

# CHAPTER 1

Introduction to the Sentence  
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Infinitive Use: Complementary Infinitive

## 1. The Sentence

A sentence in Latin, as in English, is made up of words which express a complete thought. The simplest form of a sentence includes only a subject and a verb:

The farmer works.                      They walk.

In order to understand sentences in English, we depend on knowing some rules of word order, for example: subjects come before verbs. Latin, however, uses a system which adds different endings onto certain words to make their function and meaning clear, so you will need to learn those endings before you can read Latin. You will also need to understand the different types of words which make up a sentence and what each of those words does.

## 2. Parts of Speech

Latin does not have an article (*the, a, an*), but otherwise has the same parts of speech as English:

PART OF SPEECH	DEFINITION	ENGLISH EXAMPLES
• <b>verb</b>	a <b>verb</b> expresses existence, action, occurrence	is, hits, teaches, happens
• <b>noun</b>	a <b>noun</b> names a <i>person, place, or thing</i> (including an <i>idea</i> or a <i>quality</i> )	farmer, house, truth, Frank
• <b>adjective</b>	an <b>adjective</b> adds to (modifies) the meaning of a noun or pronoun to specify a quality	large, old, good, true

PART OF SPEECH	DEFINITION	ENGLISH EXAMPLES
• <b>adverb</b>	an <b>adverb</b> usually modifies a verb, giving information about time, place, manner or degree	today, often, here, well
• <b>preposition</b>	a <b>preposition</b> connects a noun or pronoun to another word and shows a relationship between the two	from, into, with, by
• <b>pronoun</b>	a <b>pronoun</b> substitutes for a noun, referring to something without naming it	he, who, it, this, that
• <b>conjunction</b>	a <b>conjunction</b> connects words or groups of words	and, but, if, when
• <b>interjection</b>	an <b>interjection</b> is an exclamation	oh!, alas, huh?

Each of the different parts of speech just listed has a function in the sentence which will be the focus of this and future chapters. Chapter vocabulary will be listed by part of speech. This chapter includes only verbs and nouns.

### 3. Function (What Words Do)

The **subject** of a sentence is the person or thing the sentence is about. To identify the subject, use the verb of the sentence and ask “who/what \_\_\_\_\_s?” — the answer will be the subject. It is usually a noun or pronoun.

The woman praises the boy. > who praises? > woman = subject

The **verb** of a sentence expresses what is being said about the subject (an action, occurrence, etc.). The same term, “verb,” names both the part of speech and its function.

The woman praises the boy. > what about the woman? > she praises = verb

The **direct object** of a sentence is the person or thing that receives the action of the verb directly. Like the subject, it is usually a noun or pronoun.

The woman praises the boy. > who receives praise? > the boy = direct object

### 4. Sentence Patterns

Reading Latin (or any language) becomes easier if you know what to expect in a sentence. It is therefore useful to recognize certain common sentence patterns and their core parts. This chapter will teach you two common patterns, and future chapters will add four more. While you don’t need to know the names of these patterns to read Latin, it will be easier to talk about them if you learn the terms in bold below. Notice that each “sentence pattern” is really determined by the verb in the sentence.

This chapter began with a sentence pattern which included only a **subject** and a **verb**. This is the **intransitive** pattern:

The farmer works.	Subject = farmer	Verb = works
They walk.	Subject = they	Verb = walk

Verbs which do not take a direct object are called **intransitive verbs**.

Another type of sentence includes a **subject**, a **verb** and a **direct object (d.o.)**.

This is the **transitive** pattern:

The woman has a rose.	Subject = woman	Verb = has	D.O. = rose
We call the farmer.	Subject = we	Verb = call	D.O. = farmer

Verbs which take a direct object are called **transitive verbs**.

