

Introduction to Latin for the ~~Absolute~~ Novice

OLLI, Fall 2020, **fifth** session

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There will be a big
reveal tonight . . .

Deō volente

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Oral Latin

Quōmodō tē habēs?

Optimē mē habeō.

Bene mē habeō.

Satis bene mē habeō.

Nōn ita bene mē habeō.

Mediōcriter mē habeō.

Male mē habeō.

Pessimē mē habeō.

Quōmodō vōs habētis?

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Legonium

For practice listening:

dico – videos (i.e., dīcō)

season 1 videos

For fun: Lists

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“Every bum and prostitute in ancient Rome spoke Latin.”

Father Reginald Foster

Above all, Reggie insists that nothing is more conducive to learning Latin than recognising the form of every word and analysing the meaning of every sentence with utmost diligence and precision. It would be a shame to avoid this kind of hard work and settle for a vague “general idea” of what the sentence means. Accordingly, we should not be surprised to discover that those who emerge the strongest and most prepared in Latin are those who took the greatest pains to understand the littlest things from the beginning. This is what Reggie teaches and excels at.

Quodsi nihil magis valet ad linguam Latinam ediscendam quam diligentissime et accuratissime cuiusque verbi formam necnon totius sententiae significationem observare ac omnino perscrutari, insipientis est hunc onerosum laborem defugere et vagam significationis sententiae notionem satis habere. Minime mirum nobis videri debet eos meliores et fortiores vigere qui cautiores et attentiores singula elementa curaverint. Hoc enimvero Reginaldus docet, hoc praecellit.

Msgr. Daniel B. Gallagher
on Reginald Thomas Foster
Forward-Praefatio - Ossa Latinitatis Sola

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Principia

Tell me about this word *principia*...

(Guessing encouraged)

Principia is the plural of a neuter, 2nd declension noun.

The singular is *principium*.

Principium is used for both the subject and the direct object. So is *principia*.

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For your reading pleasure

Neque m̄ater neque pater est in lūdō. **Neque...neque: neither...nor**

Absunt. They are not present. **Sunt = they-are; absunt = they-are-away, they-are-absent**

Quae ratiō est?

Neque m̄ater neque pater est in lūdō quia nōn sunt discipulī. **quia: because**

In lūdō igitur magister in locō parentis est. **parentis: singular possessive form**

Filiōs filiāsque docet.

Filiī filiaeque m̄atris patrisque sunt discipulī discipulaeque magistrī.

Puer quī est filiū aut fr̄ater aut nepōs domī (i.e., in casā) est discipulus in lūdō. **domī: at-home (nepōs is explained below)**

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For your reading pleasure

Puer quī est filiū aut fr̄ater aut nepōs domī (i.e., in casā) est discipulus in lūdō.

Puella quae est filia aut soror aut nepōs domī (id est, in casā) est discipula in lūdō.

Vir quī est paterfamiliās domī (id est, in casā), in lūdō fortasse magister est. **fortasse: perhaps**

Fēmina quae domī est m̄aterfamiliās est fortasse in lūdō magistra. **quae = quī, but is the feminine form**

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For your reading pleasure

Fēmina quae est māter filiae est simul filia mātris. **simul: at-the-same-time**

Vir quī est pater filiī est simul filius patris.

Quis est māter? Māter est fēmina quae filiam vel filium habet. **quis: same as quī/quae, but used when asking a question. vel: or**

Quis est pater? Pater est vir quī filiam vel filium habet.

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For your reading pleasure

Quis est nepōs? Nepōs est filius filiī vel filia filiī vel filius filiae vel filia filiae. Intellegisne? (i.e., comprehendisne?) **nepōs: grandchild (is both masculine and feminine)**

Nōn sumus omnēs matrēs vel patrēs, sed nōs omnēs sumus nepōtēs. **omnēs: all**

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Praemium Marcī

1. Marcus libellum habet. Marcus has a notebook.
2. Hīc est libellus Marcī. This is Marcus's notebook.
3. Sextus libellum habet. Sextus has a notebook.
4. Hīc est libellus Sextī. This is Sextus's notebook.
5. Marcus pēnsūm in **libellō** numquam scrībit.
Marcus never writes his homework in his notebook.

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Praemium Marcī

5. Marcus pēnsūm in **libellō** numquam scrībit.
6. Sextus pēnsūm in **libellō** semper scrībit. Sextus always writes his homework in his notebook.
7. Magister libellōs puerōrum colligit. The teacher collects the boys' notebooks.
8. Marcus libellum Sextī capit. Marcus takes Sextus's notebook.
9. Marcus libellum Sextī **magistrō** dat. Marcus gives the teacher Sextus's notebook.

