STUDY TIPS

English Grammar for Students of Latin explains the grammatical terms that are in your Latin textbook and shows you how they relate to English grammar. Once you understand the terms and concepts as they apply to your own language, it will be easier for you to understand what is being introduced in your textbook and by your teacher.

STUDY GUIDE

Before doing an assignment — Read the sections in *English Grammar for Students of Latin* that cover the topics you are going to study in your textbook.

Homework — Take notes as you study your textbook. Highlighting is not sufficient. The more often you write down and use vocabulary and rules, the easier it will be for you to remember them. Complete exercises over several short periods of time rather than in one long session.

Written exercises — As you write Latin words or sentences say them out loud. Each time you write, read, say, and hear a word, it reinforces it in your memory.

In class — Take notes. You will know what the teacher considers important, and it will reinforce what you are studying.

Objective — You have learned something successfully when you are able to take a blank sheet of paper and write a short sentence in Latin using the correct form of the Latin words without reference to a textbook or dictionary. The *Study Tips* below will help you with this learning process.

TIPS FOR LEARNING VOCABULARY

One aspect of language learning is remembering a number of foreign words.

To learn vocabulary — Flashcards are a good, handy tool for learning new words and their meaning. You can carry them with you, group them as you wish, and add information as you advance. Creating your own flashcards is an important first step in learning vocabulary.

1. Write the Latin word or expression on one side of an index card and its English equivalent on the other side.

2. On the Latin side add a short sentence using the word or expression. It will be easier for you to recall a word in

context. To make sure that your sentence is grammatically correct, copy an example from your textbook. For review purposes, note down the chapter and page number of your textbook where the word is introduced.

3. On the Latin side include any irregularities and whatever information is relevant to the word in question.

How to use the cards — Regardless of the side you're working on, always say the Latin word aloud.

1. Look at the Latin side first. Going from Latin to English is easier than from English to Latin because it only requires your recognizing the Latin word. Read the Latin word(s) out loud, giving the English equivalent, then check your answer on the English side.

2. When you go easily from Latin to English, turn the cards to the English side. Going from English to Latin is harder than going from Latin to English because you have to pull the word and its spelling out of your memory. Say the Latin equivalent out loud as you write it down; then check the spelling. Some students prefer closing their eyes and visualizing the Latin word and its spelling.

3. As you progress, put aside the cards you know and concentrate on the ones you still don't know.

How to remember words — Below are suggestions to help you associate a Latin word with an English word with a similar meaning. This first step will put the Latin word in your short-term memory. Use and practice, the next steps, will put the words in your long-term memory.

1. There are many words, called COGNATES, that have the same meaning and approximately the same spelling in English and Latin.

English	Latin
poet	poēta
orator	orātor
temple	templum

2. Try to associate the Latin word with an English word that has a related meaning.

Latin	English	English derivative
māter	mother	maternal
vir	man	virility
patria	fatherland	patriotic

3. If the Latin word has no similarities to English, rely on any association that is meaningful to you. The more associations you have for a word, i.e., the more "hooks," the easier it is for you to remember it. Different types of associations work for different people. Find the one that works best for you. Here are some suggestions:

- Group words by topics or personal associations — It is easier to learn new words if you group them. You can group them according to topics such as food, clothing, activities related to daily life (work, travel, study, the home), or Roman mythology, etc.

- Associate the word with an image — If you have trouble remembering a particular word, you might want to create a "bizarre image" in your mind with which to associate it. This method is very subjective and only works for some people.

     miser = *wretched*
     Scrooge is a **wretched** miser.

     rēgīna = *queen*
     The **queen**, Elizabeth *Regina*, ruled for almost 50 years.

4. To reinforce the Latin word and its spelling, use it in a short sentence.

TIPS FOR LEARNING WORD FORMS

Another aspect of language learning is remembering the various forms a word can take; for example, another form of *book* is *books,* and *do* can take the form of *does.* As a general rule, the first part of the word indicates its meaning and the second part indicates its form.

To learn forms — Paper and pencil are the best tools to learn the various forms of a word. You should write them down until you get them right. The following steps will make learning forms easier.

1. Look for a pattern in the different forms of a word.
   - Which letters, if any, remain constant?
   - Which letters change?
   - Is there a pattern to the changes?
   - Is this pattern the same as one you have already learned?
   - If this pattern is similar to one you have already learned, what are the similarities and differences?

2. Once you have established the pattern, it will be easy to memorize the forms.
   - Take a blank piece of paper and write down the forms while saying them aloud.
   - Continue until you are able to write all the forms correctly without referring to your textbook.
3. Write short sentences using the various forms.

To review forms — You can use flashcards to review forms as well as to learn them.

Macrons — Some of the vowels in Latin words have a long mark over them called a MACRON. It is an indication that the vowel is to be held longer and pronounced differently from the way in which the unmarked or short vowels are pronounced. It is important to mark and learn the long vowels for the ending of Latin words. Consult your Latin textbook for the pronunciation of short and long vowels.

Norma Goldman

TO THE TEACHER

In our presentation of English grammar, we have avoided projecting Latin grammar onto contemporary English and have followed the current trend in the teaching of grammar in our schools. English nouns, for instance, are no longer identified as having gender. English teachers talk about the function or use of a noun, rather than case. Since these terms and concepts, and many others, are unfamiliar to today's students, we have opted to introduce them as they apply to Latin where, in any event, they are much more developed.

Jacqueline Morton, editor

We wish to pay tribute to Norma Goldman who passed away a few years ago. Norma was a dedicated teacher whose enthusiasm for Latin and Roman culture was appreciated by all. We also wish to thank Krista M. Kulesa, a recent M.A. graduate in Classics at Wayne State University, who reviewed the latest printing of English Grammar for Students of Latin.

You will have to be on the alert for these idioms because they cannot be translated word-for-word in Latin.

40

to fall asleep   dormīre [literally, *"to sleep"*]
to take a walk   ambulāre [literally, *"to walk around"*]

PART OF SPEECH

In English and Latin, words are grouped according to how they are used in a sentence. There are eight groups corresponding to eight PARTS OF SPEECH:

noun   verb
pronoun   adverb
adjective   preposition
conjunction   interjection

50

Some parts of speech are further broken down according to type. Adjectives, for instance, can be descriptive, interrogative, demonstrative, or possessive. Each part of speech has its own rules for spelling, pronunciation, and use.

