

Intensive Latin 1

Week 10: Reading Latin 3c

Aims

- Introduce the 4th principal part of active verbs
- Learn the difference between the PPP and the PAP
- Learn to form and translate the future participle
- Familiarize ourselves with unpredictable principal parts
- Learn to identify and translate the ablative of instrument
- Learn how to translate a question with *nonne...?*
- Learn to decline and translate the pronouns *idem* and *nemo*
- Learn to form comparative and superlative adverbs
- Learn the forms of irregular comparative and superlative adverbs

Recap: perfect participle of deponent verbs

Last lesson we learned that the perfect tense of deponent verbs is made up of the **perfect participle + *sum* etc.**

- The regular perfect participle is formed by adding -t- to the stem, followed by the 2-1-2 adjective endings

eg. minor, minari → mina-t-us, mina-t-a, mina-t-um etc

- On its own, the perfect participle means 'having -ed' ie. ***minatus* means 'having threatened' – this is known as the Perfect Active Participle (PAP)**
- Followed by *sum*, it means 'I threatened'
- The perfect tense is the 3rd principal part of a deponent verb:
eg. minor, minari, **minatus sum**

Perfect participle of active [normal] verbs

- Only deponent verbs have a perfect active participle (PAP)
- Ordinary, active verbs (ie. non-deponent) have a **perfect passive participle (PPP)**
- This forms just like the PAP, by adding -t- to the stem, followed by the 2-1-2 adjective endings, with unpredictable exceptions in the 3rd and mixed conjugation
- However, it translates passively: **having been –ed**
- Eg. amo, amare, amaui, **amatus** → ‘having been loved’
- Eg. audio, audire, audiui, **auditus** → ‘having been heard’

How to find the 4th principal part

- The **perfect passive participle (PPP)** is the 4th principal part of the verb.
- That means that you will find it listed as follows:

1 st person s present	Present infinitive	1 st person s perfect	PPP (or supine)
amo	amare	amaui	amatus (amatum)

- You will find all the unpredictable PPPs listed on pp127-129. These need to be learned along with any new verb.
 - eg. amitto → amissus; cognosco → cognitus; lego → lectus
- However, we will only learn to use the PPP properly in chapter 4D.

Future active participles

- Today we're going to learn to use the 4th principal part to form into a more straightforward participle: the future participle.
- This is translated actively whether it comes from a 'normal' or a deponent verb: **about to --; going to --; on the point of –ing; intending to --**
- It is formed as follows:
 - take the PPP (or PAP), eg. *amatus*
 - separate the stem from the adjectival ending: *amat* *us*
 - add -ur- (as in the word **future**)
 - = *amaturus*, -a, -um (2-1-2 endings) : about to love, going to love, etc

Future active participles cont.

- The same rules apply for unpredictable principal parts:
 - eg. amissus → amissurus (about to lose)
- The same rules also apply to deponent verbs:
 - eg. locutus → locuturus (about to speak)
- When translating a future participle, remember you will also get a main verb. A participle is a verbal adjective, so it will agree with the noun about to do the action.
 - eg. puella cenam paratura stetit.
The girl, about to prepare dinner, stood up.
or The girl stood up, intending to prepare dinner.

Learning and Practice



LEARN TO FORM FUTURE PARTICIPLES
AND FAMILIARIZE YOURSELF WITH
UNPREDICTABLE 4TH PPS (PP127-129)



PRACTISE USING THE EXERCISES ON
PP127 & 130

Ablative of instrument

- We have now learned to use the ablative in a number of ways:
 - a point in place or time (in, at, on, within)
 - separation/movement away (*ex* and *ab* + ablative)
 - description
 - Now we shall see the ablative with its ‘by’ or ‘with’ usage, known as the ablative of instrument (or ablative of means)
 - eg. puella cenam **manibus** paravit. The girl prepared the dinner **with her hands**.
 - eg. nuntius ad oppidum **equo** peruenit. The messenger reached the town **by horse**.
- * Notice that you do not need a word for ‘by’ or ‘with’ here: the instrument simply goes in the ablative.

Learning and Practice



ADD THE ABLATIVE OF
INSTRUMENT TO YOUR KNOWN
USES OF THE ABLATIVE CASE



PRACTISE USING THE EXERCISES
ON PP130-31

Another question word: *nonne*...?

