

# Chapter 35

**RULE 1:** The dative case is used with ten special verbs (listed in Wheelock on pages 168-9), certain compound verbs and certain adjectives.

**RULE 2:** Dative of Possession = Dative + a form of *esse* [literally, “it is to me” = “I have it”].

## I. Grammar

### A. Dative with Certain Verbs

Again, a chapter which is easy in theory but complicated in application. Later down the road, some students may run into trouble with the extraordinary uses of the dative because they have forgotten the simple rules laid out in this chapter. I find that students are more apt to remember which Latin verbs take the dative if they learn the literal meaning of these “special” verbs, e.g. *ignosco* “grant pardon (to . . .).” However, they must not carry the literal meanings into English; rather, they must also learn to compose non-literal translations in idiomatic English.

### B. Dative with Compound Verbs

When a noun is felt to be the object not of a verb but its prefix, that noun will take the dative case. Wheelock has buried in a footnote (page 169, note1) those prepositions which in compound take the dative. Point this footnote out to your students and go through the examples on pages 169-70. [NOTE: As Wheelock says, those prefixes which often take the dative do not necessarily *always* take the dative. Tell students to expect the dative after a compound verb or, if there is a sentence with a stray dative, to try construing it with the prefix of the verb, but not to think there will always be a dative with a compound verb.]

Click [here](#) for a worksheet (with answers) on verb forms and expectations.

### C. Other Uses of the Dative of Possession

Since this is the last time Wheelock will address the uses of the dative case *per se*, it is imperative to add two other important applications of the dative which Wheelock has sequestered in the Supplementary Syntax: the Dative of Possession and the Dative with Certain Adjectives (both on page 375). Because it is important for students to know these constructions when they head into real Latin, these constructions *will* be seen on tests.

#### 1. Dative of Possession

*Est liber mihi* means literally “there is a book to me,” implying “I have a book.” Go through Wheelock’s examples on p. 375. You might note that the Latin for “My name is Mark” is *Mihi nomen est Marcus* (or *Marco*, dative by attraction to *mih*). For those of your students with Latinate or Latinable names, an exercise in appellation can be entertaining.

#### 2. Dative with Certain Adjectives

Certain adjectives, many of which correspond with their English counterparts in usage as well as sense, call for a dative noun to complete their meaning, e.g.:

*amicus/inimicus*: “friendly/unfriendly (to . . .)”

*proximus*: “(very) near (to . . .)”

*par*: “equal (to . . .)”

To these can be added *similis/dissimilis*, *fidelis/infidelis*, *carus*, *iucundus*, etc. Although common sense will lead most students to associate those certain Latin adjectives followed by the dative with English adjectives that take “to” after them, it’s wise to point out the rule anyway.

## II. Vocabulary

- **impero:** = *in-* + *paro*, meaning literally “contrive.”
- **miror:** This verb is deponent and cognate with Greek *meidaō* and English *smile* (for loss of initial *s-* in Greek and Latin, cf. Greek *vīpha* vs. English *snow*, Latin *ruo* vs. English *stream* [*< \*sream*]). The *-r-* in the base of *miror* can still be seen in English *smirk*, a variant of *smile*.
- **noceo:** Takes a **dative** object. Like many second-conjugation verbs, *noceo* is the causative of the *o*-grade base that appears in the *e*-grade as *neco* “kill”; so *noceo* originally meant “cause harm to,” perhaps “put to death.”
- **parco:** Takes a **dative** object. *Peperci* is a reduplicated perfect with vowel gradation, cf. *pario/peperi*. This verb has no true passive and, therefore, the future active participle is substituted for the missing perfect passive participle.
- **pareo:** Takes a **dative** object. Warn students not to confuse this verb with *paro*!
- **persuadeo:** Takes a **dative** object. A combination of *per-* (“thoroughly”) and *suadeo* (“sweeten”), it means literally “to sweeten something thoroughly for someone,” in modern jargon, “to sugar-coat the pill.” Latin *suadeo* is related to English *sweet* and Greek *hedus* (with change of initial *s-* to *h-*); cf. *suavis*.
- **placeo:** Takes a **dative** object. It may interest students to know that English “please” once took the dative, also: “you” in “if you please” was originally dative, “if it is pleasing to you”.
- **servio:** Takes a **dative** object. This verb should NOT to be confused with *servo* (“save”). *Servio* is a denominative verb (i.e. a verb produced from a noun base, cf. *finio* < *finis*, *custodio* < *custos*) formed from *servus*. To the derivatives listed by Wheelock you might add *sargeant* from Old French *sergent*, cf. Italian *servente* from Latin *serviens* (*ad legem*), i.e. “a sergeant at arms, an officer charged with the arrest of offenders.”
- **studeo:** Takes a **dative** object. This verb has no true passive forms, which is why no fourth principal part is listed.
- **praemium:** = *pr(a)e-* + *em-* “buy, take” + *-ium* (a noun-forming suffix); thus, “a thing taken forth, a sum of money received.”
- **antepono:** Takes an **accusative** object of the verb (*pono*) and a **dative** object of the compound (*ante*); that is, “to put something (accusative) before something (dative),” meaning “to prefer *X* (accusative) to *Y* (dative).”
- **ignosco:** Takes a **dative** object. Though it’s a compound of *in-* (“not”) and *gnosco* (“know”; see [Chapter 34](#), s.v. *nascor*), it does not mean “not know” (cf. *ignoro*, *ignarus*) but “forgive,” in the sense “fail to acknowledge a transgression.”

## III. Sentences

### Practice and Review

1. *Plena* is a predicate adjective and *nascor* operates here as a linking verb.
  2. A common Latin sentence pattern. A noun used as subject of both a clause and the main sentence will precede both, e.g. “**Caesar**, when he saw the enemy, (he) ran away and hid.” The condition is future less vivid.
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1. *Cum* causal
  2. A concessive participle, “(Although) having suffered . . .”
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1. *Cum* concessive
  2. “(After) having set forth . . .”
  3. *Cum* causal