

Via Facilis

Chapter 1

A Point of Similarity: The English Verb and The Latin Verb

We begin our study of English as an inflected language with the grammatical anchor of the sentence: the verb. Verbs change depending upon their function in a sentence. It will be our job to pay careful attention to when, why, and how they make those changes.

Part I: The English Verb

I. The Basics

A. Verbal Bedrock: **The Principal Parts**

If we boil down all forms of the English and Latin verb, only the basic elements remain. These basic elements are the verb's **Principal Parts**.

The **Principal Parts** of the English verb are:

1. The **Infinitive** - "To choose"
2. The **Past Tense** - "chose"
3. The **Past Participle** - "chosen"

Once we know the **Principal Parts** of a verb, we can generate the entire verbal system. We call this process a verb's **conjugation**.

B. Principal Parts and the **Conjugation** of Verbs

English has three types of verbs or verb **conjugations**: weak verbs, strong verbs, and irregular verbs.¹ Look at the chart below. Say the principal parts of the verbs out loud. See if you can determine what it is about the forms of the principal parts of the verbs that causes them to be classified in this way.

Weak Verbs

Strong Verbs

Irregular Verbs

¹ English grammar books tend to break verbs into two types: regular and irregular. This oversimplification tends to blur the distinction between the three types.

<p>To praise, praised, praised To jump, jumped, jumped To spill, spilled, spilled To fill, filled, filled To thank, thanked, thanked To blink, blinked, blinked To bruise, bruised, bruised To locate, located, located To place, placed, placed To call, called, called</p> <p>Etc.</p>	<p>To bring, brought, brought To think, thought, thought To seek, sought, sought</p> <p>To drink, drank, drunk To stink, stank, stunk To sing, sang, sung To ring, rang, rung</p> <p>To write, wrote, written To smite, smote, smitten To choose; chose; chosen</p> <p>Etc.</p>	<p>To be, was, been To go, went, gone</p>
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Questions of Observation

Judging by the forms of their principal parts, why is

1. “to praise” classified as a **weak** verb?
2. “to drink, drank, drunk” classified as a **strong** verb?
3. “to be” classified as an **irregular** verb?

C. The elements of the English Verb

Now that we understand and know the principal parts of the English verb, and see the changing nature of those principal parts, we are ready to add the following elements to convey complete meaning:

1. a. **person** – tells the subject/doer of the action
 - b. **number** - tells whether the subject of the verb is one **singular** “doer” or more than one **plural** “doers”
 - c. **gender** (occasionally) – shows whether the subject is masculine, feminine, or neuter

2. **tense** – tells when the action occurs:
Past (“before now”), Present (“now”), Future (“hereafter”)

3. **mood** - the conviction with which a verb is done.
 - a. Do you wish to state a fact?
The mood of the verb will be **Indicative**

 - b. Do you wish to give a command?
The mood of the verb will be **Imperative**

 - c. Do you wish to show potential, doubt, or impossibility?
The mood of the verb will be **Subjunctive**

4. **voice** –
 - a. Does the subject of a verb **act** upon something?
Its verb is then in the **ACTIVE voice**

 - b. Does the subject of the verb **get acted** upon?
Its verb is then in the **PASSIVE voice**

II. From Principal Parts to Verb Forms: The Verb in Context

A. Pay careful attention to the **forms** of the verbs in the following sentences.

To be; was; been

I **am** Roman.

You **are** Roman.

The man/woman/gate
is Roman.
He/she/it **is** Roman.

We **are** Roman.

Y'all **are** Roman

The men/women/gates
are Roman.
They **are** Roman.

I **was** Roman.

You **were** Roman.

The man/woman/gate
was Roman.
He/she/it **was** Roman.

We **were** Roman.

Y'all **were** Roman.

The men/women/gates
were Roman.
They **were** Roman.

To have, had, had

I **have** an army.

You **have** horses.

The man/woman/gate
has a flaw.
He/she/it **has** a flaw.

