ascendere, ascendē, to go up.
at, but.
auctumnus, -ī, m. autumn.
audāx, -ācis, bold.
audire, to hear.
aura, -ae, f. air.
aust... aut, either ... or.
auxilium, -ī, n. help.
avārus, -ī, m. miser.
Avernus, -ī, m. Avernus (Hell);
as adj. Avernian.
baculum, -ī, stick, bat.
Bālānus, -a, -um, belonging to
Baiae (a town on the Italian
coast).
barba, -ae, f. beard.
barbarus, -ī, m. barbarian.
bellum, -ī, n. war.
bene, well.
bene, well.
beneficium, -ī, n. good deed.
benignē, kindly.
bibere, bibi, to drink.
bis, twice.
blandus, -a, -um, fascinating.
bonus, -a, -um, good.
brevis, -e, short.
Britannus, -i, m. a Briton.

cæcus, -a, -um, blind.
calamitās, calamitātis, f. calamity.
calamus, -i, m. reed, pen.
callidus, -a, -um, clever.
canis, canis, gen. pl. canum, m.
or f. dog.
cantāre, to sing.
capere, capiō, cēpi, captus, capture, take, seize.
capillus, -i, m. hair.
caput, capitis, n. head.
cārus, -a, um, dear.
casa, -ae, f. cottage.
cāsus, -itis, m. disaster.
carmen, carminis, n. song, poem.
catella, f. lap-dog.
Catullus, -i, m. Catullus.
cecidit, perf. of cadere, to fall.
cedere, cessi, to yield, retreat.
celeritās, -ātis, f. swiftness, speed.
celeriter, swiftly.
cēna, -ae, f. supper, dinner.
circumarāre, to plough round.
circumdare (like dare) to surround.
circumsīlle, to hop about.
circumspectāre, to look round at.
citāre, to summon.
cito, quickly.
civis, civis, m. citizen.
civitās, -ātis, f. state.
clāmare, to exclaim.
clāmor, clāmōris, m. cry.
clārē, clearly.
clārus, -a, -um, (1) clear; (2) famous.
claudere, clausi, clausus, to shut.
clausus, -a, -um, shut.
cōgere, coegi, coactus, to compel.

cōgnōscere, to know.
color, colōris, m. colour.
columba, -ae, f. dove.
comes, comitis, m. companion.
comitium, -i, n. meeting place.
commixtus, participle, mingling.
commodium, -i, n. profit.
commovère, commovi, commotus, to move.
cōnātus, -ūs, m. attempt.
conclāve, -is, n. room.
concordia, -ae, f. harmony.
condere, condidi, conditus, to cover.
coniciere, coniciō, coniēci, connectus, to hurl.
conqueri, conquestus sum, to complain of.
cōnsilium, -i, n. plan.
cōnsuētūdō, cōnsuētūdinis, f. custom, habit.
contrā, prep. with acc. against.
corpus, corporis, n. body.
corripere, corripui, corruptus, rebuke.
crās, to-morrow.
crēdere, crēdidī, to believe.
crēta, -ae, f. chalk.
crūdēlis, -e, cruel.
crustulum, -i, n. cake.
cum, (a) prep. gov. abl. with, (b) conj. when (not interrog.).
cūnctus, -a, -um, all.
Cupidō, Cupīdinis, m. Cupid.
cūr, why.
currere, cucurri, to run.
dare, dedi, datus, to give.
dē, prep. gov. abl. down from.
decem, ten.
decutere, dēcutiō, dēcussi, dēcussus, to knock down.
deinde, then.
dēliberābundus, -a, -um, considering.
dēliberāre, to plan, discuss.
dēliciae, f. pl. pet.
dēlinquere, dēliquī, to sin.
dementia, -ae, f. madness.
dēnārius, -ī, m. penny.
dēscendere, dēscendi, to go down.
dēsiliēre, dēsiluī, to jump down.
dēstrictē, sternly, strictly.
Deus, -ī, m. God (voc. Deus).
dextra, -ae, f. right-hand.
dicere, dixi, dictus, speak.
dīēs diēī, m. or f. day.
difficilis, -ē, difficult.
digitus, -ī, m. finger.
dīmicātiō, dīmicātiōnis, f. fighting.
discere, didici, learn.
discipulus, -ī, m. pupil.
disertus, -a, -um, eloquent.
diversus, -a, -um, apart.
dīvidere, dīvisiō, dīvisus, to divide.
dolère, dolui, to grieve.
dolor, dolōris, m. grief.
domina, -ae, f. mistress.
dominus, -ī, m. master.
domus, -ūs, f. house, home; domī, at home; domum, homewards, home.
dōnec, until.
dōnum, -ī, n. gift.
dormire, to sleep.
dubius, -a, -um, doubtful.
dūcere, dūxi, ductus, to lead.
dulcēdō, dulcēdinis, f. sweetness.
dum, while.
duo, -ae, -ō, two.
duodecim, twelve.
dūrus, -a, -um, hard.
dux, ducis, m. general.