- When a question starts with the word *nonne*, it is anticipating the answer 'yes'.
 - eg. You did turn off the oven, didn't you? [Yes, of course I did!]
- A safe way to translate it is 'surely...'.
 - eg. *nonne Romani hostes uincunt?*
 - Surely the Romans will defeat the enemy?

*It is a common error to add a 'not' (because of *non* in *nonne*). However, there is another word, *num*, which means 'surely...not', so be careful not to confuse these.

[Recap] pronouns/adjectives:

is, ea, id (that, (pl) those; he, she, it)

	Singular			Plural		
	Masc	Fem	Neut	Masc	Fem	Neut
Nominative	is	ea	id	ei	eae	ea
Accusative	eum	eam	id	eos	eas	ea
Genitive	eius	eius	eius	eorum	earum	eorum
Dative	ei	ei	ei	eis	eis	eis
Ablative	eo	ea	eo	eis	eis	eis

Further pronouns/adjectives:

idem, eadem, idem (the same)

	Singular			Plural		
	Masc	Fem	Neut	Masc	Fem	Neut
Nominative	idem	eadem	idem	eidem	eaedem	eadem
Accusative	e <u>un</u> dem	ea <u>n</u> dem	idem	eosdem	easdem	eadem
Genitive	eiusdem	eiusdem	eiusdem	eoru <u>n</u> dem	earu <u>n</u> dem	eoru <u>n</u> dem
Dative	eidem	eidem	eidem	eisdem	eisdem	eisdem
Ablative	eodem	eadem	eodem	eisdem	eisdem	eisdem

Further pronouns: *nemo* (no one)

	Singular
	Masc/Fem
Nominative	nemo
Accusative	neminem
Genitive	nullius (neminis)
Dative	nemini
Ablative	nullo (nemine)

[Recap] Forming adverbs from adjectives

- Last week we learned that just as most adjectives add –ly in English to become adverbs, so we can change the endings on a Latin adjective to make it an adverb.
- Most 2-1-2 adjectives become adverbs by adding -e to the stem:
eg. stultus → stult**e** (stupidly); laetus → laet**e** (happily)
- Most* 3rd adjectives become adverbs by adding -(i)ter to the stem:
eg. fortis → fort**iter** (bravely); celer → celer**iter** (quickly)

* common exception is *facile* (easily)

[Recap] Comparative and superlative adjectives

- In week 8, we learned to make positive ('normal') adjectives into comparative (--er / more --) and superlative (--est / most --) adjectives.
- Comparatives added **-ior/-ius + 3rd declension endings**:
 - eg. laetus → laetior (m/f), laetius (n) (happier)
- Superlatives added **-issim- (or // or rr) + 2-1-2 endings**
 - eg. laetus → laetissimus, -a, -um (happiest)
 - eg. celer → celerrimus, -a, -um (quickest)

Comparative and superlative adverbs

- Now we need to put these two learning points together, in order to create comparative and superlative adverbs

	Happy / happily	Happier / more happily	Happiest / most happily
Adjective	laetus	laetior	laetissimus
Adverb	laete	laetius	laetissime
	Quick / quickly	Quicker / more quickly	Quickest / most quickly
Adjective	celer	celerior	celerrimus
Adverb	celeriter	celerius	celerrime

Irregular adverbs (comparative/superlative)

bene (well) → *melius* (better) → *optime* (best)

male (badly) → *peius* (worse) → *pessime* (worst; very badly)

paulum (a little, slightly) → *minus* (less) → *minime* (very little; no)

multum (much) → *plus* (more) → *plurimum* (most; a lot)

magnopere (greatly) → *magis* (more) → *maxime* (very much; most; yes)

Learning and Practice



LEARN TO FORM COMPARATIVE AND
SUPERLATIVE ADVERBS; LEARN TO
DECLINE NEW PRONOUNS



PRACTISE USING THE EXERCISES ON
PP132-34



Homework

The homework to be submitted for formative assessment this week is:

- *RL* Latin-English Reading exercise p. 133
- Deadline Sunday 10 December 2023.

The Turnitin link will go live Monday 4 December and can be found in the Moodle section for 3c. Feedback will be given in a seminar after Christmas and before the January exam.
