Session A1: Introduction to Latin Verbs

1. Principal Parts – Chapters 1 & 2, LFCA

Every Latin verb has with it a set of principal parts. These parts are what you see listed in every vocabulary section at the beginning of each chapter. **Principal parts** are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

1. **present infinitive**  
   - *to love*  
   - *to see*

2. **3rd person present tense**  
   - *(he)* loves  
   - *(he)* sees

3. **preterit (simple past)**  
   - I loved  
   - I saw

4. **past participle**  
   - loved  
   - seen

The principal parts of Latin verbs are categorically similar:

1. **1st person present**  
   - *amō* – I love  
   - *videō* – I see

2. **present infinitive**  
   - *amāre* – to love  
   - *vidēre* – to see

3. **1st person perfect (simple past)**  
   - *amāvi* – I loved  
   - *vidi* – I saw

4. **past participle (supine)**  
   - *amātum* - loved  
   - *visum* - seen

It is worth noting that although both use the same basic forms to comprise their principal parts, Latin is much more consistent in the pattern these forms follow. *(See the explanation p.3, Ch.1, Primer A.)* Here is a brief description of the four principal parts:

1. **1st principal part (amō):** first person, singular, present tense  
   - This is the form used as reference for dictionary entries.

2. **2nd principal part (amāre):** infinitive  
   - The infinitive provides the verb stem for the present system, and identifies the conjugation to which each verb belongs.

3. **3rd principal part (amāvi):** first person, singular, perfect tense  
   - This part provides the verb stem for the perfect system.

4. **4th principal part (amātum):** perfect passive participle  
   - This form has many uses including the formation of participles, tenses in the passive voice, many adjectives, and the supine.

Primer A-B will only use the first two principal parts. Primer C introduces the third. It is very important, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs also, and some verbs
alter their stem in the last few principal parts. You will save yourself a great deal of work later if you memorize them as part of your vocabulary list now.

**Practice:**
1. Exaggerate pronunciation of principal parts as you rehearse them with students.
2. Make flash cards, and use them to play games.

2. Verb Conjugations – Chapters 2 & 14, LFCA

A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Each member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members. There are four different conjugations, or groups of verbs. You can identify each one by the verb’s stem, which is formed from the infinitive (2<sup>nd</sup> pp).

**2<sup>nd</sup> principal part – re = verb stem**

1<sup>st</sup> conjugation amā/re = amā  
2<sup>nd</sup> conjugation vidē/re = vidē  
3<sup>rd</sup> conjugation mitte/re = mitte  
4<sup>th</sup> conjugation audī/re = audī

*Caveat magister* (Let the teacher beware): Students will confuse 2<sup>nd</sup> and 3<sup>rd</sup> conjugation. It is, therefore, imperative that you stress the importance of memorizing the macra; for it is the only way to discern the difference.

**Practice:**
1. As an oral exercise, ask students to identify the stem and conjugation of each verb.

3. Characteristics of Latin Verbs – Chapters 2 & 16, LFCA

Latin verbs have five basic characteristics (we will concentrate on the first three):

Person – tells who is doing the action  
Number – answers the question “how many?”
Tense – tells when the action takes place

Mood – reveals the attitude of the speaker
Voice – tells whether the subject is doing or receiving the action.

English must use a variety of helping verbs or ancillary verbs to communicate the above. Latin contains all this same information in one word by using a variety of tense markers and personal endings.

Compare/contrast: Latin vs. English

<table>
<thead>
<tr>
<th>English</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am loving</td>
<td>amö</td>
</tr>
<tr>
<td>I will love</td>
<td>amäbö</td>
</tr>
<tr>
<td>I used to love</td>
<td>amäbam</td>
</tr>
</tbody>
</table>

4. Conjugating & Translating – Chapters 2, 16 - 19, LFCA

To conjugate a verb is to show a verb with all of its endings. That means listing each person and number combination for a given tense. The number of combinations can be overwhelming, particularly when it seems as though you must memorize a new set for each of the six tenses. There is, however, a rhyme and reason to the madness. The key to understanding how verb tenses work is recognizing the formula for each tense, and the consistent patterns among verb tenses. For now we will look at how the present system of 1<sup>st</sup> & 2<sup>nd</sup> conjugation verbs fit into this basic formula.

