

## Chapter 40

**RULE 1:** Only *unus*, *duo*, *tres* and the plural of *mille* decline. All other numbers are indeclinable.

**RULE 2:** The Partitive Genitive is used with *milia*, superlatives, words designating a part and special pronouns and adjectives; see Wheelock, page 192 (middle).

**RULE 3:** *Ex/De* (+ the ablative) is used with all numbers, except *quidam* and the plural of the *mille*.

### I. Grammar

#### A. Numbers

Modern language instructors often begin their classes by teaching students to count; Latin teachers tend to put counting nearer the end. That's because, by delaying the study of numbers, we underscore the basic disinterest in and mistrust of numerical expressions in antiquity, a world of difference from the modern obsession with statistics and general arithmophilia. In antiquity, reliable numbers were difficult to come by. For instance, when Herodotus claims that Xerxes led 5,283,220 men as far as Thermopylae—not counting concubines, eunuchs and baking women—it is natural to wonder how he arrived at this figure and to suspect whether such exact enumeration is even possible given the historical situation.

At this late point in the class, it seems pointless to make students memorize all the Latin numbers, cardinals and ordinals. The fact is that, if they read the usual slate of authors used in second- and third-year classes, they will encounter remarkably few numbers. Therefore, outside of 1-10, 20, 100 and 1000, I ask that students only recognize cardinal numbers, not memorize them. With ordinals (page 384), I guide them through only the first ten—*primus* they should know from Chapter 27—and emphasize the repeated endings, *-tus* and *-imus*.

The Latin numerals are, however, useful in reinforcing several important tendencies involving other types of words. For example, *unius/uni* reminds students about genitive singulars in *-ius* and dative singulars in *-i* (Chapter 9). *Duo* exhibits a mix of first-, second- and third-declension endings (see below), while *tres* operates like a regular third-declension adjective. The singular form *mille* is an indeclinable noun but in the plural it becomes the adjective *milia* which declines using third-declension endings (cf. *plus*; see Wheelock, page 128).

#### B. The Genitive of the Whole or the Partitive Genitive

The genitive case designates the whole to which a part belongs. For brevity, clarity and simplicity, I prefer the designation “Partitive Genitive” to “Genitive of the Whole.” This construction is used commonly with *milia*, superlatives, words denoting a part or section (*plus*, *pars*, *satis*, *nemo*), and certain pronouns and adjectives implying partition (*quid*, *aliquid*, *nihil*, *multum*). Other words like *quidam* and all numbers under 2000 (including *mille*) use *de* or *ex* plus the ablative instead of a partitive genitive.

#### C. Supplementary Syntax (pp. 374-379)

It would be onerous to assign students to memorize all the remaining constructions in the Supplementary Syntax. Nevertheless, they should be made aware of them to some extent. Review, in particular, the genitives of material and description and the ablatives of specification, cause and degree of difference. Stress the English preposition used with each translation, e.g. “in” with specification, “because of” with cause, etc.. Students, however, do not have to memorize these constructions for this class—they will not appear on tests—but will certainly need to know in reading Latin authors.

## D. History of Numbers

Indo-Europeans appear to have been able to count to 100 but little further—there seems to be no common Indo-European base for 1000—they had separate words for 1 to 10 (1 to 4 declinable), units of 10 (20, 30, etc.) and 100. The decimal system which is obviously derived from counting on fingers met some small resistance from a base-six system of which there are scant traces (counting by dozens, 24 hours in a day, 360 degrees in a circle).

