# Grammar and exercises for Sections 1–6

## Section 1   Introduction

### Notes

1   All vowels are pronounced *short* unless marked with a ‾ over them. So observe different vowel length of '*i*' in e.g. *fīlia*, etc. It may be helpful, but is not essential, to mark macra in your exercises.

2   ′ above a vowel indicates *stress.* Stress marks are included in all tables and throughout the Reference Grammar.

3   You should learn the Learning Vocabulary for each section *before* attempting the exercises. Please see *Text and Vocabulary*, pp. xiv–xv for suggested methodology.

### Grammar and exercises for Introduction – *familia Eucliōnis*

1   *sum*: 'I am'

| | | | |
|---|---|---|---|
| *1st person singular* | (*1st s.*) | su-m | 'I am' |
| *2nd person singular* | (*2nd s.*) | es | 'you are' |
| *3rd person singular* | (*3rd s.*) | es-t | 'he/she/it is/there is' |
| *1st person plural* | (*1st pl.*) | sú-mus | 'we are' |
| *2nd person plural* | (*2nd pl.*) | és-tis | 'you (*pl.*) are' |
| *3rd person plural* | (*3rd pl.*) | su-nt | 'they/there are' |

### Notes

1   *sum* is the most common verb in Latin.

2   Whereas English takes two words to express 'I am', Latin takes *one.* This is because the *endings* of the verb – *-m*, *-s*, *-t*, *-mus*, *-tis*, *-nt* – indicate the person doing the action. Thus in full:

$$-m \quad = \quad I^{[1]}$$
$$-s \quad = \quad \text{you (s.)}$$
$$-t \quad = \quad \text{he, she, it, there}$$
$$-mus \quad = \quad \text{we}$$
$$-tis \quad = \quad \text{you (pl.)}$$
$$-nt \quad = \quad \text{they, there}$$

1.  In other vowels -*ō* = I.

3   *sum* is irregular because, as you can see, the stem changes from *su-* to *es-*. If it is any consolation, all verbs meaning 'to be' are irregular, e.g. English 'I *am*', 'you *are*', 'he *is*'; French (deriving from Latin) 'je *suis*', 'tu *es*', 'il *est*' etc.

3

4   In the 3rd s. and 3rd pl., *est* and *sunt* mean only 'is' and 'are' if the subject is named, e.g. *senex est* = 'he is an old man'; *Ecliō senex est* = 'Euclio is an old man'; *seruae sunt* = 'they are slave-women'; *omnēs seruae sunt* = 'all are slave-women'.

5   Note the following points about word-order in sentences with *sum*:

(a)   Where subject and complement are stated

(i)   the unemphatic order is: subject complement *sum*, e.g.

*Ecliō senex est* 'Euclio is an old man.'

(ii)   other orders place emphasis on the first word, e.g.

*senex est Ecliō* (complement *sum* subject)

*senex Ecliō est* (complement subject *sum*)

Both mean 'An old man, that's what Euclio is.'

NB The order 'subject *sum* complement' emphasises the subject.

(iii) The verb *sum* may come first and is then emphatic, e.g.

*est enim Ecliō auārus* (*sum* subject complement) 'For Euclio *is* (in fact) a miser.'

(b)   Where the subject is not stated in Latin, the usual order is: complement *sum*, e.g.

*Staphyla est* 'It's Staphyla.'

(c)   *est/sunt* at the beginning of a sentence commonly indicate the *existence* of something, and are often best translated 'there is/there are', e.g.,

*est locus. . .* 'there is a place …'

In such sentences, more information will be expected, e.g. 'there is a place, where roses grow', 'there are people, who like Latin'.

NB In (a) (i) and (ii) and (b) observe how complement + *sum* usually stick together to form the predicate, e.g.

*Ecliō senex-est*
*senex-est Ecliō*

*sum* is likely to go closely with the word preceding it, except where the order has been altered for special emphasis (as in e.g. *senex Ecliō est*).

### EXERCISES

**Morphology**

1   *Translate into Latin*: you (*s.*) are; there are; he is; there is; you (*pl.*) are; they are; it is; I am; she is.