In order to choose the correct Latin equivalent of an English word, you will have to identify its part of speech. As an example, look at the word *love* in the following three sentences. In each sentence *love* belongs to a different part of speech, each one corresponding to a different Latin word.

60

The students *love* to learn the language.

verb = **amant**

My *love* is like a red, red rose.

noun = **amor**

He is famous for writing *love* stories.

adjective = **amātōriās**

The various sections of this handbook show you how to identify parts of speech so that you are able to choose the proper Latin words and the rules which apply to them.

70

FUNCTION

In English and Latin the role a word plays in a sentence is called its FUNCTION. In order to choose the correct Latin equivalent of an English word, you will have to identify its function. As an example, look at the word *love* in the following sentences. In each sentence *love* has a different function, each one corresponding to a different Latin word.

Our *love* of country is clear.
|
subject = **amor**

He showed his *love* of gold.
|
direct object = **amōrem**

She writes about *love*.
|
object of preposition **dē** (about) = **amōre**

The various sections of this handbook show you how to identify the function of words so that you are able to choose the proper Latin words and the rules which apply to them.

FORM

In English and Latin, a word can influence the form of another word, that is, its spelling and pronunciation. This "matching" is called AGREEMENT and it is said that one word "agrees" with another.

| I am | *am* agrees with *I* |
| she is | *is* agrees with *she* |

Agreement does not play a major role in English, but it is an important part of the Latin language. As an example, look at the sentences below where the lines indicate which words must agree with one another.

*The beautiful small **islands** are in the large Mediterranean sea.*

Insulae parvae et pulchrae sunt in magnō marī Mediterrāneō.

In English, the only word that affects another word in the sentence is *islands*, which affects *are*. If the word were *island*, we would have to say *is* to make it agree with *island*.

In Latin, the word for *islands* (**īnsulae**) affects not only the word for *are* (**sunt**), but also the words for *beautiful* (**pulchrae**) and for *small* (**parvae**). The word **in** (*in*) affects the word for *sea* (**marī**) which in turn affects the words for *large* (**magnō**), and for *Mediterranean* (**Mediterrāneō**).

As the various parts of speech are introduced in this handbook, we will go over "agreement" so that you learn which words agree with others and, if they do, how the agreement is shown.

WHAT IS A NOUN?

A **NOUN** is a word that can be the name of
a person, animal, place, thing, event or idea.

- a person   girl, teacher, god, Minerva, Jupiter
- an animal   bull, Cerberus, Minotaur
- a place   island, city, state, Rome, Italy
- a thing   map, sea, picture, star, lamp
- an event   marriage, divorce, birth, death, robbery
  or activity   the Olympics, shopping, rest, growth
- an idea   democracy, humor, hatred, peace
  or concept   time, love, justice, jealousy, poverty

As you can see, a noun is not only a word that names something that is tangible, i.e., that you can touch, such as a *map* and a *bull,* but it can also be the name of things that are abstract, i.e., that you cannot touch, such as *peace, honor* and *love.*

A noun that does not state the name of a specific person, place, thing, etc. is called a **COMMON NOUN.** A common noun does not begin with a capital letter, unless it is the first word of a sentence. All the nouns above that are not capitalized are common nouns.

A noun that is the name of a specific person, place, thing, etc. is called a **PROPER NOUN.** A proper noun always begins with a capital letter. All the nouns in the list above that are capitalized are proper nouns.

The *king* of *gods* and *men* was *Jupiter.*
     | | | |
   common   common   common   proper
   noun   noun   noun   noun

A noun that is made up of two words is called a **COMPOUND NOUN.** A compound noun can be composed of two common nouns, such as *ice cream.*

IN ENGLISH

To help you learn to recognize nouns, look at the following paragraph where the nouns are in *italics.*

The *Romans,* at the *time* of the *Empire,* imported *goods* from *countries* around the *Mediterranean Sea.*

Fancy inlaid *furniture* manufactured in *Asia Minor* decorated the *rooms* of the wealthy *Romans*, while Greek *statues* and finely painted *vases* decorated the *garden* and *atrium*. *Spices* for *foods* and *medicines* made up a great *market* in *Rome*, and *marble* in various *colors* was imported to decorate the *villas* and *temples*. The unfavorable *balance* of *trade* was so serious under the *Emperor Vespasian* that he set up a special *investigation* to find out why *Rome* was sending out so much *money* for *imports*.

IN LATIN

Nouns are identified and function in the same way as in English.

TERMS USED TO TALK ABOUT NOUNS

- **GENDER** — In Latin, a noun has a gender; that is, it can be classified according to whether it is masculine, feminine, or neuter (see *What is Meant by Gender?*, p. 10).

- **NUMBER** — A noun has a number; that is, it can be identified according to whether it is singular or plural (see *What is Meant by Number?*, p. 13).

- **FUNCTION** — A noun can have a variety of functions in a sentence; that is, it can be the subject of the sentence (see *What is a Subject?*, p. 30) or an object (see *What are Objects?*, p. 36).

- **CASE** — In Latin, a noun can have a variety of forms depending on its function in the sentence (see *What is Meant by Case?*, p. 22).

✎ REVIEW

Circle the nouns in the following sentences.

1. Diana was the goddess of the moon.

2. Phoebus Apollo, her twin brother, was the god of the sun.

3. Mars was the god of war.

4. Juno was goddess of marriage and childbirth.

5. These deities lived on Mt. Olympus, and thus they were called the Olympians.

WHAT IS MEANT BY GENDER?

GENDER in the grammatical sense means that a word can be classified as masculine, feminine, or neuter.

Did Paul give Mary the book?
Yes, *he* gave *it* to *her.*
   | | |
 masc.   neuter   fem.

Gender is not very important in English; however, it plays a major role in Latin where the gender of a word is often reflected not only in the way the word itself is spelled and pronounced, but also in the way all the words agreeing with it are spelled.

More parts of speech have a gender in Latin than in English.

ENGLISH	LATIN
pronouns	nouns
possessive adjectives	pronouns
	adjectives

Since each part of speech follows its own rules to indicate gender, you will find gender discussed in the chapters dealing with the various types of pronouns and adjectives. In this section we shall only look at the gender of nouns.