## 5. The Verb

Verbs in Latin fall into four regular groups, called **conjugations**. Each conjugation has a common set of endings which are added to the **stem** of the verb. The verb stem carries the meaning of the verb and a characteristic vowel:

1ST CONJUGATION [-ā-]		2ND CONJUGATION [-ē-]	
<b>amā-</b>	love	<b>docē-</b>	teach
<b>laudā-</b>	praise	<b>vidē-</b>	see

The endings are called **personal endings** because they carry information about who the subject of the verb is. These endings are traditionally identified by **person** (first, second, or third) and **number** (singular or plural) as follows:

	SINGULAR		PLURAL	
<i>1st person</i>	<b>-ō</b>	I	<b>-mus</b>	we
<i>2nd person</i>	<b>-s</b>	you	<b>-tis</b>	you, you all
<i>3rd person</i>	<b>-t</b>	he, she, it	<b>-nt</b>	they

Verb forms with personal endings are called **finite** forms (from the Latin for “limit,” *finis*) because they are limited by identifying the subject.

Verbs are also identified by

- Tense - when an action happens (e.g., present, future)
- Voice - whether the subject is doing the action (active) or receiving the action (passive)
- Mood - whether the verb is a simple statement or question (indicative), or a command (imperative), etc.

These items will be discussed in future chapters.

This chapter introduces **present active indicative** verb forms of the first and second conjugations:

	1ST CONJUGATION		2ND CONJUGATION	
<i>1st sg.</i>	<b>amō</b>	I love	<b>docēō</b>	I teach
<i>2nd sg.</i>	<b>amās</b>	You love	<b>docēs</b>	You teach
<i>3rd sg.</i>	<b>amat</b>	He, she it loves	<b>docet</b>	He, she it teaches
<i>1st pl.</i>	<b>amāmus</b>	We love	<b>docēmus</b>	We teach
<i>2nd pl.</i>	<b>amātis</b>	You (all) love	<b>docētis</b>	You (all) teach
<i>3rd pl.</i>	<b>amant</b>	They love	<b>docent</b>	They teach

Notice that the personal endings are the same for both conjugations and are added directly to the stem of the verb in each form. In the “I” form (first person singular) of the first conjugation, the stem vowel **-a-** contracts with the personal ending to produce the form **amō** rather than **amaō**.

Two important points should be noted here:

- The present tense can be translated “I love,” “I am loving,” or “I do love.”
- Because the ending on the verb tells you who the subject is, Latin does not have to use a separate word for the subject as we do in English: **vident** = *they see*.

The **infinitive** is a form of the verb which is not limited (*infinitus*) by a personal ending. Here are the present active infinitive verb forms of the first and second conjugations:

1ST CONJUGATION		2ND CONJUGATION	
<b>amāre</b>	to love	<b>docere</b>	to teach
<b>laudare</b>	to praise	<b>videre</b>	to see

To find the present stem of a verb, drop the **-re** from the present active infinitive. The vowel on the verb stem will show what conjugation the verb belongs to:

**amā (re)** - first conjugation

**docē (re)** - second conjugation

## 6. Principal Parts

The dictionary entry for a verb includes the first person singular indicative form (*I love*) and the present infinitive form (*to love*), along with two other forms which will be introduced in future chapters. These forms are called **principal parts** because they contain the verb stems on which all other forms are built. Because it is not always possible to predict these stems, it is important to memorize all the principal parts for each verb. Here are some examples for the first and second conjugations:

1ST CONJUGATION			
<b>amō</b>	<b>amāre</b>	<b>amāvī</b>	<b>amātus</b>
I love	to love	I have loved	having been loved
<b>laudō</b>	<b>laudare</b>	<b>laudāvī</b>	<b>laudātus</b>
I praise	to praise	I have praised	having been praised

## 2ND CONJUGATION

<b>videō</b> I see	<b>vidēre</b> to see	<b>vīdī</b> I have seen	<b>vīsus</b> having been seen
<b>doceō</b> I teach	<b>docēre</b> to teach	<b>docuī</b> I have taught	<b>doctus</b> having been taught

Some verbs do not have all four principal parts (and are often called “defective” because they are missing forms). You will notice this in the dictionary listing when it happens. This book also omits the fourth principal part for most intransitive verbs. (A list of these is included on p. 343)

## 7. Indicative and Infinitive Uses

**Indicative** verb forms are used to **make simple statements** and to **ask simple questions**:

Fēmina labōrat.	The woman works.
Fēmina labōrat? Labōratne fēmina?	Does the woman work?

Notice that Latin does not require any change of word order to signal a question. Often the enclitic **-ne** (§F) is added on the end of the first word of a question.