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Praemium Marcī

8. Marcus libellum Sextī capit.
9. Marcus libellum Sextī magistrō dat.
10. Sextus libellum nōn habet. Sextus does not have a notebook (or 'his notebook').
11. Sextus magistrō nihil dat. Sextus gives the teacher nothing.

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Praemium Marcī

12. Magister libellōs puerīs distribuit. The teacher hands the boys their notebooks. (I used an English verb that would take an indirect object.)
13. Magister Sextō nihil dat. The teacher gives Sextus nothing.
14. Magister Marcō praemium dat. The teacher gives Marcus a prize.
15. Post lūdum Marcus puellam videt. After school Marcus sees a girl.
16. Marcus puellae capillōs vellit. Marcus pulls the girl's hair(s).

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Praemium Marcī

15. Post lūdum Marcus puellam videt.
16. Marcus puellae capillōs vellit.
17. Puella lacrimat. The girl cries
18. Sextus praemium Marcī capit et puellae dat.
Rixa. Sextus takes Marcus's prize and gives the girl (it). (puellae is the indirect object)

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The big reveal for this session . . .

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In Latin grammar, at the intersection of form (a.k.a. morphology) and function are. . .

Cases

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Cases

Syntactical function	Case
direct address	vocative
subject, predicate noun	nominative
possessive	genitive
indirect object	dative
direct object, object of certain prepositions	accusative
instrument, object of certain prepositions	ablative

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Newly updated morphology chart

Case	Function	Singular	Plural	Singular	Plural	Singular	Plural
		1 st declension		2 nd declension		3 rd declension	
Vocative	Direct Address	Same as nominative		-e	Same as nominative	Same as nominative	
Nominative	Subject/ Predicate Nominative	-a	-ae	-us -r (vir, puer) -um (neuter)	-ī -a (neuter)	-is (Thāis, tigris) -x (dux) -er (māter, pater)	-ēs
Genitive	Possessive	-ae	-ārum	-ī	-ōrum	-is (tigris)	
Dative	Indirect Object	-ae	-īs	-ō	-īs	-ī (mātrī)	
Accusative	Direct Object/ Object of the Preposition (certain prepositions)	-am	-ās	-um -um (neuter)	-ōs -a (neuter)	-em	-ēs
Ablative	Instrumental, Object of the Preposition (certain prepositions)	-ā	-īs	-ō		-e	

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Instrumental Use of the Ablative Case

Without a preposition

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Look, Ma! No prepositions

- Puer nāsō olfacit rosam. The boy with-his-nose smells a rose.
- Puella crētā scrībit. The girl with-chalk writes.
- Nōn rosā sed virgā magister puerum pulsat. Not by-means-of-a-rose but by-means-of-a-switch the teacher beats the boy.
- Equus pedibus currit. The horse by-means-of-its-feet runs. Or: A horse runs with its feet.
- Equī pedibus currunt. Horses by-means-of-their-feet fun. Or:
- Magister baculō puerum pulsat. The teacher with-a-stick beats the boy.
- Sextus flagellā scūtōque sē dēfendit. Sextus by-means-of-a-whip and-by-means-of-a-shield himself defends.
- Discipulī flagellis scūtisque sē dēfendunt. The students defend themselves with whips and shields.

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Look, Ma! No prepositions

Puerī improbī rānīs puellās terrent. The naughty boys by-means-of-frogs scare the girls.
 Taurus cornū iactat. The bull by-means-of-its-horn tosses.
 Rāna pedibus saltat. Frogs jump with their feet.
 Marcus fenestrā lūdum exit. Marcus by-means-of-the-window goes-out-of the school.
 Nōn pedibus olfacimus. Nāsīs olfacimus. We do not smell with our feet. We smell with our noses.
 Anserēs ālīs volant. Geese fly with their wings.
 Anserēs pedibus nant. Geese swim with their feet.
 Nōn ālīs anserēs olfaciunt. Nāsīs olfaciunt. Not with their wings do geese smell. With their noses they smell.

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Look, Ma! No prepositions

Lūna lūce sōlis lūcet. The moon by-means-of-the-light by-means-of-the-sun's shines.

Fēmina virque librōs legunt lūce lūnae. The woman and the man are reading books by the light of the moon.

Oculīs vidēmus. With our eyes we see.

Vir digitō montem fēminae monstrat. The man with-his-finger is-showing the woman the mountain.

Deus bonīs omnibus explēvit mundum. (Tim. 3) God has-filled the world with all things good.

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Your homework will include composing sentences with the instrumental ablative.

What is the minimum number of words you would need in a sentence using this construction? The answer is two: a verb (which can be a sentence by itself, since it includes an ending that can be translated with a pronoun) and a noun in the ablative case (instrumental ablative).

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