IN ENGLISH

While English nouns are not classified according to grammatical gender, the meaning of some nouns reveals the biological sex of the person or animal the noun represents. When we replace a proper or common noun with *he* or *she*, we automatically use *he* for males and *she* for females.

■ nouns referring to males indicate the MASCULINE gender

Paul came home; *he* was tired, and I was glad to see *him.*
   | | |
 noun (male)   masculine   masculine

■ nouns referring to females indicate the FEMININE gender

Mary came home; *she* was tired, and I was glad to see *her.*
   | | |
 noun (female)   feminine   feminine

All the proper or common nouns that do not indicate a biological gender are considered NEUTER and are replaced by *it.*

The city of Washington is lovely. I enjoyed visiting *it.*
    | |
  noun   neuter

IN LATIN

All nouns — common and proper — have a gender; they are either masculine, feminine, or neuter. Latin nouns have not only a natural gender, based on biological sex, but also a grammatical gender, an artificial distinction where no sex is involved.

The gender of common and proper nouns based on **BIOLOGICAL GENDER** is easy to determine. These are nouns whose meaning is tied to one or the other of the biological sexes, male or female.

- all nouns referring to males are masculine

deus	*god*
Iuppiter	*Jupiter*
puer	*boy*

- all nouns referring to females are feminine

māter	*mother*
fīlia	*daughter*
rēgīna	*queen*

The gender of all other nouns, common and proper, is a **GRAMMATICAL GENDER**, unrelated to biological gender, and this gender must be memorized for each noun. Here are some examples of English nouns classified under the gender of their Latin equivalent.

MASCULINE	FEMININE	NEUTER
book	boat	river
chariot	tree	temple
foot	Rome	gift
field	country	animal
mountain	Athens	example

As you learn a new noun, you should always learn its gender because it will affect the spelling and pronunciation of the words related to it. Textbooks and dictionaries usually indicate the gender of a noun with an *m.* for masculine, *f.* for feminine, or *n.* for neuter.

ENDINGS INDICATING GENDER

Gender can sometimes be determined by looking at the ending of the first form of a Latin noun as given in the vocabulary. Below are some endings which often, but not

80 always, correspond to the masculine, feminine, or neuter genders. Since you will see these endings frequently, it is certainly worthwhile to familiarize yourself with them.

MASCULINE ENDINGS

-us	taurus, amīcus, Nīlus	*bull, friend, Nile*
-er	puer, ager, Iuppiter	*boy, field, Jupiter*
-or	auctor, amor, orātor	*author, love, orator*

FEMININE ENDINGS

-a	puella, fēmina, porta	*girl, woman, gate*
-tās	vānitās, aetās, veritās	*vanity, age, truth*
-tūdo	magnitūdo, servitūdo	*great size, slavery*
-iō	regiō, actiō, religiō	*region, action, religion*

90

NEUTER ENDINGS

-um	templum, dōnum	*temple, gift*
-men	flūmen, nōmen	*river, name*
-e	mare	*sea*
-al	animal	*animal*
-ar	exemplar	*example*

✎ REVIEW

Using the endings listed above, classify the Latin nouns below by circling M (masculine), F (feminine), or N (neuter).

1. alumna *(graduate)*		M	F	N
2. alumnus *(graduate)*		M	F	N
3. exemplum *(example)*		M	F	N
4. orātor *(orator)*		M	F	N
5. Diāna *(Diana)*		M	F	N
6. rosa *(rose)*		M	F	N
7. annus *(year)*		M	F	N
8. flūmen *(river)*		M	F	N
9. porta *(gate)*		M	F	N
10. animus *(soul)*		M	F	N

WHAT IS MEANT BY NUMBER?

NUMBER in the grammatical sense means that a word can be classified as singular or plural. When a word refers to one person or thing, it is said to be **SINGULAR;** when it refers to more than one, it is **PLURAL.**

one *book*   two *books*
| |
singular   plural

Here are the parts of speech in both languages that have number.

ENGLISH	LATIN
nouns	nouns
verbs	verbs
pronouns	pronouns
demonstrative adjectives	adjectives

The plural of a word is formed according to different rules, depending on the part of speech to which it belongs. In this section we shall only look at the number of nouns (see *What is a Noun?*, p. 8).

IN ENGLISH

A plural noun is usually spelled and pronounced differently from its singular form. A singular noun is made plural in one of several ways:

1. a singular noun can add an "-*s*" or "-*es*"

book	book*s*
kiss	kiss*es*

2. some singular nouns change their spelling

man	men
mouse	mice
leaf	leaves
child	children

Some nouns, called **COLLECTIVE NOUNS**, refer to a group of persons or things, but the noun itself is considered singular.

A football *team* has eleven players.
My *family* is well.
The *crowd* was under control.

IN LATIN

As in English, the singular form of a noun is usually made plural by having its ending changed, although there are words that change internally as well.

- most singular feminine nouns change the ending -a to -ae

SINGULAR	PLURAL		
alumna	alumnae	*graduate*	*graduates (females)*
puella	puellae	*girl*	*girls*

- most singular masculine nouns change the ending -us to -ī

SINGULAR	PLURAL		
amīcus	amīcī	*friend*	*friends*
alumnus	alumnī	*graduate*	*graduates (males)*

- most neuter nouns change the ending -um to -a

SINGULAR	PLURAL		
medium	media	*media*	*media*
datum	data	*data*	*data*

- a few words change the ending -ex or -ix to -icēs

SINGULAR	PLURAL		
index	indicēs	*index*	*indexes/indices*
appendix	appendicēs	*appendix*	*appendixes/appendices*

Consult your textbook for nouns with irregular plurals.

✏️ REVIEW

Using the ending changes above, write the plural form of the singular Latin nouns below.

1. alumna   _____

2. alumnus   _____

3. annus   _____

4. templum   _____

5. littera   _____

6. curriculum   _____

7. porta   _____

8. animus   _____

9. rosa   _____

10. codex   _____

WHAT ARE ARTICLES?

An **ARTICLE** is a word placed before a noun to show whether the noun refers to a specific person, animal, place, thing, event, or idea, or whether it refers to an unspecified person, thing, or idea.

> I saw *the* boy you spoke about.
> |
> a specific boy

> I saw *a* boy in the street.
> |
> not a specific boy

IN ENGLISH

In English there are two types of articles, **DEFINITE ARTICLES** and **INDEFINITE ARTICLES**.