2   *Change s. to pl. and vice versa*: sum; sunt; estis; est; sumus; es.

4

### Reading exercise

*Using Note 5 in the grammar section, give the correct translation of these sentences:*

(a)  familia est.

(b)  serua Staphyla est.

(c)  est enim aula aurī plēna (aula, *pot*; aurī plēna, *full of gold*).

(d)  coquus est seruus (coquus, *cook*; seruus, *slave*).

(e)  Phaedra fīlia est.

(f)  in aedibus sunt Eucliō, Phaedra et serua (in aedibus, *in the house*).

(g)  auārus est senex (auārus, *miser*; senex, *old man*).

(h)  est prope flūmen paruus ager (prope flūmen, *near the river*; paruus, *small*; ager, *field*).

### English–Latin

*Translate the Latin sentences into English. Then translate the English sentences into Latin, using the pattern of the Latin ones to help you arrange the word-order correctly.*

(a)  sunt in familiā Eucliō, Phaedra, Staphyla.
    There is in the household a slave-girl.

(b)  Eucliō et Phaedra in aedibus sunt.
    The slave-girl is in the house.

(c)  Eucliō sum.
    You (*s.*) are a slave.

(d)  fīlia Eucliōnis Phaedra est.
    Euclio's slave is Staphyla.

(e)  quis es?
    I am Euclio.

(f)  quī estis?
    We are Euclio and Phaedra.

## Section 1A

### Grammar and exercises for 1A

(Please see *Text and Vocabulary*, pp. xiv–xv for a suggested methodology. Most importantly, make a SELECTION from the exercises.)

**2** **Present indicative active (1st conjugation):** *amō* **'I love', 'I am loving', 'I do love'**

| | | |
|---|---|---|
| *1st s.* | ám-ō | 'I love', 'I am loving', 'I do love' |
| *2nd s.* | ámā-s | 'you (*s.*) love' *etc.* |
| *3rd s.* | áma-t | 'he/she/it loves' |
| *1st pl.* | amā́-mus | 'we love' |
| *2nd pl.* | amā́-tis | 'you (*pl.*) love' |
| *3rd pl.* | áma-nt | 'they love' |

**3** **Present indicative active (2nd conjugation):** *habeō* **'I have', 'I am having', 'I do have'**

| | | |
|---|---|---|
| *1st s.* | hábe-ō | 'I have', 'I am having', 'I do have' |
| *2nd s.* | hábē-s | 'you (*s.*) have' *etc*. |
| *3rd s.* | hábe-t | 'he/she/it has' |
| *1st pl.* | habḗ-mus | 'we have' |
| *2nd pl.* | habḗ-tis | 'you (*pl.*) have' |
| *3rd pl.* | hábe-nt | 'they have' |

#### Notes

1 All verbs called '1st conjugation' conjugate in the present like *am-ō*, e.g. *habit-ō* 'I live', *intr-ō* 'I enter', *uoc-ō* 'I call', *clām-ō* 'I shout', *par-ō* 'I prepare', *cēl-ō* 'I hide'.

   All verbs called '2nd conjugation', which all end in *-eō*, conjugate like *habe-ō*, e.g. *time-ō* 'I fear'.

2 Observe that these regular verbs are built up out of a *stem + endings.* The stem gives the *meaning* of the verb (*ama-* 'love', *habe-* 'have'), the endings give the *person*, i.e.:

|        |                      |
|--------|----------------------|
| *-ō*   | 'I' (*cf.* su-m)     |
| *-s*   | 'you (*s.*)'         |
| *-t*   | 'he/she/it; there'   |
| *-mus* | 'we'                 |
| *-tis* | 'you (*pl.*)'        |
| *-nt*  | 'they/there'         |

3   Observe that the 'key' vowel of 1st conjugation verbs is *A* (*amA-*), of 2nd conjugation is *E* (*habE-*). The only exception is the 1st s. *amō* 'I love', though this was originally *amaō*.

4       **Terminology**

*Conjugation* means 'the setting out of a verb in all its persons' as illustrated in **2** and **3**. Thus to conjugate a verb means to set it out as at **2** and **3**.