We **have** an army.

Y'all **have** horses.

The men/women/gates
have a flaw.
They **have** a flaw.

I **had** an army

You **had** an army

The man/woman/gate
had a flaw.
He/she/it **had** a flaw.

We **had** an army.

Y'all **had** an army

The men/women/gates
had a flaw.
They **had** a flaw.

To do; did; done

<i>I do the job.</i>	<i>You do the job.</i>	<i>The man/woman/gate does the job. He/she/it does the job.</i>
<i>We do the job.</i>	<i>Y'all do the job.</i>	<i>The boys/girls/tables do the job. They do the job.</i>
<i>I did the job</i>	<i>You did the job.</i>	<i>The man/woman/gate did the job. He/she/it did the job.</i>
<i>We did the job.</i>	<i>y'all did the job.</i>	<i>The men/women/gates did the job. They did the job.</i>

B. Verbs of the "to praise" type

Below there are two sets of verb forms. Pay close attention to the use and form of the verbs "to be", "to have", "to do". Consider the similarities and differences both 1. within each set, and 2. between the two sets.

Set A

<i>I praise/am praising/do praise Jupiter.</i>	<i>You praise/are praising/do praise Jupiter.</i>
<i>I was praising, used to/did praise Apollo. I shall praise Juno.</i>	<i>You were praising/used to/did praise Apollo. You will praise Juno.</i>
<i>I have praised Ceres.</i>	<i>You have praised Ceres.</i>
<i>I praised/ did praise Neptune.</i>	<i>You praised/did praise Neptune.</i>
<i>I had praised Mercury.</i>	<i>You had praised Mercury.</i>
<i>I shall have praised Venus.</i>	<i>You will have praised Venus.</i>

Set B

<i>I am praised/am being praised.</i>	<i>You are praised/are being praised.</i>
<i>I was being praised, used to be praised.</i>	<i>You were being praised/used to be praised.</i>
<i>I shall be praised. I have been praised.</i>	<i>You will be praised. You have been praised.</i>

I was praised.
I had been praised.

You were praised.
You had been praised.

I shall have been praised.

You will have been praised.

A Morphological Observation

In each of the sentences in the verb sets above, explain how English indicates

1. the person, number, and gender of the subject
2. the tense, mood, and voice of the verb

C. "Our Friendly Little Helpers:" Auxiliary Verbs

We form the majority of tenses, moods, and voices in English with the following components, familiar from above: 1. one or more forms of the **auxiliary verbs** "to be, have, do, will" (we will see the uses of **auxiliary verbs** "may/might", "could", "would", "should" later on in the book); 2. a grammatical element of the target action.

Practice 1

Give Principal Parts 2 and 3 of the following verbs:

Example: to think, thought, thought

1. to wink, _____, _____
2. to blink, _____, _____
3. to shrink, _____, _____
4. to sink, _____, _____
5. to link, _____, _____
6. to lose, _____, _____
7. to fly, _____, _____
8. to try, _____, _____
9. to get, _____, _____
10. to bet, _____, _____
11. to set, _____, _____
12. to meet, _____, _____
13. to greet, _____, _____
14. to be, _____, _____
15. to see, _____, _____
16. to flee, _____, _____
17. to yell, _____, _____
18. to tell, _____, _____
19. to sell, _____, _____
20. to fall, _____, _____

Practice 2

Tell what type each of the following verbs is.

Example: to choose: A Strong Verb

Thinking Process

“to choose” is Principal Part #1. What are # 2 and 3?

Answer: “**chose**” and “**chosen**”

What happens between Principal Part 1, 2, and 3?

“**choose**” → “**chose**” → “**chosen**”

The stem changes.

What verb type changes its stem?

A **strong** verb.