The definite article *the* is placed before a noun which refers to one or more specific persons, places, animals, things, or ideas.

> I read *the* book you recommended.
> |
> a specific book

> John likes *the* students in his class.
> |
> specific persons

The indefinite article *a* or *an* is placed before a noun which does not refer to a specific person, place, animal, thing, or idea (*a* before a noun starting with a consonant, *an* before a noun starting with a vowel).

> I saw *a* boy in the house.
> |
> not a specific boy

> I ate *an* apple.
> |
> not a specific apple

IN LATIN

There are no articles. When translating a Latin sentence into English, your knowledge of English and the meaning of the sentence will help you supply the correct article, or you may omit the article entirely.

CHAPTER

7

WHAT IS A PREPOSITION?

A **PREPOSITION** is a word that shows the relationship of one word (a noun or pronoun) to another word in the sentence. Prepositions may indicate location, direction, time, manner, or agent.

Paul has an appointment *after* school.
|
preposition

IN ENGLISH

The noun or pronoun following the preposition is called the **OBJECT OF THE PREPOSITION**. The preposition plus its object form a **PREPOSITIONAL PHRASE**. Prepositions are used to introduce a variety of information:

- to show location

prepositional phrase

Danae was imprisoned *in a dungeon*.
| |
preposition   object of preposition

- to show direction

Jupiter came *to her* in a shower of gold.

- to show time

Perseus lived *for many years* on the island.

- to show manner

Danae reacted *with disgust*.

- to show means

Perseus killed Medusa *with a sword*.

- to show agent

Perseus was given winged sandals *by the god Mercury*.

To help you recognize prepositional phrases, here is a story where the prepositional phrases are in *italics* and the preposition which introduces each phrase is in **boldface**.

Because it was foretold that his grandson would kill him, the king *of Argos* imprisoned his daughter Danae *in a dungeon* so that she would not bear a child. Jupiter, the king *of the gods*, fell *in love with her* and came *to her in her prison in a shower of gold*. She bore

the hero Perseus, but both mother and child were set adrift *in a chest on water*. The chest drifted *to an island* where the two were rescued and taken *to the king*. That king fell *in love with Danae* and wanted to marry her. When grown-up Perseus objected, the king sent him to bring back the head *of Medusa*. Eventually Perseus did kill his grandfather *by accident*.

IN LATIN

Prepositions themselves never change form. However, for each preposition, you must learn if it takes an object in the accusative or ablative case.

> *The chest was carried **toward an island**.*
> **Arca ad īnsulam** portāta est.
> |
>   acc. fem. sing.
>
> **ad** *(toward)* always requires an accusative object

> *The chest was found **by a fisherman**.*
> **Arca ā piscātōre** inventa est.
> |
>   abl. masc. sing.
>
> **ā** or **ab** *(by)* requires an ablative object (**ā** before a word beginning with a consonant, **ab** before a word beginning with a vowel)

Some prepositions can take either the accusative or the ablative depending on the way the preposition is used. The preposition **in** *(in, on)*, for instance, is followed by the accusative when motion is indicated by the verb and the ablative when there is no motion.

> *The chest was thrown **into the water**.*
> **Arca in aquam** iacta est.
> |
>   acc. fem. sing.
> motion in the verb *thrown*

> *Danae remained **on the island**.*
> **Danaē in īnsulā** mānsit.
> |
>   abl. fem. sing.
> no motion in the verb *remained*

N. B. When learning Latin prepositions, there are several important rules to remember.

1. Do not assume that the same preposition is used in Latin as in English, or even that one is used at all (see pp. 39-40). The Latin case system makes many prepositions which must be used in English unnecessary in Latin (see *What is Meant by Case?*, p. 22).

■ *of* (possessive) → genitive (no preposition, see p. 24)

> *The mother of the boy is here.*
> Mater **pueri** adest.

■ *with* (by means of) → ablative (no preposition, see p. 91)

> *Perseus killed Medusa **with a sword**.*
> Perseus **gladiō** Medūsam necāvit.

■ *on, at* (location) → locative (no preposition, see p. 25)

> *They live **at home**.*
> **Domī** habitant.

2. In English, be sure to distinguish between prepositional phrases introduced by *to* indicating the indirect object and *to* indicating direction toward a location.

   ■ *to* indicating an indirect object → dative

   The action of the verb is done *to* or *for* someone or something. The prepositional phrase answers the question *to what?* or *to whom?* (see p. 37).

   > *He gave a theater **to the city**.*
   > *He gave **the city** a theater.*
   >> He gave the theater *to what?* To the city.
   >> *The city* is the indirect object.
   > **Urbī** theātrum dōnāvit.
   >> indirect object → dat. fem. sing.

   ■ *to* indicating direction toward a location → **ad + accusative**

   The preposition *to* is used in a phrase of direction towards a location. It answers the question *to where?*

   > *He was walking **to the city**.*
   >> He was walking *to where?* To the city.
   >> *The city* is the object of the preposition *to*. **Ad** *(to)* is followed by the location or destination in the accusative case.
   > **Ad urbem** ambulābat.
   >> object of preposition **ad** → acc. fem. sing.

3. In an English sentence or question, remember to restructure dangling prepositions so that you can find the preposition's object and put it in its proper case (see *Dangling prepositions*, pp. 144-5).

   > *Who* are you giving the book *to?*
   > RESTRUCTURED: *To whom* are you giving the book?
   >
   > *Who* are you going to play *with?*
   > RESTRUCTURED: *With whom* are you going to play?

✎ REVIEW

Underline the prepositional phrases in the sentences below.

■ Indicate what each prepositional phrase would be in Latin: a prepositional phrase (PP), dative indirect object (IO), or a genitive case showing possession (G).

	PP	IO	G
1. Mercury gave winged sandals to Perseus.	PP	IO	G
2. Perseus flew to Gorgon country.	PP	IO	G
3. Perseus cut off the head of Medusa.	PP	IO	G
4. Perseus returned with the Gorgon head.	PP	IO	G
5. Perseus gave the head to the king.	PP	IO	G
6. Perseus freed Danae from the power	PP	IO	G
of the evil king.	PP	IO	G

CHAPTER
8

WHAT IS MEANT BY CASE?