ē (ex), prep. gov. abl. out of.
edere, ēdī, to eat.
ediscere, ēdidici, to learn by heart.
effugere, effugiō, effūgī, to escape.
effundere, effūdī, effūsus, pour out, waste.
effūsē, effusively.
egō, ū.
ēmendāre, to improve.
eques, equitis, m. horseman.
equus, -ī, m. horse.

enim, for (second word).
ergā, prep. with acc. towards.
ēsurīre, to be hungry.
esse, sum, fui, to be.
et, and, also, even.
etiam, even, also.
Eurydicē, acc. Eurydicēn (Greek name) Eurydice.
ēvādere, ēvāsi, to escape.
ex compositō, according to agreement.
excipere, excipiō, excēpi, exceptus, to receive.
exclāmāre, to shout.
excūsāre, to excuse.
excūsātē, with good excuse.
exercēre, exercui, exercitus, to practise.
exercitus, -ūs, m. army.
exīre, exeō, exīvi or exiī, to go out.
exōrāre, to beg off, to persuade.
expūgnāre, to storm.
exspectāre, to await.

fābula, -ae, f. story. fābula scaenica, stage-play.
facere, (faciō), feci, factus, to do, make.
factum, -ī, n. deed.
fātum, -ī, n. fate.
fēlix, fēlicis, happy.
fenestra, -ae, f. window.
fēmina, -ae, f. woman.
ferre, ferō, tulī, lātus, to bear.
ferrum, -ī, n. iron.
ferula, -ae, f. cane.
fessus, -a, -um, weary, tired.
fīdēs, -ēdī, f. faith, trustworthiness.
fērē, fēvī, weep.
fūmen, fūminis, n. river, stream.
fiuvius, -ī, m. river.
foedus, -eris, n. bargain.
fortasse, perhaps.
fortis, -e, brave.
fortūna, -ae, f. fortune.
fragor, fragōris, m. crash.
frangere, frēgi, fractus, to break.
frāter, frātris, m. brother.
fugere, fugiō, fugi, to flee.
fūmus, -ī, m. smoke.
furor, furōris, m. madness.
Gabii, -ōrum, m. pl. Gabii, a town near Rome.
Gabinī, -ōrum, m. pl. the people of Gabii.
Gallicus, -a, -ārum, French.
Gallus, -ī, m. a Gaul.
gaudēre, gāvisus sum, (semi-deponent) rejoice.
gaudium, -ī, n. joy.
genae, -ae, f. cheek.
genus, generis, n. race, kind.
Germanus, -ī, m. a German.
gladiātor, gladiātōris, m. gladiator.
gladius, -ī, m. sword.
globus, -ī, m. globe, ball.
grātiae, -ārum, f. pl. thanks.
grātus, -a, -ārum, (1) pleasing, (2) grateful.
gravis, -ae, heavy.
gregārius, -ī, m. private (soldier).
gremium, -ī, n. lap.
habēre, habuī, habitus, to have.
habitāre, to dwell.
haerēre, haesi, to cling to.
hāmus, -ī, m. hook.
hasta, -ae, f. spear.
heri, yesterday.
heu, alas.
hic, (adverb) here (adj. and pro.) this.
hiemps, hiemis, f. winter.
Hispānus, -ī, m. a Spaniard.
hodiē, to-day.
homō, hominis, m. man.
hōra, -ae, f. hour, season.
hortus, -ī, m. garden.
hostis, hostis, m. enemy.
hūc, hither.
iactāre, to throw, toss about.
iam, now, already.
īānua, -ae, f. door.
ībi, there.