- | | |
|--------------------|---------------------|
| 1. to play ___ | 12. to wound___ |
| 2. to run ___ | 13. to wind (up)___ |
| 3. to go___ | 14. to grind___ |
| 4. to know ___ | 15. to sign___ |
| 5. to skip ___ | 16. to sing___ |
| 6. to trip___ | 17. to fling___ |
| 7. to draw___ | 18. to bring___ |
| 8. to paw___ | 19. to rake___ |
| 9. to confine___ | 20. to take___ |
| 10. to confound___ | 21. to break___ |
| 11. to sound___ | |

Practice 3

Tell the person, number, (gender where appropriate), tense, and voice of the verbs below. The **mood** at this point will always be **Indicative**.

Example:

I play.

Person/Number: 1st person singular.

Tense: present.

Mood: Indicative.

Voice: Active

1. They choose
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
2. The men are choosing
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

3. The women have chosen
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
4. They chose
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
5. Y'all write a book
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
6. Y'all struck the bell.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
7. He hits the ball.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
8. The girl hit the ball.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
9. She has hit the ball.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
10. The men had finished their work.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

Practice 4

Tell the person/number/gender, tense, mood, voice of the following:

1. The girl is chosen.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
2. The boys are being chosen.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
3. They were being chosen.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____
4. The houses have been chosen.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

5. They had been chosen.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

6. The bell has been rung.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

7. The ball is hit by him.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

8. The ball is hit by the girl.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

9. The ball has been hit by her.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

10. The ball had been hit by them.
Person/Number/g: _____ Tense: _____ Mood: _____ Voice: _____

Practice 1-4: Questions of Observation

1. How does English show the person and number of the verb?
2. What do the person and number of the subject do to the **form** of the verb?
3. Where in the sentence does English place the **subject** of the verb?
4. Where in the sentence does English place the **auxiliary** verb?
5. If a sentence has more than one auxiliary verb, what, if anything, does this show about the verb's tense, voice, or mood?

Part II: The Latin Verb

In the previous section, we found that the English verb has three essential building blocks, called **principal parts**: the Infinitive, the Past Tense, and the Past Participle. We found that the **principal parts** in turn tell us how to generate the forms of each verb, or its **conjugation**. Finally, we learned that English has three distinct **conjugations** of verbs: weak verbs, which retain the same basic stem throughout their tenses; strong verbs, which change their stems to indicate tense (some more, some less); and one irregular verb, “to be”, which seems to make up its own rules.

Above all, we have become sensitive to the inflection of the English verb: we understand that the form of the verb will change depending upon its person (“I”, etc.), number (singular or plural), tense (past, present, future), mood (indicative, imperative, subjunctive), and voice (active or passive).

We are now ready to meet the Latin verb.

A. The **Principal Parts** of the Latin Verb

The Latin verb has four **principal parts**:

1. The 1st person singular present indicative active laud
mone
2. The present infinitive active _____ laud re
mon re
3. The 1st person singular perfect indicative active laud v
monu
4. The perfect passive participle _____ laud tus
monitus

As with the English verb, once we have the **principal parts** of the Latin verb, we can generate all its forms.

Latin verbs fall into five (5) distinct conjugations (not counting irregular verbs). We will now meet and learn the first two.

B. Verbs of the First Two Conjugations

In the chart below, you will find the principal parts of six verbs.

1. Say each set aloud five times.
2. Pay careful attention to the **form** of each principal part.
3. Compare the **forms** within their own column and across columns.
4. Determine why the principal parts are in their respective columns.

laud_ , laud_re , laud_v_ , laud_tus – to praise	mone_ , mon_re , monu_ , monitus – to warn, advise
par_ , par_re , par_v_ , par_tus – to	terre_ , terr_re , terru_ , territus – to

prepare voc_, voc_re, voc_v_, voc_tus – to call	terrify vide_, vid_re, v_d_, v_sus – to see
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Now look at the following. Closely compare each Latin verb form to its English equivalent.