   *Indicative* means that the action is being presented as a fact (though it need not be actually true), e.g.

> 'I speak to you' (fact, true)

> 'The pig flies past the window' (presented as a fact, but not true!)

*Active* means the subject is performing the action, e.g. '*Euclio* runs'; '*Staphyla* sees the daughter'.

   *Tense* means the time at which the action is taking place. Thus 'present' means 'present tense', i.e. the action is happening in the present, e.g. 'I am running'. Cf. future tense 'I will run' etc.

5       **Meaning**

The present indicative active of e.g. *amō* has three meanings, i.e. 'I love', 'I am loving', 'I do love'. Each of these three 'aspects' (as they are called) of the present tense represents the actions in a slightly different way. 'I love' is the plainest statement of fact, 'I am loving' gives a more vivid, 'close-up', continuous picture (you can see it actually going on), 'I do love' is emphatic. You must select *by context* which meaning suits best. Remember, however, that in general the emphatic meaning is indicated in Latin by the verb being put first in the sentence.

**EXERCISES**

**Morphology**

1   *Conjugate*: cēlō; timeō; portō; habeō (*optional*: habitō; clāmō; intrō; uocō; sum).

2   *Translate*, *then change pl. to s. and vice versa*: clāmās; habent; intrat; uocō; sumus; portāmus; timēs; habētis; est; timet; uocant; cēlātis; timēmus; habeō; sunt.

3   *Translate into Latin*: you (*pl.*) have; I do hide; we are carrying; they call; you (*s.*) are afraid of; she is dwelling; there are; it has; there enters; she is.

**6**          **The cases in Latin: terminology and meaning**

The terms 'nominative', 'vocative', 'accusative', 'genitive', 'dative' and 'ablative' are the technical terms for the six so-called 'cases' of Latin nouns and adjectives. The cases will be referred to as nom., voc., acc., gen., dat. and abl. after Section 1B. When laid out in this form the cases are called a 'declension'. 'Declining' a noun means to go through all its cases. *The different forms of the cases are of absolutely vital importance in Latin and must be learned by heart till you know them to perfection.*

The reason is as follows. In English, we determine the meaning of a sentence by the order in which the words come. The sentence 'Man bites dog' means something quite different from 'Dog bites man', for no other reason than that the words come in a different order. A Roman would have been bewildered by this, because in Latin word-order does not determine the grammatical functions of the words in the sentence (though it plays its part in emphasis): what is vital is the *form* the words take. In 'daughter calls the slave', 'daughter' is the subject of the sentence, and 'slave' the object. A Roman used the *nominative* form to indicate a subject, and the *accusative* form to indicate an object. Thus when he wrote or said the word for daughter, *fīlia*, he indicated not only what the word meant, but also its function in the sentence – in this case, subject; likewise, when he said 'slave', *seruum*, the form he used would tell him that slave was the object of the sentence. Thus, hearing *fīlia seruum*, a Roman would conclude at once that a daughter was doing something to a slave. Had the Roman heard *fīliam seruus*, he would have concluded that a slave, *seruus*, which is here in the nominative case, was doing something to a daughter, *fīliam*, here in the accusative case.

So a Roman could write those words in any order he liked – 'calls slave daughter'/'daughter slave calls'/'calls daughter slave' and so on, because if the slave was in the nominative and daughter the accusative, it would mean 'The slave calls the daughter'. WORD-ORDER IN LATIN IS OF SECONDARY IMPORTANCE since its function relates not to grammar or syntax so much as to emphasis, contrast and style. To English speakers word-order is, of course, the critical indicator of meaning. In Latin, grammar or syntax is indicated by WORD FORM. WORD FORM IS VITAL.

We can note here that English has a residual case system left, e.g. 'I like beer', not 'me like beer'; 'he loves me', not 'him loves I'; and cf. he, him / she, her, hers / they, them, theirs. It is, however, noticeable that even this system is increasingly breaking down. One regularly hears people saying e.g. 'Charlotte went to the match with Toby and I.' Traditional usage would favour 'with Toby and [with] me'; one would never say 'he went to the match with I' – would one?