...
Irā, -ae, f. anger.
Irāscī, Irātus sum, to be angry.
Irātus, -a, -um, angry (see Irāscor).
Ire, sō (is, it, ēmus, ētis, eunt),
ivī or ii, to go.
is, ea, id, this, that, he, etc.
Issa, -ae, f. Issa (name of a dog).
itā, so.
Ītalia, -ae, f. Italy.
ītaque, accordingly.
īter, itineris, n. road, journey.
īterum, again, once more.
jungere, īnxi, īnctus, to join.
jūsum, -i, n. order.
jūstus, -a, -um, just, right.
labor, labōris, m. labour.
labōrāre, to work.
lacere, to tear.
lacrīma, -ae, f. tear.
lacus, -ūs, m. pool.
lambere, to lick.
lapillus, -i, m. jewel.
largītiō, largītiōnis, f. bounty.
Latīnus, -a, -um, Latin.
latrō, latrōnis, m. robber.
laustrā, lāvi, lōtus, to wash.
lectulus, -i, m. bed.
legere, lēgi, lēctus, to read, choose.
lōnis, -e, mild.
lōō, lōēnis, m. lion.
lōx, lōgis, f. law.
līber, librī, m. book.
lībertus, -i, m. freedman.
Libyς, m. an African.
licet, it is permitted.
ligneus, -a, -um, wooden.
lignum, -i, n. wood.
lingua, -ae, f. language, tongue.
littera, -ae, f. letter (of the alphabet). In pl. epistle, literature.
longē, far.
longus, -a, -um, long.
loqui, locūtus sum, to speak.
lōtus, -a, -um, washed.
lūdere, lūsī, to play.
lūdus, -i, m. (a) school, (b) play.
lūgēre, lūxi, lūctus, to mourn.
lūmen, lūminis, n. (a) light, (b) eye.
lūsor, lūsōris, m. player.
lūx, lūcis, f. light.
māchina, -ae, f. machine.
magister, magistri, m. master.
māgnus, -a, -um, large, tall, great.
malē, badly, wickedly.
malum, -i, n. ill, wrong.
malus, -a, -um, bad.
māne, in the morning.
mānsuētūdō, mānsuētūdinis, f. mercy.
manus, -ūs, f. hand.
māter, mātris, f. mother.
mathēmatica, -ae, f. mathematics.
māximus, -a, -um, superlative of māgnus.
medicus, -i, m. doctor.
mellitus, -a, -um, sweet as honey.
mēnsa, -ae, f. table.
merēre, to deserve.
meritō, deservedly, rightly.
meus, -a, -um, my, mine.
mīhi, dat. of ego, to me.
mīles, mīlitis, m. soldier.
militāre, to drill, practise soldiering.
mināri, to threaten.
minus, less.
misellus, -a, -um, wretched.
miser, -a, -um, wretched.
modo ... modo, now ... now.
modus, -i, m. manner.
monachus, -i, m. monk.
monēre, monui, monitus, to advise, warn.
mori, morior, mortuus sum, to die.
mors, mortis, f. death.
mōs, mōris, m. custom.
movēre, mōvi, mōtus, to move.
multītūdō, multītūdinis, f. crowd.
multum, much.
multus, -a, -um, much; in pl. many.
mūrus, -ī, m. wall.

nam, for.
namque, for.
nārrāre, to tell.
natūre, to swim.
nātūra, -ae, f. nature.
naufragium, -i, n. shipwreck.
nāvīgāre, to sail.
nāvis, nāvis, f. ship.
-ne, particle introducing a question.