**Infinitive** verb forms have several different uses. One of the most common is to **complete the meaning of another verb**. This use of the infinitive is called the **complementary infinitive**:

<b>Labōrāre</b> debeō.	I ought to work.
Optatne <b>docēre</b> ?	Does he desire to teach?

EXERCISE 1. Identify each of the following forms by person and number, then translate into English.

*Example:* amant                      third person, plural; “they love” or “they are loving”  
or “they do love”

- |              |             |
|--------------|-------------|
| 1. optat     | 6. vocās    |
| 2. vident    | 7. tacēs    |
| 3. habēmus   | 8. iacētis  |
| 4. labōrātis | 9. superant |
| 5. timeō     | 10. iuvāmus |

EXERCISE 2. Identify each of the following English verbs by person and number, then translate into Latin.

*Example:* they are afraid                      third person, plural; timent

- |                     |                    |
|---------------------|--------------------|
| 1. he is working    | 6. am I silent?    |
| 2. do they love?    | 7. she teaches     |
| 3. it lies          | 8. you (pl.) call  |
| 4. you (sg.) desire | 9. they do see     |
| 5. we owe           | 10. you (sg.) have |

EXERCISE 3. Using the stem meanings given below, translate each of the following into English. Then, paying attention to the stem vowel in each form, see if you can write the first two principal parts which would appear in the dictionary for each verb.

*Example:* errant (wander) “they wander”; errō, errāre

- |                     |                     |
|---------------------|---------------------|
| 1. pugnās (fight)   | 6. nāvigāmus (sail) |
| 2. terret (terrify) | 7. tenēs (hold)     |
| 3. volant (fly)     | 8. servātis (save)  |
| 4. dolētis (grieve) | 9. rīdēmus (laugh)  |
| 5. audent (dare)    | 10. stat (stand)    |

EXERCISE 4. Some of the following sentences contain nouns which will be explained in Chapter 2. For now, if the noun ends in **-a**, it is the subject; if it ends in **-am**, it is the direct object. Translate each of the following sentences into English.

- |                        |                          |
|------------------------|--------------------------|
| 1. Agricola labōrat.   | 6. Fēminam docent.       |
| 2. Agricolam vocāmus.  | 7. Labōrāre optās?       |
| 3. Fēmina rosam habet. | 8. Fortūna nautam iuvat. |
| 4. Tacētis.            | 9. Tacēre debeō.         |
| 5. Nauta aquam videt?  | 10. Fāmam amāmus.        |

## Chapter 1 Vocabulary

Nouns (these forms will be explained in Chapter 2)

<i>agricola, agricolae m.</i>	farmer
<i>aqua, aquae f.</i>	water
<i>fāma, fāmae f.</i>	fame, report, reputation; rumor
<i>fēmina, fēminae f.</i>	woman; wife
<i>fortūna, fortūnae f.</i>	chance, luck, fortune
<i>nauta, nautae m.</i>	sailor
<i>rosa, rosae f.</i>	rose

Verbs (English translations will be given in the infinitive form)

<i>amō, amāre, amāvī, amātus</i>	to love
<i>dēbeō, dēbere, dēbuī, dēbitus</i>	to owe; to be obligated to (“I ought” to)
<i>doceō, docere, docuī, doctus</i>	to teach
<i>habeō, habere, habuī, habitus</i>	to have, hold; consider
<i>iaceō, iacere, iacuī</i>	to lie (e.g., on the ground)
<i>iuvō, iuvare, iuvī, iūtus</i>	to help; please
<i>labōrō, labōrare, labōrāvī, labōrātus</i>	to work, strive
<i>laudō, laudare, laudāvī, laudātus</i>	to praise
<i>optō, optare, optāvī, optātus</i>	to choose, desire, wish for
<i>superō, superare, superāvī, superātus</i>	to overcome, conquer, surpass
<i>taceō, tacere, tacuī</i>	to be silent (“I am silent”)
<i>timeō, timere, timuī</i>	to fear, be afraid
<i>videō, videre, vīdī, vīsus</i>	to see
<i>vocō, vocare, vocāvī, vocātus</i>	to call; name

Other

-ne (attached to the end of the first word in the sentence, usually the most important word in the question) signals a simple question (no English translation)

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