CASE is the change in the form of a word to show how it functions within a sentence. This change of form usually takes place in the ending of the word; sometimes, however, the entire word changes.

> I see John.
>
> John sees *me*.

More parts of speech are affected by case in Latin than in English.

ENGLISH	LATIN
pronouns	nouns
	pronouns
	adjectives

IN ENGLISH

In English the form of a word rarely shows its function in a sentence. Usually it is the word order, where the word is placed in the sentence, which indicates its function and hence shows the meaning of the sentence. We easily recognize the difference in meaning between the following two sentences purely on the basis of word order.

> The girl sees the bull on the shore.[1]
>
> Here *the girl* is seeing, and *the bull* is what she sees.
>
> The bull sees the girl on the shore.
>
> Here *the bull* is seeing, and *the girl* is whom it sees.

By placing the nouns *girl* and *bull* in a different part of the sentence we change the meaning of the sentence.

English personal pronouns are a good example of case in English, since their function is indicated not only by their place in a sentence, but also by their form, that is, their case (see *What is a Personal Pronoun?*, p. 41).

> *I* know *them*.
>
> *They* know *me*.

We do not say, "*I* know *they*" or "*They* know *I*" because the forms "they" and "I" can only be used to refer to the doer of the action (see *What is a Subject?*, p. 30); whereas, "them" and "me" can only be used to refer to the object of the action (see *What are Objects?*, p. 36).

---

[1]Jupiter came to earth as a bull and carried off the maiden Europa to Crete.

In English, there are three cases:

1. The **SUBJECTIVE CASE** is used for personal pronouns which function as subjects or predicate words (see *What is a Predicate Word?*, p. 32).

> *She* came home late.
> |
> personal pronoun
> subject → nominative case

> It is *she*.
> |
> personal pronoun
> predicate word → nominative case

2. The **OBJECTIVE CASE** is used for personal pronouns which function as objects.

> John saw *her* every day.
> |
> personal pronoun
> object → objective case

3. The **POSSESSIVE CASE** is used for nouns and personal pronouns to indicate ownership (see *What is the Possessive?*, p. 34).

> The girl sees the *farmer's* bull on the shore.
> |
> noun possessing the "bull"
> possessive form " 's " added to *farmer*

> I took *mine* and he took *his*.
> | |
> personal pronoun   personal pronoun
> possessive case   possessive case

IN LATIN

Unlike in English, it is not the order in which words appear that reveals the meaning of a sentence. Instead, it is the form of the word itself which reveals its function and, therefore, the meaning of the sentence. Nouns, pronouns, and adjectives change form by taking different endings, called **CASE ENDINGS**, to reflect their function. In this chapter we shall limit ourselves to the case system as it affects nouns.

As long as a noun is put in its proper case, the words in a sentence can be moved around without changing the essential meaning. Look at the three ways the following sentence can be expressed in Latin:

> *The girl sees the bull on the shore.*
> **Puella taurum in rīpā videt.**
> girl   bull   on shore sees

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> **Taurum** in rīpā **puella** videt.
> bull   on shore girl   sees
>
> In rīpā **taurum** **puella** videt.
> on shore bull   girl   sees

The endings of the words (boldfaced in the above example) show the case and function of the words in the sentence: "puella" must be the subject and "taurum" must be the object. This makes it evident that *the girl* is doing the looking and *the bull* is what she sees.

Latin nouns, pronouns and adjectives have five main cases (and two minor ones, see Vocative and Locative p. 25), each reflecting a different function of the word in a sentence. Each case also has a singular and a plural form (see *What is Meant by Number?*, p. 13). The list of all these possible forms is called a **DECLENSION**. When you memorize a declension, the cases are usually in the following sequence:

1. The **NOMINATIVE CASE** — This is the form in a vocabulary list or dictionary. It is the case used for the subject of a sentence and for predicate words.

> The *girl* looks at the bull.
> |
> subject → **puella** nominative case
>
> Jupiter is a *god*.
> |
> predicate word → **deus** nominative case

2. The **GENITIVE CASE** — This form is used to show possession.

> *Cupid's* arrows are sharp.
> |
> possessor → **Cupīdinis** genitive case

3. The **DATIVE CASE** — This form is used for indirect objects (see p. 37 in *What are Objects?*).

> The girl gave flowers to the *bull*.
> |
> indirect object → **taurō** dative case

4. The **ACCUSATIVE CASE** — This form is used for most direct objects and for objects of certain prepositions (see p. 39 in *What are Objects?*, and p. 19 in *What is a Preposition?*).

> The bull saw the *girl*.
> |
> direct object → **puellam** accusative case

The girl walked into the *woods*.
|
object of preposition **in** *(into)* → **silvam** accusative case

5. The **ABLATIVE CASE** — This form is used for objects of certain prepositions (see p. 39 in *What are Objects?*).

Jupiter is walking with *Mercury*.
|
object of preposition **cum** *(with)* → **Mercuriō** ablative case

The following two cases are usually omitted from declensions because they generally use forms from other cases.

6. The **VOCATIVE CASE** — This form is used for the person or persons being spoken to.

Europa, beware of the bull!
|
person being spoken to → **Eurōpa** vocative case

7. The **LOCATIVE CASE** — This form is used for a noun indicating the location of someone or something (see p. 20 in *What is a Preposition?*).

Europa lived *at home* with her father.
|
location → **domī** locative case

You will have to memorize the case forms for all nouns, pronouns, and adjectives. Fortunately, this is made easy by the Latin system of five declension patterns.

THE DECLENSIONS

Latin nouns are divided into five main groups called the **FIRST DECLENSION**, the **SECOND DECLENSION**, the **THIRD DECLENSION**, the **FOURTH DECLENSION**, and the **FIFTH DECLENSION**; hereafter indicated as 1st, 2nd, 3rd, 4th, and 5th. Each declension has its own set of endings to reflect case and number, and some declensions have different sets of endings depending on the noun's gender (see *What is Meant by Gender?*, p. 10). You will have to memorize a sample of the endings for each declension, and that pattern can then be applied to all other words in the same group or declension.

When you learn a new noun, it will usually be introduced in its nominative singular form. You must also memorize its genitive singular form because that form gives you two essentials: the noun's declension and the stem.