1 *Noun*: the name of something (real or abstract), e.g. 'house', 'door', 'idea', 'intelligence', 'Helena'.

2 *Nominative case*: the most important functions are (i) as subject of a sentence, and (ii) as complement after the verb 'to be'. Nominative means 'naming' (*nōminō* 'I name'). In Latin, the subject of a sentence is 'in the verb', e.g.

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*habeō* means 'I have'
*habet* means 'he/she/it has'

If one wants to 'name' the subject, it goes into the nominative case, e.g.

*habeō serua* 'I (the slave) have'
*habet serua* 'she (the slave) has', 'the slave has'
*habet uir* 'he (the man) has', 'the man has'

3 *Vocative case*: used when addressing someone or something, e.g. 'O (male) slave', *'[o] serue'*, 'O table', *'[o] mēnsa'*, though the young Winston Churchill, faced with this for the first time, pointed out that he never actually did address a table (see pp. ix–x). In nearly all instances the form of the vocative is the same as that of the nominative.

4 *Accusative case*: the most important function is as direct object of a verb. The accusative case denotes the person or thing on the receiving end of the action, e.g. 'the man bites <u>the dog</u>'. One may also look at it as limiting or defining the extent of the action, e.g. 'the man bites' (what does he bite? A bullet? A jam sandwich? A table? No –) 'the dog'. So the accusative case can also limit or define the extent of a description, e.g. *nūdus <u>pedēs</u>* 'naked <u>in respect of</u> the feet', 'with naked feet'.

NB The verb 'to be' is NEVER followed by a direct object in the accusative, but frequently by a 'complement', in the NOMINATIVE, e.g. 'Phaedra is the <u>daughter</u>' *Phaedra <u>fīlia</u> est.* This is perfectly reasonable, since 'daughter' obviously describes Phaedra. They are both the same person, and will be in the same case.

5 *Genitive case*: this case expresses various senses of the English 'of'. Its root is the same as *genitor*, 'author', 'originator', 'father'. Thus it denotes the idea 'belonging to' (possession), e.g. 'slave *of Euclio*', and origin, e.g. 'son *of Euclio*'. Cf. English 'dog's dinner' (= 'dinner of dog') and 'dogs' dinner' (= 'dinner of the dogs'), where *dog*'s and *dogs*' are genitive forms.

*Dative and ablative cases*: these will be used only in very limited ways in the *Text* at the moment, but you must learn their forms now as they are crucially important and will appear in exercise work.

6 *Word-order*: the usual word-order in English for a simple sentence consisting of subject, verb and object is: (i) subject (ii) verb (iii) object, e.g. 'The man (subj.) bites (verb) the dog (obj.).'

In Latin the usual order is (i) subject (ii) object (iii) verb. See **1**[5] above and Reference Grammar **W** for a full discussion.

**7**      **Singular and plural; masculine, feminine and neuter**

As well as having 'case', nouns can be either singular (s.), when there will be one of the persons or things named, or plural (pl.), when there will be more than one. This feature is called the 'number' of a noun. Nouns also possess 'gender', i.e. are masculine (m.), feminine (f.) or neuter (n.).

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**8**        **1st declension nouns: *seru-a ae* 1 feminine (f.) 'slave-woman'**

The pattern which nouns follow is called 'declension'. Nouns 'decline'.

|  | *case* | *s.* |  |
|---|---|---|---|
| *nominative* | (*nom.*) | séru-a | 'slave-woman' |
| *vocative* | (*voc.*) | séru-a | 'O slave-woman' |
| *accusative* | (*acc.*) | séru-am | 'slave-woman' |
| *genitive* | (*gen.*) | séru-ae (-āī) | 'of the slave-woman' |
| *dative* | (*dat.*) | séru-ae | 'to/for the slave-woman' |
| *ablative* | (*abl.*) | séru-ā | 'by/with/from the slave-woman' |
|  |  |  |  |
|  | *case* | *pl.* |  |
| *nominative* | (*nom.*) | séru-ae | 'slave-women' |
| *vocative* | (*voc.*) | séru-ae | 'O slave-women' |
| *accusative* | (*acc.*) | séru-ās | 'slave-women' |
| *genitive* | (*gen.*) | seru-árum | 'of the slave-women' |
| *dative* | (*dat.*) | séru-īs | 'to/for the slave-women' |
| *ablative* | (*abl.*) | séru-īs | 'by/with/from the slave-women' |

**Notes**

1  Latin never uses a word corresponding to 'the' and only in special
circumstances to 'a'. So *serua* can mean 'slave-woman', 'the slave-woman' or
'a slave-woman'. The same applies to all nouns in Latin.