nefandus, -a, -um, wicked.
nepōs, nepōtis, m. grandson, descendant.
neque, neither, and not, but not; neque...neque, neither...nor.
nēquior, nēquiōris, more mischievous.
nēquīquam, in vain.
nēscire, to be ignorant, not to know.

niger, nigra, nigrum, black.
nihil, nothing.
nīl, nothing.
nisi, unless, except.
nōbis, dat. of nōs, to us.
nōctū, at night.
nōlī, imperative of nōlle, be unwilling.
nōmen, nōminis, n. name.
nōn, not.
nōndum, not yet.
nōnne, particle introducing a question expecting an affirmative answer.
nōnnil, something, a little.
nōrunt, 3rd. pl. perf. of nōscere.
nōs, we, us.
nōscere, nōvī, nōtus, to learn.
nōvī, I know.

noster, nostra, nostrum, our, ours.

novus, -a, -um, new.
nox, noctis, f. night.
nūllus, -a, -um, none.

num, particle introducing a question, usually expecting a negative answer.
nunc, now.
nunquam, never.
nūntius, -ī, m. (1) messenger; (2) message.

ō, O.
observantia, -ae, f. attention.
ocellus, -i, m. eye.
oculus, -ī, m. eye.
ominēre, omissi, omissus, leave off.
ominis, -e, all.
opera, -ae, f., work, agency.
opportet, it behoves.
oppūgnāre, to attack.
optimus, -a, -um, superlative of bonus.
opus, operis, n. work.
orbis, -is, m. (a) circle, (b) world.
orbus, -a, -um, deprived (governs ablative case).
ōrdō, ōrdinis, m. rank, order.
ōsculum, -i, n. kiss.
ōtium, -i, n. rest, holiday.