1. DECLENSION — The ending of the genitive singular enables you to identify the declension to which the word belongs.

160

NOMINATIVE	GENITIVE SINGULAR	GENITIVE SINGULAR ENDING	DECLENSION
silva *(forest)*	silvae	-ae	1st
animus *(soul)*	animī	-ī	2nd
rex *(king)*	rēgis	-is	3rd
exercitus *(army)*	exercitūs	-ūs	4th
fidēs *(faith)*	fideī	-eī	5th

2. STEM — The genitive singular minus the ending gives you the stem to which the case endings of each declension are attached.

170

DECLENSION	GENITIVE SINGULAR ENDING	STEM
1st	silvae	silv-
2nd	animī	anim-
3rd	rēgis	rēg-
4th	exercitūs	exercit-
5th	fideī	fid-

The English derivatives of many Latin nouns are often based on the genitive singular stems and should help you remember the form.

180

NOMINATIVE SINGULAR	GENITIVE SINGULAR	ENGLISH DERIVATIVE
nōmen *(name)*	nōminis	*nominate*
rex *(king)*	rēgis	*regal*
virgo *(maiden)*	virginis	*virgin, virginal*

Your Latin textbook will give you the endings which are to be added to the stem for each declension. There are a few nouns that are irregular in that they do not follow a specific declension. Your textbook will identify them and you will have to learn them individually.

190

Since the learning of declensions is important for beginning Latin students, let us go over an example of a noun of the 1st declension to see how the various cases are formed. The principle of the cases will be the same for any word that is declined, whatever the declension.

The vocabulary list in your textbook or the dictionary entry will list a noun as follows:

silva, -ae, *f., forest*

The first form is the nominative singular; the second form, the ending -ae, is that noun's genitive singular ending; the *f.* stands for the gender; and the last word is the English equivalent meaning. These are the steps to follow to establish how that noun is declined.

200

1. DECLENSION — Identify the declension by the second form listed. The genitive ending "**-ae**" tells you that it is a noun of the 1ˢᵗ declension (see chart p. 26) and that you will have to add the case endings of that declension.

2. GENDER — The "*f.*" tells you that it is a feminine noun. Identifying gender is not difficult for 1ˢᵗ declension nouns which are almost all feminine, except for a few which indicate a male, like **nauta** *(sailor).* It is impor- tant to know the gender of nouns for the declensions where the endings for the same case are different depending on the noun's gender.

3. STEM — Find the stem by taking the genitive singular form and dropping the ending.

    silv-ae
    | |
    stem ending

4. ENDING — Add the endings of the first declension listed below.

CASE	SINGULAR	PLURAL	
NOMINATIVE	-a	-ae	
GENITIVE	-ae	-ārum	
DATIVE	-ae	-īs	
ACCUSATIVE	-am	-ās	
ABLATIVE	-ā	-īs	

Thus, the entire declension of the word **silva** reads as follows:

CASE	SINGULAR	PLURAL	USAGE
NOMINATIVE	silva	silvae	*subject or predicate word*
GENITIVE	silvae	silvārum	*possession*
DATIVE	silvae	silvīs	*indirect object*
ACCUSATIVE	silvam	silvās	*direct object or object of preposition*
ABLATIVE	silvā	silvīs	*object of preposition or adverbial expressions*

Notice that the -ā of the ablative singular ending has a long mark called a MACRON over it, indicating that it is a long vowel, i.e. held longer than a short vowel. It is important to mark the long -ā of the ablative singular to differentiate it from the short -a of the nominative singular ending. For pronunciation rules refer to your textbook.

You can apply the above pattern to all the nouns of the 1ˢᵗ declension. Refer to your textbook for the endings of the other declensions. You can follow the same procedure, adding the appropriate endings; the usage of each case is the same.

CHOOSING THE PROPER NOUN FORM

To choose the proper form of a Latin noun in a sentence, you will have to consider the following: its function, its case, its declension, its gender, and its number.

Here are a series of steps you should follow for a sample sentence:

> The girls give the bull flowers.

1. FUNCTION — Determine how each noun functions in the sentence.

girls	→	subject
bull	→	indirect object
flowers	→	direct object

2. CASE — Determine what case corresponds to the function you have identified in step 1.

girls	→	subject	→	nominative case
bull	→	indirect object	→	dative case
flowers	→	direct object	→	accusative case

3. DECLENSION — Identify the declension of each Latin noun based on the ending of the genitive singular.

		GENITIVE SINGULAR		
girls	→	puellae	→	1st declension
bull	→	taurī	→	2nd declension
flowers	→	flōris	→	3rd declension

4. GENDER — Establish the gender of each noun based on the indication in the dictionary or vocabulary list.

girl	→	puella, *f.*	→	feminine
bull	→	taurus, *m.*	→	masculine
flower	→	flōs, *m.*	→	masculine

5. NUMBER — Establish the number of each noun.

girls	→	plural
bull	→	singular
flowers	→	plural

6. SELECTION — Choose the proper form for each noun based on each noun's declension, case, gender, and number.

> Puellae taurō flōrēs dant.
>
> | 1st | 2nd | 3rd |
> |---|---|---|
> | nom. | dat. | acc. |
> | fem. | masc. | masc. |
> | pl. | sing. | pl. |

N.B. = Nota Bene *(Note well)*
The above is only an introduction to the concept of case.
Your Latin textbook will go over all the cases and their
various uses in detail.

✎ REVIEW

Circle the case that you would use in Latin for the nouns in
the sentences below: nominative (N), genitive (G), dative
(D), accusative (Acc), or ablative (Abl).

1. The bull carried off Europa to Crete.

bull	→ subject	N	G	D	Acc	Abl
Europa	→ direct object	N	G	D	Acc	Abl
Crete	→ object of preposition **ad** + acc.	N	G	D	Acc	Abl

2. On the island, Europa produced a son.

island	→ object of preposition **in** + abl.	N	G	D	Acc	Abl
Europa	→ subject	N	G	D	Acc	Abl
son	→ direct object	N	G	D	Acc	Abl

3. The name of the son was Minos, and he gave his name
   to the kings of Crete.

name	→ subject	N	G	D	Acc	Abl
son	→ possessive	N	G	D	Acc	Abl
Minos	→ predicate word	N	G	D	Acc	Abl
name	→ direct object	N	G	D	Acc	Abl
kings	→ indirect object	N	G	D	Acc	Abl
Crete	→ possessive	N	G	D	Acc	Abl

WHAT IS A SUBJECT?