2  All 1st decl. nouns end in *-a* in the nominative s. This is called the 'ending', the
rest of the noun is called the 'stem'. So the stem of *serua* is *seru-*, the ending *-a*.
The same applies to all 1st decl. nouns. Cf. *fīli-a*, *famili-a*, *Phaedr-a*, *Staphyl-a*,
*aul-a*, *corōn-a*, *scaen-a*.

3  Most 1st decl. nouns are f. in gender (common exceptions are e.g. *agricol-a*
'farmer', *naut-a* 'sailor', both m.).

4  Note ambiguities:

(a)  *seru-ae* can be genitive s., dative s., or nominative/vocative pl.

(b)  *seru-a* is nominative/vocative s., but *seru-ā* = ablative s. (not ambiguous if
you note vowel length carefully: *-a* nominative / *-ā* ablative)

(c)  *seru-īs* can be dative or ablative pl.

5  Nouns of this declension you should have learned are: *famili-a* 'household',
*fīli-a* 'daughter', *Phaedr-a* 'Phaedra', *seru-a* 'slave-woman', *Staphyl-a*
'Staphyla', *aul-a* 'pot', *corōn-a* 'garland', *scaen-a* 'stage', 'scene'.

**9**              **2nd declension nouns: *seru-us ī* 2 masculine (m.) 'male slave'**

|              | *s.*      |                            | *pl.*       |                            |
| ------------ | --------- | -------------------------- | ----------- | -------------------------- |
| *nominative* | séru-us   | 'male slave'               | séru-ī      | 'male slaves'              |
| *vocative*   | séru-e    | 'O male slave'             | séru-ī      | 'O male slaves'            |
| *accusative* | séru-um   | 'male slave'               | séru-ōs     | 'male slaves'              |
| *genitive*   | séru-ī    | 'of the male slave'        | seru-ṓrum   | 'of the male slaves'       |
| *dative*     | séru-ō    | 'to/for the male slave'    | séru-īs     | 'to/for the male slaves'   |
| *ablative*   | séru-ō    | 'by/with/from the male slave' | séru-īs  | 'by/with/from the male slaves' |

**Notes**

1  The vocative case, used when addressing people (e.g. 'hello, Brutus'), ends
   in -*e* in the 2nd decl. m., e.g. 'you too, Brutus?' *et tū*, *Brūt̲e̲?* (see **17A** for full
   discussion).

2  Observe ambiguities:

   (a)  *seru-ō* can be dative or ablative s.

   (b)  *seru-īs* can be dative or ablative pl.

   (c)  *seru-ī* can be genitive s. or nominative vocative pl.

   (d)  Watch -*um* endings of accusative s. and genitive pl.

3  The other noun of this decl. you should have learned is *coqu-us* 'cook'.

4  **Important translation note**: the suggested meanings for the dative and
   ablative cases in particular are to be treated with some caution. But one must
   start somewhere, and this does give an overview of some of the English uses.

**EXERCISES**

1  *Decline*: coquus; aula (*optional*: seruus, familia, corōna, scaena).

2  *Name the case or cases of each of these words*: seruārum; coquō; corōnam;
   seruōs; scaenae; fīliā; coquus; seruī; coquum; fīliae; scaenās; seruō; coquōrum;
   aula; seruīs.

3  *Translate each sentence*, *then change noun*(*s*) *and verb to pl. or s. as appropriate.*
   *E.g.* coquus seruam uocat: *the cook calls the slave-girl*, coquī seruās uocant.

   (a)  sum seruus.

   (b)  aulam portō.

   (c)  corōnās habent.

   (d)  serua timet seruum.

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