paene, almost.
paenitentia, -ae, f. penitence.
palma, -ae, f. hand.
papāver, papāveris, n. poppy.
parāre, to get ready.
parvus, -a, -um, small.
pāsci, pastus sum, to feed on.
passer, passeris, m. sparrow.
pastor, pastōris, m. shepherd.
pater, patris, m. father.
patiens, patientis, patient, enduring.
patrōnus, -ī, m. advocate.
pauper, pauperis, poor.
pāx, pācis, f. peace.
pecūnia, -ae, f. money.
per, prep. with acc. through, during.
peragere, perēgī, peractus, go through, perform.
perdere, perdidi, perdītus, to destroy.
periculum, -í, n. danger.
perösus, hating.
pês, pedis, m. foot.
pessimus, -a, -um, superlative of malus.
petere, petíví, or petíí, petitus, to seek, want, attack.
physicus, -a, -um, physical.
pictúra, -ae, f. picture.
pictus, -a, -um, painted.
pila, -ae, f. ball.
pipilâre, to chirp.
piscis, -is, m. fish.
plênum, -a, -um, full.
plús, more.
pluvia, -ae, f. shower.
pôsta, -ae, m. poet.
pône, behind.
pôneres, posuí, positus, to place.
pôns, pontis, m. bridge.
popolus, -í, m. people.
porta, -ae, f. gate.
posse, possum, potuí, to be able.
post, prep. with acc. after.
post, adv. afterwards.
posteâ, afterwards.
postquam, after that, after.
preebère, praebuí, praebitus, to afford, supply, bestow.
praecipuus, -a, -um, especial.
preda, -ae, f. plunder, plundering.
pregaemium, -í, n. reward.
pretaerëa, further.
prandium, -í, n. lunch.
precès, f. pl. prayers.
prènsäre, clutch.
primôres, -um, m. pl. chief men.
primus, -a, -um, first.
privátus, -a, -um, private.
prior, before.
pré, prep. gov. abl. in front of, on account of.
prôcedere, procèssí, to go forward.
procul, far.
proelium, -í, n. battle.
profundum, -í, n. depth.
prope, prep. with acc. near.
prôpellere, prôpuli, prôpulsus, to propel.
propitious, -a, -um, gracious.
Proserpina, -ae, f. Proserpine (goddess of Hell).
prudentia, -ae, f. wisdom.
púbicus, -a, -um, public.
Públius, -i, m. Publius (a friend of the poet Martial).
pública, pubôris, m. shame.
pueâ, -ae, f. (1) girl; (2) lady.
puer, pueri, m. boy.
püagna, -ae, f. battle.
pügnâre, to fight.
pulcher, pulchra, pulchrum, beautiful.
pulsâre, to smite.
pûnire, to punish.
pürus, -a, -um, pure.
putâre, to think.
quâlis, -e, what sort of.
quam, (1) how; (2) than.
quandó, when?
quantus, -a, -um, how great.
quantum, as much as.
-que, and.
queri, questus sum, (1) to complain; (2) to whine.
qui, quae, quod, who, which.
quia, because.
quinquatus, -a, -um, fifth.
quid, quid, who? what?
quisque (quis + que), each.
quod, that.
quômodo, how.
quondam, once upon a time.
quoque, also.
quot, how many? as many as.
rapture, rapti, rapui, raptus, to snatch away.
recedere, recéssi, to go back.
recitâre, to read.
rêcté, aright.
rèctus, -a, -um, straight.
recumbere, recubui, to lie down.
reddere, reddidi, redditus, to give back, render, translate.
redire, (red + ire), to return, go back.
regnā, -ae, f. queen.
regere, rēxi, rectus, to rule.
regula, -ae, f. rule.
relinquere, reliquī, relictus, to leave.
referre, retuli, relātus, to carry back; referre pedem, to retreat.
remittere, remīsi, remissus, to remit, allow.
repente, suddenly.
repetere, repetivi, repetitus, seek again.
res, rel, f. (a) thing, (b) state.
reserēre, to unlock.
resistere, restīti, to halt.
respicere, respiciō, respexī, respectus, to look back.
respondēre, respondi, responsus, answer.
respōnsum, -ī, n. answer.
retī, back.
rēx, rēgis, m. king.
rogāre, to ask.
rogātor, rogātōris, m. beggar.
Rōma, -ae, f. Rome; Rōmam, to Rome.
Rōmanus, -a, -um, Roman.
Rōmus, -i, m. Romulus, the founder of Rome.
rotundus, -a, -um, round.
ruber, rubra, rubrum, red.
rūbere, to be red.
ruptus, -a, -um, broken.
rūrsus, again.
sacer, sacra, sacram, holy.
sacrilegus, -a, -um, wicked, unholy.
saepe, often.
saepeissimē, very often.
saevē, fiercely.
saevītia, -ae, f. cruelty.
saevus, -a, -um, fierce.
salire, salui, to jump.
salūs, salūtis, f. health; salūtem dicere, to bid hail.
salvē (imperative of salvēre to be well) good-day.
sānāre, to heal.
sapiēns, sapientis, wise.
satis, enough.
scaenicus, -a, -um, belonging to the stage. See fābula.