The **SUBJECT** of a sentence is the person or thing
performing the action of the verb.

IN ENGLISH

To find the subject, always look for the verb first; then ask
who? or *what?* before the verb (see *What is a Verb?*,
p. 48). The answer will be the subject of that verb.[1]

> The goddess speaks to the woman.
>> VERB: speaks
>> *Who* speaks to the woman? ANSWER: The goddess.
>> *The goddess* is the singular subject of the verb *speaks*.

> Apollo and Diana are the children of the goddess.
>> VERB: are
>> *Who* are the children of the goddess? ANSWER: Apollo, Diana.
>> *Apollo and Diana* make up the plural subject of the verb *are*.

If a sentence has more than one verb, you have to find
the subject of each verb.

> Latona *calls* her children, and they *kill* the children of Niobe.[2]
>> *Latona* is the singular subject of *calls*.
>> *They* is the plural subject of *kill*.

Subjects can be located in different places, as you can see
in the following examples (the subject is in **boldface** and
the verb is *italicized*):

> *Did* **Apollo** *kill* all the sons of the queen?
> Grieving the loss of her children, all alone *stood* **Niobe**.

IN LATIN

As in English, the subject performs the action of the verb.
In Latin, the subject of each verb is put in the nominative
case (see *What is Meant by Case?*, p. 22).

> **Jupiter** *loves Europa.*
>> *Who* loves Europa? ANSWER: Jupiter.
> **Iuppiter** Eurōpam amat.
>> |
>> nom. masc. sing.

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[1] The subject performs the action in an active sentence, but is acted upon in
a passive sentence (see *What is Meant by Active and Passive Voice?*, p. 89).

[2] Niobe, who had fourteen children, asked the women of the town to pray
to her and not to the goddess Latona who had only two children, Apollo
and Diana. Latona, enraged, sent her children to kill Niobe's children.

The nymphs like the beautiful picture.
> *Who* likes the picture? ANSWER: the nymphs.

Nymphae pictūram pulchram amant.
> nom. fem. pl.

Beautiful gifts are pleasing to the goddess.
> *What* is pleasing to the goddess? ANSWER: gifts.

Dōna pulchra sunt deae grāta.
> nom. neut. pl.

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N.B. In English and Latin it is important to find the subject of each verb so that you can choose the form of the verb that goes with that subject. A singular subject takes a singular verb; a plural subject takes a plural verb (see *What is a Verb Conjugation?*, p. 56).

✎ REVIEW

Find the subjects in the sentences below.
- Next to Q, write the question you need to ask to find the subject of the sentences below.
- Next to A, write the answer to the question you just asked.
- Circle if the subject is singular (S) or plural (P).

1. Vesta is the goddess of the sacred fire in Rome.

   Q: _____

   A: _____   S   P

2. The Vestal Virgins tend the sacred fire.

   Q: _____

   A: _____   S   P

3. In the Forum stands the round temple of Vesta.

   Q: _____

   A: _____   S   P

CHAPTER

11

WHAT IS THE POSSESSIVE?

The term **POSSESSIVE** means that one noun, the possessor, owns or *possesses* another noun, the possessed.

Mark's Latin book is on the table.
     | |
possessor   possessed

IN ENGLISH

There are two constructions to show possession.

1. An apostrophe can be used.

- singular possessor adds an apostrophe + "s"

> Ovid's poetry
> a bird's song
> |
> singular possessor

- plural possessor ending with "s" adds an apostrophe after the "s"

> the boys' mother
> the girls' father
> |
> plural possessor

- plural possessor not ending with "s" adds an apostrophe + "s"

> the children's playground
> the men's department
> |
> plural possessor

2. The word *of* can be used followed by the possessor.

> the poetry *of* Ovid
> |
> singular possessor

> the teacher *of the* students
> |
> plural possessor

IN LATIN

There is only one way to express possession and that is by using the genitive case for the possessor. There is no Latin word for "of" in the sense of possession.

liber **magistrī**

nom.   possessor = genitive singular

the teacher's book (or *the book of the teacher*)

pater **puellārum**

nom.   possessor = genitive plural

the girls' father (or *the father of the girls*)

N.B. The word "of" in English does not always imply possession; it can also introduce a description of a noun: "a ship *of this kind*, "a wall *of a hundred feet.*" Latin always uses the genitive case for these "of" ideas.

puer **decem annōrum**

gen. pl.

a boy of ten years

Also as an object of the English preposition "of," Latin has a use of the genitive case called **OBJECTIVE GENITIVE**.

Amōrem **pecūniae** dēmōnstrābat.

gen. sing.

He showed a love of money.

REVIEW

In the sentences below, underline the word or words for which you would use the genitive case in Latin.
- Circle whether the genitive would be the possessive genitive (PG) or the objective genitive (OG).

1. Arachne's skill as a weaver was clear.   PG   OG

2. The foolish girl would not acknowledge
   Minerva's superior skill.   PG   OG

3. Arachne showed her love of weaving.   PG   OG

4. Minerva's loom was large and elegant.   PG   OG

5. The nymphs of the forest were the judges.   PG   OG

CHAPTER

12

WHAT ARE OBJECTS?

OBJECTS are nouns or pronouns that receive
the action of the verb. They indicate towards what or whom
the action of the verb is directed.

There are three types of objects: direct objects, indirect objects, and objects of a preposition. In this chapter we have concentrated on noun objects. For additional examples with pronoun objects see pp. 44-6 in *What is a Personal Pronoun?*.

DIRECT OBJECTS

IN ENGLISH

A direct object is a noun or pronoun that receives the action of the verb directly. It answers the question *whom?* or *what?* asked after the verb.

> The god loves *the nymph*.
> > The god loves *whom?* The nymph.
> > *The nymph* is the direct object.

> The girl sees *the bull*.
> > The girl sees *what?* The bull.
> > *The bull* is the direct object.

Never assume that a word is the direct object because it comes after the verb. Always ask the question above, and if you do not get an answer, you do not have a direct object in the sentence. Some sentences do not have direct objects.

> The girls work well.
> > The girls work whom? No answer possible.
> > The girls work what? No answer possible.
> > This sentence has no direct object. (*Well* is an adverb telling how the girls worked, see *What is an Adverb?*, p. 141.)