### 1. Cardinals

- **Unus.** *Unus* derives from Indo-European \**oi-*, with the suffix \*-*n(o)-*, which in Latin proceeds regularly to *un-*, cf. Old Latin *comoinem* > *communem*, *coisavit* > *curavit*. *Unus* is cognate with English *one* and Greek *oine* (“a throw of one in dicing”) and *oios* (“alone”)
- **Duo.** *Duo* was formed from *duō* by iambic shortening, see Chapter 30 s.v. *primo*. This word originally had dual endings of which *duo* (accusative masculine plural; attested in Plautus) and *duo* (neuter nominative/accusative plural) are preserved, cf. *ambo*. The rest of the forms are later innovations drawn from different declensions. The Indo-European base \**dwō-* (or \**duō-*) produced *two* in English [Grimm’s Law: *d* > *f*]. The compound form was \**dwi-* becoming *bi-* in Latin, cf. *duellum* > *bellum*.
- **Tres.** *Tres* is a contraction of Indo-European \**treyes*.
- **Quattuor.** *Quattuor* derives from Indo-European \**qwetwer-*, becoming in Greek *tettares* (Attic) by expected loss of digamma and change of initial *qw-* to *t-*, e.g. Latin *quis* versus Greek *tis*. This number was declined in Indo-European (cf. Greek *tettares*, *tettara*) but lost its inflections in Latin.
- **Quinque.** *Quinque* comes from Indo-European \**penqwe*. The initial *p-* has become *qw-* by assimilation to the second syllable, cf. French *chercher* < Old French *cercher* (> English *search*).
- **Sex.** Latin *sex* is cognate to Greek *hex*.
- **Septem.** In Indo-European, the ending *-em* was weakly pronounced, amounting to no more than a nasalized vowel. Greek lost the nasal: *hepta*, *deka* (versus Latin *decem*).
- **Octo.** *Octo* exhibits a dual(!) ending, because the base originally designated “a set of four fingers”—four doubled is eight—cf. Avestan *asti* (“a breadth of four fingers”). The use of fingers in counting resembles the measurement of horses by “hands,” an archaic system still used today.
- **Novem.** *Novem* derives from Indo-European \**new-n*, to which the suffix *-em* was added by analogy to *septem* and *decem*.
- **Decem.** See *septem*.
- **Viginti.** The *-ginti* suffix derives from Indo-European \*(*d*)*kmti-*, meaning “a set of ten”—cf. Greek *-konta*—resulting in *tri-ginta* (“three sets of ten”), *quadra-ginta* (“four sets of ten”). *Vi-* is in origin a dual form.
- **Centum.** In most other Indo-European languages besides Latin and Greek (*ekaton*), this base declines as a neuter noun. The base (*d*)*kmti-*, which derives from the same source as the base in *viginti*, was specialized in the form *-centi* or *-genti* to mean “a set of ten tens.”
- **Mille.** From an untraceable base, the *mil(l)-* base appears not to be of Indo-European origin.

### 2. Ordinals

The *-to-* and *-mo-* suffixes seen in many Latin ordinals are cognate with those seen in the comparison of adjectives, *-est* and *-issimus* (see Chapter 26). Originally, *-to-* (English *-th*) had a completive sense, denoting the member which completes a group, whereas *-mo-* designated the final member of a group, cf. *pri-mus* (< *prae* “before, in front” + *-mus*). *Secundus*, literally “the following,” was in origin a participle of *sequor*. *Quartus* = \**qwtru-* + *-tos*, with the loss of the first *t* and substitution of *a* for *u* by analogy to *quattuor*, cf. *nonus* > \**novenus* which without the analogy of *novem* would have proceeded to \**nūnus*. *Vicesimus* (“twentieth,” originally \**vicenssimos*) = \**vi-kmt* (“twenty”) + *-temo-* (the suffix seen in superlatives).

## E. Reading for Test 4

In reviewing for Test 4, we will read together in class a passage of classical Latin. As with the reading for the previous test, you will be expected to prepare the passage as homework prior to our in-class translation of the text. All vocabulary

is included in the notes attached to the passage or in the vocabulary at the back of Wheelock. Questions about the translation and grammar of this passage will appear as part of [Test 4](#).

Click [here](#) for a downloadable version of that text.

## II. Vocabulary

[Click [here](#) for a complete list of all words (Chapters 1-40) which students are responsible for knowing. Encourage them to use this list to consolidate their understanding of vocabulary.]

- **caput:** As the word for “head,” *caput* was replaced in Romance languages by *testa* “potsherd,” metaphorically applied in common speech to “skull,” cf. Italian *testa*, French *tete*.
- **iustus:** = \**ius-* “law” + *-t-* (the adjective-forming suffix).
- **tot:** Remind students that *tot* is a sign word of a result clause; see [Chapter 29](#).
- **reperio:** The perfect active form is reduplicated (\**re-peperi* > *repperi*, cf. \**re-tetuli* > *rettuli*). Reduplication is more often altogether lost when a compound is prefixed, see [Chapter 24](#) s.v. *expello*.

## III. Sentences

### Practice and Review

1. *Quasi* modifies the gerundive purpose clause, “as if to . . .”
  2. Negative purpose clause
  3. “*in*” gerundive clause
  4. *cupidus* + genitive gerundive phrase
- 
1. *leves* means “trivial” in this instance
  2. *nos* is reflexive; gerundive with ablative of means
  3. ablative absolute; indirect command

## IV. Quiz 7

### Quiz 7

---

#### NOMEN TUUM

**I. VERBS.** Translate the following verb forms according to tense, voice, person and number. Indicate mood to the side. Then tell whether the verb form will take a(n):

NOMINATIVE PREDICATE (NOM)  
 DATIVE OBJECT (DAT)  
 ACCUSATIVE OBJECT (ACC)  
 ABLATIVE (ABL)  
 PERSONAL AGENT (PA).

If a verb form does not take any object or predicate, say NONE. (15 pts.)

1. factus esse
2. uti
3. redibant
4. vellemus
5. hortare

**II. CONSTRUCTIONS.** In the space below give the name of the construction in bold in each sentence. For conditions, give the type of condition. (10 pts.)