laud , laud re , laud v , laud tus	mone , mon re , monu , monitus
laud - I praise, am praising	mone - I warn, am warning
laud s - You praise, you are praising	mon s - you warn, are warning
laudat - he/she/it praises, is praising	monet - h/s/it warns, is warning
laud mus - We praise, are praising	mon mus - we warn, are warning
laud tis - Y'all praise, are praising	mon tis - y'all warn, are warning
laudant - They praise, are praising	monent - they warn, are warning

Latin needs one form where English requires at least two (the subject and the verb) to convey the same information. From the English equivalents, we see that the conjugated Latin verb is a self-contained linguistic unit: one form tells person, number, tense, mood, and voice. The following graphic shows how Latin packages this information:

laud	←laud/ /	mone	←mon/ /
laud s	←laud/ /s	mon s	←mon/ /s
laudat	←laud/ /t	monet	←mon/ /t
laud mus	←laud/ /mus	mon mus	←mon/ /mus
laud tis	←laud/ /tis	mon tis	←mon/ /tis
laudant	←laud/ /nt	monent	←mon/ /nt

Including the apparent exception of **laud_** (see **Caveat Lector, #2**, immediately below), all the above conjugated verb forms are composed of **at least** three basic elements:

1. the **base**: shows the **basic meaning** of the verb
 Laud- = "praise"
 Mon- = "warn, advise"
2. the **thematic vowel**: shows the pattern or **conjugation** of the verb
 - _ = The **thematic vowel** for verbs of the 1st conjugation
 - _ = The **thematic vowel** for verbs of the 2nd conjugation
3. the **active personal ending**, so named because it
 - 1) indicates that the **voice** of the verb is **active**
 - 2) indicates the **person** of the verb
 - 3) is placed at the **end** of the verb

- _ = I	-mus = we
-s = you	-tis = y'all
-t = he/she/it	-nt = they

Caveat Lector

1. When **-t** or **-nt** ends a word, the vowel *directly* before will always be **short**:

laudat (**not** laud_t)
laudant (**not** laud_nt)

2. **-_-** is a weak sound, meaning it is capable of disappearing under the right circumstances. If **-_-** runs into another long vowel at the end of a word, **_** first becomes short (**a**), and then disappears:

*laud__ → *lauda_ → **laud_**

3. Unlike **-_-**, **-_-** is not weak. It will shorten (**-_ → -e-**) immediately before any long vowel at the end of a word, but it will **not** drop out of the word altogether:

*mon__ → mone_

Exercitium I

Recall the Principal Parts of the verbs you learned in the previous pages. Keeping them in mind, perform the following operations on the verb forms below:

- a. divide them into their three basic elements.
- b. list the elements by **base**, **thematic vowel**, and **active personal ending**
- c. translate the **base** and the **personal ending**;
give the conjugation of the verb

Example: voc_mus:

voc / / mus

base: voc- = "call"

thematic vowel: -_- , indicates 1st conjugation

active personal ending: -mus = "we" act on "x"

1. laud_

/ /

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

2. laud_s

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

3. laudat

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

4. mone_

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

5. mon_s

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

6. monet

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

7. par_

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

8. par_s

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

9. vide_

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

10. vid_s

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

11. videt

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

12. par_mus

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

13. par_tis

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

14. parant

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

15. vid_mus

_____/_____/_____

base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

16. vid_tis

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

17. vident

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

18. parat

_____/_____/_____
base: _____ = _____

thematic vowel: _____, indicates _____ conjugation

active personal ending: _____ = _____

C. The Formation of the Present Indicative, Step by Step

Observe how to build the Present Indicative Active:

Present (the action **happens** or **is happening NOW**)
Indicative (indicates a **statement of FACT**)
Active (the subject of the verb either just "is" or "is **ACTING UPON**" someone or something)

To generate all persons of the Present Indicative Active, perform the following steps:

Step 1: recall the principal parts of each verb:

Laud_ , laud_re , laud_v_ , laud_tus – to praise	Mone_ , mon_re , monu_ , monitus – to warn,advise
Par_ , par_re , par_v_ , par_tus – to prepare	Terre_ , terr_re , terru_ , territus – to terrify
Voc_ , voc_re , voc_v_ , voc_tus – to call	Vide_ , vid_re , v_d_ , v_sus – to see

Step 2: For the "I" form, or 1st person singular present indicative active of any verb, simply go to the 1st Principal Part. Then translate.