IN LATIN

As in English, a direct object is a noun or pronoun that receives the action of the verb directly. Most English direct objects are put in the accusative case in Latin.

> *The god loves **the nymph**.*
> Deus **nympham** amat.
> > |
> > direct object → accusative

*The girl sees **the bull**.*
Puella **taurum** videt.

direct object → accusative

INDIRECT OBJECTS
IN ENGLISH

An indirect object is a noun or pronoun that receives the action of the verb indirectly, through the prepositions "to" or "for" (see *What is a Preposition?*, p. 18). It explains "to whom" or "for whom," or "to what" or "for what" the action of the verb is done. An indirect object answers the question *to (for) whom?* or *to (for) what?* asked after the verb.[1]

> The king gives gifts to *Jupiter* and *Juno*.
>> The king gives gifts *to whom?* Jupiter and Juno.
>> *Jupiter* and *Juno* are two indirect objects.

> The farmer did *me* a favor.
>> The farmer did a favor *for whom?* Me.
>> *Me* is the indirect object.

Sometimes the "to" is not expressed in the sentence; it is understood.

> John wrote *his brother*.
>> He wrote *to whom?* His brother.
>> *His brother* is the indirect object.

IN LATIN

As in English, an indirect object is a noun or pronoun that receives the action of the verb indirectly. English indirect objects are put in the dative case in Latin.

> *The king gives gifts to **Jupiter** and **Juno**.*
> Rēx dōna **Jovī** et **Junōnī** dat.
>
> indirect objects → dative

> *The farmer did **me** a favor.*
> Agricola **mihi** grātum fēcit.
>
> indirect object → dative

N.B. Although most Latin verbs take the accusative for the direct object and the dative for the indirect object, some verbs take other cases. Your Latin textbook will indicate these exceptions. Be sure to learn them.

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[1]Every use of "to" or "for" does not identify an indirect object. These words can also introduce prepositional phrases: *to the island* (**ad īnsulam**), *for wine* (**prō vīnō**), see p. 20.

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SENTENCES WITH A DIRECT AND AN INDIRECT OBJECT

A sentence may contain both a direct object and an indirect object, which may be either nouns or pronouns.

IN ENGLISH

When a sentence has both a direct and an indirect object, the following two word orders are possible:

1. subject (S) + verb (V) + indirect object (IO) + direct object (DO)

   Mark gave his sister a gift.
   | | | |
   S   V   IO   DO

   Who gave a gift? Mark.
   Mark is the subject.

   Mark gave what? A gift.
   A gift is the direct object.

   Mark gave a gift to whom? His sister.
   His sister is the indirect object.

2. subject + verb + direct object + *to* + indirect object

   Marks gave a gift to his sister.
   | | | |
   S   V   DO   IO

The first structure, under 1, is very common. However, because there is no *"to"* preceding the indirect object, it is more difficult to identify its function than in the second structure.

Regardless of the word order, the function of the words in these two sentences is the same because they answer the same question. Be sure to ask the questions to establish the function of words in a sentence.

IN LATIN

As in English, a sentence can have both a direct and an indirect object. Unlike in English, the word order of the objects is not important since it is the Latin case endings which reveal the function of words. Just make sure that you establish the correct function so that you put the objects in their proper case.

OBJECTS OF A PREPOSITION

IN ENGLISH

An object of a preposition is a noun or pronoun that follows a preposition and is related to it. It answers the question *whom?* or *what?* asked after the preposition.

The tree is *in the forest.*
> The tree is *in what?* The forest.
> *Forest* is the object of the preposition *in.*

This is a story *about Mercury.*
> This is a story *about whom?* Mercury.
> *Mercury* is the object of the preposition *about.*

IN LATIN

As in English, an object of a preposition is a noun or pronoun that follows a preposition and is related to it. In Latin, however, objects of preposition are in the ablative or accusative case depending on the preposition. As you learn new Latin prepositions it is important that you memorize the case each preposition requires.

- **prō** *(before)* + ablative

  *The tree is **before the temple**.*
  > The tree is *before what?* The temple.
  > *Temple* is the object of the preposition *before.*

  Arbor est prō templō.

  object of preposition **prō** + ablative

- **per** *(through)* + accusative

  *The bear wandered **through the forest**.*
  > The bear wandered *through what?* The forest.
  > *The forest* is the object of the preposition *through.*

  Ursa per silvam errābat.

  object of preposition **per** + accusative

RELATIONSHIP OF A VERB TO ITS OBJECT

The relationship between a verb and its object is often different in English and Latin. For example, a verb may take an object of a preposition in English but a direct object in Latin. Your textbook, as well as dictionaries, will indicate if a Latin verb needs a preposition before an object.

Here is an example of two English verbs that are followed by a preposition and its object, while the equivalent Latin verbs simply take a direct object in the accusative case. The preposition is part of the meaning of the verb.

- *to look at* → **spectāre** + accusative

  *The girls are looking **at the stars**.*
  > The girls are looking *at what?* The stars.
  > *The stars* is the object of the preposition *at.*

  Puellae stellās spectant.

  direct object → accusative

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■ *to wait for* → **exspectāre** + accusative

> *The farmers were waiting for* **help.**
> The farmers were waiting *for what?* Help.
> *Help* is the object of the preposition *for.*
> Agricolae **auxilium** exspectābant.
> |
> direct object → accusative

170

N. B. — Avoid translating word-for-word from English to Latin. Remember that Latin has structures different from English. When learning a new Latin verb, check on the case required for its object.

✎ REVIEW

Underline the objects in the sentences below:
■ Next to Q, write the question you need to ask to find the object.
■ Next to A, write the answer to the question you just asked.
■ Circle the type of object it is: direct object (DO), indirect object (IO), or object of a preposition (OP).

1. The king abandoned his daughter in the woods.

   Q:_____

   A: _____ DO   IO   OP

   Q:_____

   A: _____ DO   IO   OP

2. Wild animals raised Atalanta.

   Q:_____

   A: _____ DO   IO   OP

3. Atalanta, now grown, went to the palace.

   Q:_____

   A: _____ DO   IO   OP

4. The king gave Atalanta his blessing.

   Q:_____

   A: _____ DO   IO   OP

   Q:_____

   A: _____ DO   IO   OP