1. Quid **boni** est in divitiis?
2. Rogavit **quid boni esset in divitiis**?
3. Nihil metuendum est quod **animo** non noceat.
4. Tot puellas amabat **ut una ex eis denique eum interficeret**.
5. Roma discessit **ad vitam meliorem agendam**.

**III. VOCABULARY.** Give the **NOMINATIVE**, **GENITIVE**, and **GENDER** of nouns, and the **PRINCIPAL PARTS** (**PRESENT INDICATIVE**, **PRESENT INFINITIVE**, **PERFECT INDICATIVE**, **PERFECT PARTICIPLE**) of verbs. For adjectives, give the **NOMINATIVE** forms. (25 pts.)

1. thousands
2. necessary
3. doubt, hesitate
4. three
5. try, test
6. even if
7. work
8. as if
9. old

## V. Review for Test 4

### Test 4: Review

---

NOMEN TUUM

**I. VERB FORMS.** (1) Translate the following verb forms. (2) Indicate mood to the side. (3) Tell whether the verb form will take a(n):

NOMINATIVE PREDICATE (NOM)  
 DATIVE OBJECT (DAT)  
 ACCUSATIVE OBJECT (ACC)  
 ABLATIVE (ABL)  
 PERSONAL AGENT (PA).

If a verb form does not take any object or predicate, say NONE. (30 pts.)

1. mirantium
2. ignosce
3. fit
4. iit
5. contulerim
6. egredere
7. vitaremus
8. iturum esse
9. hortati
10. redeatis

**II. CONSTRUCTIONS.** In the space below give the name of the construction in bold in each sentence. For conditions, give the type of condition. (20 pts.)

1. Romam venit **philosophiae discendae causa**.
2. Litteris **multas horas** studuerunt.
3. **Si pecuniam amavisti**, sapientiae caruisti.
4. At nemo erat **qui istum hominem turpem defenderet**.
5. Rogant **ubi dux sit**.
6. **Si consul abibit**, mortem metuemus.
7. Omnes **ut veniret** hortatus est.
8. Romani contra milia **militum** pugnabant.
9. Cum **se eis parsurum esse** dicerent, tamen multos interfecit.
10. Qui **interficiendo** vitam agant, moriuntur.

**III. SENTENCES.** Translate the following sentences into English and answer the grammar questions appended. (25 pts.)

1. Decem ex ducibus hostium **Athenis** abierunt **ad alios Graecos iuvandos**.

What case is <b>Athenis</b> and why?	
What construction is <b>ad alios Graecos iuvandos</b> ?	

2. Eodem **tempore** opus est **nobis**(1) ferre iniurias aliorum ut **nobis**(2) nocentibus parcant.

What case is <b>tempore</b> and why?	
What case is <b>nobis</b> (1) and why?	
What case is <b>nobis</b> (2) and why?	
What mood is <b>parcant</b> and why?	

**IV.** In the last part of this test, you will be given a passage to translate from the readings we have covered in class. Click [here](#) for a copy of that reading. There will be grammar questions pertaining to the passage. (25 pts.)

## ANSWERS

I.

Mood	Translation	Case
PART	1. (of those) wondering: present active participle	ACC
IMP	2. forgive! (present imperative)	DAT
IND	3. it becomes/is made (present indicative, 3 s.)	NOM
IND	4. he went (perfect indicative, 3 s.)	NONE

Mood	Translation	Case
S	5. I have compared (perfect subjunctive active, 1 s.)	ACC
IMP	6. go out! (present imperative)	NONE
S	7. we avoided (imperfect subjunctive, 1 pl.)	ACC
INF	8. to be about to go (future infinitive)	NONE
PART	9. having urged (ppp. of deponent verb)	ACC
S	10. y'all go away (present subjunctive, 2 pl.)	NONE

## II.

1. 1. Gerundive Purpose
2. 2. Accusative of (Duration of) Time
3. 3. Simple Fact Past (condition)
4. 4. Relative Clause of Characteristic
5. 5. Indirect Question
6. 6. Future More Vivid (condition)
7. 7. Indirect Command
8. 8. Partitive Genitive
9. 9. Indirect Statement
10. 10. Ablative of Means (with gerund)

## III.

1. Ten of (lit. "from") the leaders of the enemy left [from] Athens to help the other Greeks.

**Athenis:** ablative, place from which (motion from)

**ad alios Graecos iuvandos:** gerundive purpose construction

2. At the same time it is necessary for us to suffer/endure the injuries of others in order that they be lenient to us when we do harm (lit. "doing harm").

**tempore:** ablative of point in time

**nobis(1):** dative, with *opus est*

**nobis(2):** dative, object of *noceo*

**parcant:** subjunctive, purpose clause