For all other persons, take the following additional steps:

Step 3: go to the 2nd principal part, a.k.a. the Present Infinitive Active
Step 4: remove the –re from the 2nd principal part:

laud_-, par_-, voc_-, mon_-, terr_-, vid_-

Observe that we have here the **base** of each verb together with its **thematic vowel**. We call this combination the **present stem**.

**Base + Thematic Vowel =
the Present Stem**

Thus, to form all persons of the present indicative active,

1. go to the 2nd principal part
2. remove the final **-re**: this will give you the **present stem** of the verb
3. add the **active personal endings** to the present stem

Review the following chart:

Go to the 2 nd Principal Part	laud_re	par_re	voc_re	mon_re	terr_re	vid_re
Remove the -re	laud_/re	par_/re	voc_/re	mon_/re	terr_/re	vid_/re
to get the Present Stem	laud_-	par_-	voc_-	mon_-	terr_-	vid_-
Add The Active Personal Endings	+	+	+	+	+	+
	-_-mus -s -tis -t -nt	-_-mus -s -tis -t -nt	-_-mus -s -tis -t -nt	-_-mus -s -tis -t -nt	-_-mus -s -tis -t -nt	-_-mus -s -tis -t -nt

Cogn_scenda

Memorize the following verbs completely (i.e., all principal parts, all meanings).

am_, am_re, am_v_, am_tus – to love laud_, laud_re, laud_v_, laud_tus – to praise orn_, orn_re, orn_v_, orn_tus – to adorn par_, par_re, par_v_, par_tus – to prepare voc_, voc_re, voc_v_, voc_tus – to call	Habe_, hab_re, habu_, habitus – to have, own Mone_, mon_re, monu_, monitus – to advise, warn Terre_, terr_re, terru_, territus – to terrify Vide_, vid_re, v_d_, v_sus – to see
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Exercitium II

- A. For all the verbs in the **Cogn_scenda** section,
 - 1. Give the 2nd Principal Part
 - 2. Generate the Present Stem
- B. List the Active Personal Endings together with their meanings.
- C. Using a grid like the one below, give the principal parts and the basic meaning and conjugate (i.e., give all six forms) of

1. orn_

2. habe_

Principal Parts: _____, _____, _____, _____ = _____

1st Person Singular Present Indicative Active: _____

2nd Person Singular Present Indicative Active: _____

3rd Person Singular Present Indicative Active: _____

1st Person Plural Present Indicative Active: _____

2nd Person Plural Present Indicative Active: _____

3rd Person Plural Present Indicative Active: _____

- D. Divide the following verbs into their three basic components (base, thematic vowel, personal ending). Then translate.

Example:

parat - par/ /t
= he/she/it prepares

1. am_s - _____ / _____ / _____
= _____

2. amat - _____ / _____ / _____
= _____

3. am_mus - _____ / _____ / _____
= _____

4. am_tis - _____ / _____ / _____
= _____

5. amant - _____ / _____ / _____
= _____

6. terr_s - _____ / _____ / _____
= _____

7. terre_ - _____ / _____ / _____
= _____

8. terret - _____ / _____ / _____
= _____

9. terr_mus - _____ / _____ / _____
= _____

10. terr_tis - _____ / _____ / _____
= _____

11. terrent - _____ / _____ / _____
= _____

12. hab_mus - _____ / _____ / _____
= _____

13. vid_tis - _____ / _____ / _____
= _____

14. parant - _____ / _____ / _____
= _____

15. laud_ - _____ / _____ / _____
= _____

16. vid_s - _____ / _____ / _____
= _____

17. habent - _____ / _____ / _____
= _____