scelus, sceleris, n. crime.
scientia, -ae, f. knowledge, science.
scilicet, of course.
sōire, to know.
scribere, scripsi, scriptus, to write.
scūtum, -i, n. shield.
sē, himself, herself, themselves, gen. suī, dat. sibi, abl. sē.
secundus, -a, -um, second.
sed, but.
sedere, sedī, to sit.
sella, -ae, f. seat.
semper, always.
senex, senis, m. old man.
sēnsus, -ūs, m. feeling.
sententia, -ae, f. (1) sentence; (2) proverb.
sentīre, sēnsī, to feel.
sequi, secūtus sum, to follow.
sērus, -a, -um, late.
servus, -i, m. slave.
sēsē = sē.
sevērus, -a, -um, stern.
sextus, -a, -um, sixth.
sī, if.
sic, thus.
simul āc, as soon as.
sine, prep. with abl. without.
sinere, sīvi, to allow, permit.
sinistra, -ae, f. left-hand.
sōlus, -a, -um, alone.
somnus, -ī, m. sleep.
sōnitus, -ūs, m. noise.
soror, sorōris, f. sister.
spectāre, to look at.
spectāculum, -ī, n. show.
spērāre, to hope.
stāgnum, -ī, n. pond.
stāre, stēti, to be standing.
statim, forthwith.
statua, -ae, f. statue.
studère, studui, to study.
studium, -i, n. pursuit. In the pl. often studies.
stultus, -a, -um, foolish.
sub, prep. with ablative (rest implied) and accusative (motion implied), under.
subitō, suddenly.
subitus, -a, -um, sudden.
subliciēs, -a, -um, made of piles.
succēnsēre, to be angry.
sufficit, it suffices.
sūm, pres. indic. of esse, to be.
(summa) in summā, in short.
sūmmus, -a, -um, highest.
superus, -a, -um, upper.
surgere, surrēxi, to rise, stand up.
suscipere, suscipiō, suscēpi, susceps, to undergo, endure.
sustinēre, sustinui, sustentus, to sustain, hold.
suus, -a, -um, his, her, hers, etc.
tabella, -ae, f. picture.
taberna, -ae, f. shop.
tacēre, tacui, to be silent.
taceitus, -a, -um, silent.
tamen, however.
tandem, at length.
tangere, tetigī, tāctus, touch.
tanquam, as if, as though.
tantus, -a, -um, so great.
tēlum, -i, n. weapon.
tēctum, -i, n. roof.
tempestās, tempestātis, f. weather.
tendere, tetendi, to stretch.
tenebricōsus, -a, -um, dark.
tenēre, tenui, to hold.
tenuis, -ē, thin.
ter, thrice.
terrēre, to frighten.
Tiberīnus, -a, -um, belonging to the Tiber; Tiberīnus pater, "father Tiber."
tibi, dat. of tū, to you (sing.).
timēre, timui, to fear.
tollere, sustulī, sublātus, to raise, lift.
torquēre, torsi, tortus, to twist, torture.
trādere, trādī, trāditus, to hand over.
trānāre, to swim across.
trānsfugere, trānsfugiō, trānsfugi, to flee across.
trānsire (like ire), to cross.
trānsnatāre, to swim across.
tremere, to tremble.
trēs, trīa, three.
tribūnus, -i, m. tribune, captain.
tristis, -e, sad.
tristitia, -ae, f. sadness.
tū, you (sing.).
tum, then.
tunc, then.
turgidulus, -a, -um, swollen.
tuus, -a, -um, your, yours (sing.).
tyrannus, -i, m. despot.
ubi, where.
ūllus, -a, -um, any.
umbra, -ae, f. shade.
unda, -ae, f. wave, water.
unde, whence.
ūndecimus, -a, -um, eleventh.
The Roman day began at 6 A.M., so that the 11th hour is 5 P.M.
undique, from all sides, on all sides.
unquam, ever.
urbs, urbis, f. city.
ursa, -ae, f. she-bear.
ursus, -i, m. bear.
ūsque, continually.
uterque, utraque, utrumque, each (of two).
valē (imperative of valēre, to be well), farewell.
vārius, -a, -um, different, various.
vel, or; vel ... vel, either ... or.
velut, as if.
venīre, venī, to come.
ventus, -ī, m. wind, air.
vēnumdare (like dare), to sell.
Venus, Veneris, f. goddess of love, Venus.
vēr, vēris, n. spring.
verbum, -i, n. word.
vērē, indeed.
vērus, -a, -um, true, real.
vespere, in the evening.
vester, vestra, vestrum, your, yours (pl.).
vēstire, clothe, dress.
vīa, -ae, f. way.
victōria, -ae, f. victory.
vidēre, vidi, visus, to see.
vidērī, passive of vidēre, often = to seem.
villa, -ae, f. country house.
vincere, vici, victus, to conquer.
vīnum, -ī, n. wine.
vir, virī, m. man, husband.
virtūs, virtūtis, f. courage.
vīs, vim, vī (abl.) pl. virēs, f. force; in pl. strength.
vīvere, vixī, to live.
vōbis, dat. of vōs, to you (pl.).
vocāre, to call.
vōlēns, pres. part. of velle, to wish.
volnerāre, to wound.
vōlnus, volneris, n. wound.
vōluī, perf. of velle, to wish.
vōs, you (pl.).
vōtum, -i, n. prayer.
vōx, vōcis, f. voice.