**Basic Formula:**

stem + tense marker + personal endings

**Stems**

The stem for the present system (present, imperfect, and future tenses) comes from the infinitive.

2<sup>nd</sup> principal part – re = verb stem

1<sup>st</sup> conjugation amä/re = amä
2<sup>nd</sup> conjugation vidë/re = vidë

**Tense Markers**

This is the only part of the verb that consistently changes!

present – no marker
imperfect – ba
future – b(i)

**Personal Endings**

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-m/-ö</td>
<td>-mus</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>2</td>
<td>-s</td>
<td>-tis</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>you (pl.)</td>
</tr>
<tr>
<td>3</td>
<td>-t</td>
<td>-nt</td>
</tr>
<tr>
<td></td>
<td>he/she/it</td>
<td>they</td>
</tr>
</tbody>
</table>

Now that we see the basic formula that verbs follow in their tenses, let us look at the individual tenses of the present system and how to translate them.

**Present Tense** – an action occurring now

Formula: present stem ( ____________ ) + tense marker ( ______ ) + personal endings
Translation: I love, I am loving, I do love

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>plural</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>am-ö</td>
<td>amä-mus</td>
<td>vide-ö</td>
<td>vidë-mus</td>
</tr>
<tr>
<td></td>
<td>I love</td>
<td>we love</td>
<td>I see</td>
<td>we see</td>
</tr>
<tr>
<td>2</td>
<td>amä-s</td>
<td>amä-tis</td>
<td>vidë-s</td>
<td>vidë-tis</td>
</tr>
<tr>
<td></td>
<td>you love</td>
<td>you (pl.) love</td>
<td>you see</td>
<td>you (pl.) see</td>
</tr>
<tr>
<td>3</td>
<td>ama-t</td>
<td>ama-nt</td>
<td>vide-t</td>
<td>vide-nt</td>
</tr>
<tr>
<td></td>
<td>he/she/it loves</td>
<td>they love</td>
<td>he/she/it sees</td>
<td>they see</td>
</tr>
</tbody>
</table>

**Imperfect Tense** – an ongoing or repeated action of the past

Formula: present stem ( ____________ ) + tense marker ( ______ ) + personal endings
Translation: I was loving, I used to love, I began to love

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>plural</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>amä-ba-m</td>
<td>amä-bä-mus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was loving</td>
<td>we were loving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Future Tense – an action having not yet occurred

Formula: present stem ( ____________ ) + tense marker ( ______ ) + personal endings
Translation: I will love, I will be loving

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>plural</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>amä-bő</td>
<td>amä-bi-mus</td>
<td>I will love</td>
<td>we will love</td>
</tr>
<tr>
<td>2</td>
<td>amä-bi-s</td>
<td>amä-bi-tis</td>
<td>you will love</td>
<td>you (pl.) will love</td>
</tr>
<tr>
<td>3</td>
<td>amä-bi-t</td>
<td>amä-bu-nt</td>
<td>he/she/it will love</td>
<td>they will love</td>
</tr>
</tbody>
</table>

Practice:
1. Conjugation Practice (use color for endings!)
2. Memory W.S. – p.30, Ch. 7; p. 78, Ch. 17; p. 87, Ch. 19, Primer A
3. Parsing Practice
Verb Conjugating Worksheet

1. Choose 6 verbs from chapter(s) __________.
2. List ALL principal parts, and find the stem of each verb.
3. Conjugate the verb in the tense requested.
4. Translate the box marked * in two different ways.

1. ______________________________________________________________________
   ______________________________________________________________________

   *
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________

   *
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
6.

* ____________________________________________________________________________

PLEASE PROOF PARSING PRACTICE CH. 21 AND PRACTICE CH. 19: FUTURE TENSE ON HARD COPY. THOSE PAGES ARE NOT AVAILABLE AS WORD DOCUMENTS.